

The relationship between the elements of authentic leadership and individual employee (follower) job satisfaction within South Africa

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ABSTRACT

This research examined the views of South African-employed workers regarding the potential relationship that the elements of authentic leadership may have on their job satisfaction. Using a qualitative methodology, the study has explored the relationships between each of the elements of authentic leadership (namely self-awareness, balanced processing, relational transparency and internalised moral perspective) and employee (follower) job satisfaction within a South African context. The research expands on a portion of a previous study, named *Authentic Leadership: Development and Validation of a Theory-Based Measure*. Part of the original study used a quantitative methodology to determine the relationship between a supervisor displaying high levels of authentic leadership and the resultant job satisfaction levels of the employees reporting to that supervisor.

Using a semi-structured interview questionnaire, data was collected during interviews with 15 participants. The key components of the interview comprised the participants' views on job satisfaction, including their definition of job satisfaction and what they believed drove their job satisfaction; a specific conversation regarding the impact of leadership on the participants' job satisfaction and, finally, an understanding of the importance of each element of authentic leadership in relation to the participants' job satisfaction.

Key findings from this study are as follows: although leadership is not the only aspect of an employee's job satisfaction, it is a very important and is often the difference between a satisfied employee and an unsatisfied employee. Although considered important, a leader's level of self-awareness was not emphasised as much as the remaining three authentic leadership elements; this is because followers are unlikely to directly recognise the factors of self-awareness as they are inwardly focussed on the leader. Relational transparency and internalised moral perspective, on the other hand were found to influence the fundamental trust relationship between a leader and employees; thus, participants considered high levels of each of these elements being present in leaders a crucial requirement for their job satisfaction.

The study concludes that each of the elements of authentic leaderships was found to impact positively on employee job satisfaction by influencing the drivers of job satisfaction or the foundation of the relationship between a leader and a follower; trust. As such a study has not been conducted in a South African context, the findings suggest that this research is significant.

DECLARATION

I, Bernadine Green-Thompson, 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 Business Administration in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.

Bernadine Green-Thompson

Signed at Johannesburg

On the 28th day of February 2014

DEDICATION

For my parents. 'Thank you' will never be enough.

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TABLE OF CONTENTS

ABSTRACT	II
DECLARATION	IV
DEDICATION	V
ACKNOWLEDGEMENTS	VI
LIST OF FIGURES.....	XII
1 INTRODUCTION	1
1.1 PURPOSE OF THE STUDY.....	1
1.2 CONTEXT OF THE STUDY	1
1.3 PROBLEM STATEMENT	3
1.3.1 MAIN PROBLEM.....	3
1.4 SIGNIFICANCE OF THE STUDY	3
1.5 DELIMITATIONS OF THE STUDY.....	6
1.6 DEFINITION OF TERMS.....	7
1.7 ASSUMPTIONS	7
2 LITERATURE REVIEW.....	8
2.1 INTRODUCTION.....	8
2.2 THE CONCEPT OF LEADERSHIP IN GENERAL	8
2.3 THE ASSOCIATION OF AUTHENTIC LEADERSHIP WITH INDIVIDUAL EMPLOYEE/FOLLOWER JOB SATISFACTION	12
2.3.1 AUTHENTICITY AND AUTHENTIC LEADERSHIP.....	12
2.3.2 THE IMPORTANCE OF AUTHENTIC LEADERSHIP	17
2.3.3 THE COMPONENTS OF AUTHENTIC LEADERSHIP.....	19
2.3.4 JOB SATISFACTION.....	28
2.3.5 EMPLOYEE ENGAGEMENT	30
2.3.6 THE IMPORTANCE OF JOB SATISFACTION	33
2.3.7 LEADERSHIP AND JOB SATISFACTION.....	33
2.3.8 LEADERSHIP IN SOUTH AFRICA.....	35
2.3.9 AUTHENTIC LEADERSHIP AND UBUNTU	37
2.3.10 RESEARCH QUESTION	38
2.4 CONCLUSION OF LITERATURE REVIEW	39

3	RESEARCH METHODOLOGY	40
3.1	RESEARCH METHODOLOGY / PARADIGM	40
3.2	RESEARCH DESIGN	41
3.2.1	QUALITATIVE RESEARCH DESIGN	41
3.3	POPULATION AND SAMPLE	43
3.3.1	POPULATION	43
3.3.2	SAMPLE AND SAMPLING METHOD	43
3.4	THE RESEARCH INSTRUMENT	44
3.5	PROCEDURE FOR DATA COLLECTION	45
3.6	DATA ANALYSIS AND INTERPRETATION	45
3.7	LIMITATIONS OF THE STUDY	47
3.8	VALIDITY AND RELIABILITY	47
3.8.1	EXTERNAL VALIDITY	47
3.8.2	INTERNAL VALIDITY	48
3.8.3	RELIABILITY	48
4	PRESENTATION AND DISCUSSION OF RESULTS	49
4.1	INTRODUCTION	49
4.2	PARTICIPANT DEMOGRAPHICS AND CURRENT JOB ROLES	52
4.2.1	PARTICIPANT GENDER	52
4.2.2	PARTICIPANT AGE AND YEARS OF EMPLOYMENT	52
4.2.3	SPECIALISTS AND MANAGERIAL PARTICIPANTS	52
4.2.4	PARTICIPANT INDUSTRIES	53
4.2.5	PARTICIPANT ROLES AND RESPONSIBILITIES	53
4.3	PARTICIPANT INTERVIEW RESPONSES REGARDING JOB SATISFACTION AND RELATIONSHIPS WITH THEIR LEADERS	53
4.3.1	JOB SATISFACTION	54
4.3.2	LEADERSHIP AND THE EMPLOYEE JOB SATISFACTION	70
4.4	PARTICIPANT INTERVIEW RESPONSES REGARDING THE ELEMENTS OF AUTHENTIC LEADERSHIP AND THEIR RELATIONSHIPS WITH INDIVIDUAL JOB SATISFACTION	85
4.4.1	SELF-AWARENESS	87
4.4.2	BALANCED PROCESSING	99
4.4.3	RELATIONAL TRANSPARENCY	109
4.4.4	INTERNALISED MORAL PERSPECTIVE	119
4.5	PARTICIPANT INTERVIEW RESPONSES REGARDING THEIR MOST IMPORTANT AUTHENTIC LEADERSHIP ELEMENT	127
5	CONCLUSIONS	132
5.1	INTRODUCTION	132
5.2	CONCLUSIONS OF THIS STUDY	132
5.3	RECOMMENDATIONS FOR FURTHER STUDY	140

REFERENCES	142
APPENDIX A.....	148
SEMI-STRUCTURED INTERVIEW QUESTIONNAIRE	148
COPYRIGHT OF THE AUTHENTIC LEADERSHIP QUESTIONNAIRE.....	151
<i>SAMPLE COPY</i> OF THE AUTHENTIC LEADERSHIP QUESTIONNAIRE.....	152

LIST OF TABLES

Table 1: Comparisons of authentic leadership development theory, ethical leadership theory and transformational leadership theory	18
Table 2: Job Satisfaction Survey (Spector 1985).....	32
Table 3: Parallels of Authentic Leadership and Ubuntu	38
Table 4: Qualitative Study Procedure	46
Table 5: Categories of questions put forward to the participants	50
Table 6: Comparison participant job satisfaction drivers to the literature.....	61
Table 7: Summary of participants' primary and additional job satisfaction drivers	62
Table 8: Participant Job Satisfaction Ratings.....	63
Table 9: Level 2 job satisfaction ratings and the impacted job satisfaction drivers	65
Table 10: Level 3 job satisfaction ratings and the impacted job satisfaction drivers	66
Table 11: Reasons for Level 4 and Level 5 job satisfaction ratings and the impacted job satisfaction drivers	68
Table 12: Participant relationship with their leader given his/her satisfaction rating	72
Table 13: Summary of participant relationships with their supervisors	76
Table 14: Participants' view of their immediate supervisors as their leader	77
Table 15: Participant descriptions of leaders vs. supervisors	79
Table 16: Participants' relationship with their supervisors vs. whether they considered their supervisors to be leaders	80

Table 17: Self-Awareness Scoring Provided by Participants	88
Table 18: The relationship between self-awareness and employee job satisfaction	93
Table 19: Does your leader display self-awareness?	94
Table 20: Balanced processing scoring provided by participants	100
Table 21: The relationship between balanced processing and employee job satisfaction	104
Table 22: Does your leader display high levels of balanced processing?	106
Table 23: Relational transparency scoring provided by participants	110
Table 24: The relationship between relational transparency and employee job satisfaction	115
Table 25: Does your leader display high levels of relational transparency?	116
Table 26: Internalised moral perspective scoring provided by participants	120
Table 27: Does your leader display high levels of internalised moral perspective?	124
Table 28: Which is the most important element of authentic leadership for your personal job satisfaction?	127

LIST OF FIGURES

Figure 1: Authentic leadership elements	27
Figure 3: Funnel approach used to address the research question	54
Figure 4: An overview of job satisfaction	55
Figure 4: Funnel approach used to address the research question	70
Figure 5: The impact of leadership on job satisfaction	71
Figure 6: Identifying the relationship between job satisfaction and each of the elements of authentic leadership	86
Figure 7: Key self-awareness themes	89
Figure 8: Balanced processing categories and themes	101
Figure 9: Relational transparency themes	110
Figure 10: Internalised moral perspective theme	120
Figure 11: Authentic leadership elements	131
Figure 12: Identifying the relationship between job satisfaction and each of the elements of authentic leadership	133
Figure 13: Participants' primary and additional job satisfaction drivers.....	133
Figure 14: The impact of self-awareness on employee job satisfaction.....	135
Figure 15: The impact of balanced processing on employee job satisfaction.....	136
Figure 16: The impact of relational transparency on employee job satisfaction .	137
Figure 17: Impact of internalised moral perspective on employee job satisfaction	138
Figure 18: The relationship between the authentic leadership elements and job satisfaction	139

1 INTRODUCTION

1.1 Purpose of the study

The purpose of this research study was to analyse the relationship between the elements of authentic leadership and individual employee/follower job satisfaction within South Africa. To perform this analysis, the research used prevailing definitions of both authentic leadership and job satisfaction; and employed qualitative methods to determine whether and how the job satisfaction of employees was dependent upon leaders displaying the elements of authentic leadership within South Africa; in particular, to understand the elements considered to be most important to the individual employees.

1.2 Context of the study

Leadership in general is deemed important in all organisations: the right leadership seems to be one of the contributing factors required by an organisation to turn its strategic, financial and organisational goals into reality (Goleman 2000), outperform its peers in its respective market, and provide an organisation with the potential to improve from merely being a good organisation to being a great one (Collins 2001). Hogan and Kaiser (2005) propose that good leadership has a large bearing on achieving organisational goals and ensuring the welfare of employees.

The topic of good leadership is frequently highlighted in the context of almost every one of the large number of challenges associated with the effective management and efficient application of organisational structures. This has been particularly evident during the massive organisational failures witnessed during the last two decades: first with the collapses of Enron and WorldCom in 2001 and 2002 respectively (May, Hodges, Chan and Avolio 2003; Brown and Trevino 2006) and, more recently, the leadership failures and subsequent collapses of Wall Street's largest financial institutions due to the sub-prime crisis in 2008,

which triggered the global recession, now referred to as the Global Financial Crisis (Rawlinson 2009).

These crises have prompted many organisations and their stakeholders to ask how they could prevent leaders of their organisations from abusing the power and privilege that comes with authority (Hogan and Kaiser 2005; Rawlinson 2009). In attempting to find a solution to this dilemma, organisations have called for leaders to be more 'authentic' (George, Sims, McLean and Mayer 2007) and to be held accountable for their actions on the basis of their 'authenticity' (Walumbwa, Avolio, Gardner, Wernsing and Peterson 2008).

There are a number of current popular theories proposing what exactly 'authenticity' and 'authentic leadership' includes as well as the qualities authentic leaders should possess. However, the golden thread of authentic leadership that seems evident in much of the published work on the topic is the ability of the leader to know who he or she is. This insight includes the values he holds to be true to himself (May et al. 2003; Gardner, Avolio, Luthans, May and Walumbwa 2005; Ilies, Morgan and Nahrgang 2005). May et al (2003:248) go so far as to term authentic leadership as "the root concept underlying all positive approaches to leadership and its development". To assist in answering organisations and their stakeholders as to their question on the accountability of their leaders, the study "*Authentic Leadership: Development and Validation of a Theory-Based Measure*", performed by Walumbwa et al (2008), raised the following question: can authentic leadership be quantitatively measured and, if so, how is it associated with both the job satisfaction and performance of employees?

Drawing from various academic sources, as well as employing empirical methods, the authors developed and validated what they term the Authentic Leadership Questionnaire (ALQ). This ALQ is a sixteen-statement, closed-ended, Likert-style questionnaire that uses four derived authentic leadership elements to establish the levels of authentic leadership present in an organisation's leaders (Walumbwa et al. 2008). The four elements applied by Walumba et al. (2008) are:

- **Self-awareness:** did leaders have a true understanding of themselves?

- **Relational transparency:** were leaders presenting their 'true selves' when interacting with others?
- **Balanced processing:** did leaders objectively weigh information when making decisions?
- **Internalised moral perspective:** did leaders live their moral standards?

The purpose of the ALQ is to quantitatively determine the levels of authentic leadership displayed by leaders (Walumbwa et al. 2008). Thus, in the original study, the authors were able to quantitatively assess whether authentic leadership could be directly associated with positive organisational outcomes such as employee job satisfaction and performance (Walumbwa et al. 2008).

In this original study, Walumbwa et al. (2008) stated that approximately 98% of all leadership theory stemmed from the United States. To mitigate any potential bias and provide further validity for the broad application of their research, parts of their study were conducted not only in the United States but also in China and Kenya.

It is the current author's belief that furthering the original study with a qualitative methodology applied to a portion of their study within a South African context would add to the overall richness of the original study and prove useful within the South African business environment.

1.3 Problem statement

1.3.1 *Main problem*

Determine the relationship of the elements of authentic leadership with individual employee job satisfaction within South African organisations.

1.4 Significance of the study

The South African business environment is constantly evolving. In the space of thirty years, the country has re-focussed from maintaining high levels of self-

sufficiency, necessary due to the international sanctions imposed on the country during the time of Apartheid, to a free, highly-integrated economy, requiring daily competition with fierce international businesses (Denton and Vloeberghs 2003). In addition to this, local business must deal with vast cultural and ethnic diversities on the home front, issues of sufficient diversity and inclusive employment practices, which greatly impact company productivity (van der Colff 2003, Magner 2008).

As world markets continue to evolve, South African businesses must relentlessly create smarter solutions to remain relevant and competitive on the world stage (Denton & Vloeberghs 2003).

The Global Financial Crisis only intensified the focus on the need to continue this path of innovation. Businesses continue to contemplate methods of streamlining processes and cutting costs in order to remain one step ahead of the competition (Denton and Vloeberghs 2002). Luthans, van Wyk and Walumbwa (2004) put forward that, in addition to any operational and process solutions, South African organisations wanting to remain relevant in the global economy need to focus on another very important resource – their people. The authors put forward that, although other business tactics are important in remaining competitive, leaders who strongly introduce hope, positive behaviour and traditional concepts within the workforce, such as the concept of “Ubuntu” for example, could have a material impact on the well-being of their employees and, ultimately, the performance of the organisation.

Authentic leadership is considered to be a core concept in the positive approaches to leadership (May et al. 2003), thus it may be deduced that a study further exploring and validating the relationship between the elements of authentic leadership and employee job satisfaction within the local South African context would be beneficial.

The gap that the current author’s research intended to fill was to provide a perspective of this potential relationship within a cross-section of **South African** industries.

The original Walumbwa et al. (2008) study was significant for the following reasons: firstly, before their study, a specific detailed construct for authentic leadership did not yet exist; secondly the relationship between job satisfaction, employee performance and authentic leadership had not yet been studied in great depth.

The intention of the current author's study was to build upon job satisfaction, an important component of employee well-being originally explored in the Walumbwa et al. (2008) study, and the relationship of job satisfaction with the elements of authentic leadership within a South African context – a business context in which authentic leadership has not yet been fully explored. In addition to this, the exploratory nature of a qualitative study was intended to provide a deeper understanding of a potential positive relationship between a leader's level of authentic leadership and his/her employees' perceived satisfaction as found in South Africa.

Harter, Schmidt and Keyes (2003) put forward that, as employees are usually one of the primary resources that an organisation will use to implement its strategic objectives, an organisation needs to ensure the overall well-being of its staff. If an organisation is able to better understand what influences the components of its employee well-being, the organisation will be in a better position to make the changes required to ensure that such well-being can be maintained and improved.

Job satisfaction is deemed an important area that an organisation needs to be cognisant of; it has been found that employees who display low levels of job satisfaction may impact negatively on the performance of the organisation through high levels of absenteeism, higher grievance levels and greater chances of employee resignations (Henne and Locke 1985).

This author's qualitative study was conducted in the South African business environment by interviewing a cross-section of South African employees and intended to provide insights regarding the relationships of the organisations' leaders with their employees.

By examining each of the individual authentic leadership elements, participants in the study discussed a self-evaluation of their own perceived level of job satisfaction as well as provided feedback on their perception of the level of each of the elements of authentic leadership displayed by their leaders.

The qualitative analysis that emerged from the study may provide further insight into the relationship between authentic leadership and job satisfaction for academics active in this field. In addition to this, insights obtained from a qualitative study may provide key insights for organisations regarding leadership and job satisfaction as well as suggestions to improve both.

1.5 Delimitations of the study

- This current research focussed only on the relationship between the elements of authentic leadership and job satisfaction in particular – no research was done on the relationship between authentic leadership and job performance or any other aspect of employee well-being (such as employee retention).
- The research was conducted at an advanced/senior employee level only. Only participants with multiple years of direct management experience or specialisation within a firm were interviewed; no junior personnel were considered.
- This research only considered ‘authentic’ leadership and did not include the potential relationship of other forms of leadership with employee job satisfaction, such as transformational or ethical leadership.
- The study addressed a cross-section of participants from various South African industries, thus the focus was not on a single industry or organisation.

1.6 Definition of terms

- **Authentic Leadership Questionnaire (ALQ):** the validated 16-question tool developed and utilised by Walumbwa et al. (2008) as the measure of a leader's authentic leadership skills (Walumbwa et al. 2008).

1.7 Assumptions

- This current research assumed that participants had provided meaningful and truthful feedback regarding their leader.
- Participants interviewed for this study had a reasonable understanding of leadership and job satisfaction.
- Where prior relationships exist with the participants, there is no bias to these existing relationships.

2 LITERATURE REVIEW

2.1 Introduction

The literature review covers the topic of authentic leadership, employee job satisfaction and the applicability of both of these concepts within a South African business context. The literature review begins with the topic of leadership; what, specifically, authentic leadership is deemed to be and what comprises the authentic leadership model. This is followed by a description of job satisfaction, its importance and the potential link between job satisfaction and authentic leadership in the workplace. Finally, the literature covers the challenges facing leadership in South Africa and the potential for conducting a study of this nature in the South African environment.

2.2 The concept of leadership in general

Many definitions for leadership abound. However, there is currently no set of characteristics that defines the perfect leader (George et al. 2007) or defines leadership perfectly, for that matter. Avolio, Sosik, Jung and Berson (2003:277) provide a high-level definition that leadership is "...a social influence process that can occur at the individual, dyadic, group or strategic level". Although this seems a fairly concise definition, it does not really distinguish leadership from any other kind of social influence process.

Hogan and Kaiser (2005) provide a more direct concept of leadership, stating that leadership occurs when a group is built and maintained to perform well in its respective peer environment. In other words, leadership occurs when the people being led perform well (and outperform their competitors). Although this is more enlightening, this view of leadership is limited. The holistic view of leadership is much more than that.

Martin (1998) states that with regard to organisations, leaders are incredibly important as they create the vision and direction of their respective organisations,

build the company culture and set the firm's general tone. The author goes on to state that "leadership is the driving force in societal and organisational change" (Martin 1998:42). Winston and Patterson (2006) support this theory and build further. The authors liken the fragmented views of leadership and leadership models to a collective of blind men tasked to describe a specific part of an elephant – merely knowing each part of the elephant is not enough to understand the entire animal. The authors acknowledge that the research performed on the leadership topic has been extensive and, in light of that fact, attempted to create an integrated definition from 160 various leadership studies performed. Their integrated definition includes that a leader "...selects, equips, trains and influences", "...causing the follower to willingly and enthusiastically expend spiritual, emotional and physical energy", "...presents the prophetic vision" and "...achieves this using ethical means and seeks the greater good of the follower(s)" (Winston and Patterson 2006).

Attempting to better understand the concept of leadership illustrates that the topic is very complex. It is, however, a worthwhile task. Martin (1998:42) goes on to state that "strong, compelling leadership is at the root of all great accomplishments". The work of Collins (2001) supports this; the author notes that the right level of leadership could turn a good organisation into a great one. In a study conducted by Collins (2001), eleven 'level five' leaders (those displaying both humility and resolve) had been instrumental in turning around their organisations and outperforming their competitors for an extended period of time. It was the accomplishments by these leaders that led the author to call these organisations 'great' rather than 'good'.

The seeming complexity of leadership may arise from the sheer volume and the characteristics of the leadership models themselves (May et al. 2003) – such as transformational, ethical, servant and charismatic, as well as the paradigm facing leaders. Are leaders considered to be successful when they are effective or are they considered successful when their actions are carried out in an acceptable manner (Michie and Gooty 2005; Ciulla 2006)?

All in all, leadership is considered to be both an important and natural occurrence in human social systems. People seem to instinctively look for leaders: for thousands of years, the human race has been attracted or 'hard-wired' to forms of organisational design, hierarchy and leadership (Nicholson 1998). Today it seems good business leaders can meaningfully impact the culture of their organisations through their personality. These commercial leaders may also influence important factors of organisational effectiveness, such as motivating staff and developing and implementing an effective organisational strategy (Hogan and Kaiser 2005).

The definition of leadership would, however, not be complete without a view from the followers. In a study conducted around the world, comprising more than 75,000 people and repeated multiple times over roughly two decades, Posner and Kouzes (2008) found that participants believe that leaders need to have a number of key traits. The following four leadership traits, however, have over the years consistently remained the followers' top four (Posner and Kouzes 2008; Kouzes and Posner 2011):

- ***Honesty***

The study found that, above all else, followers felt that leaders had to be honest. In other words, leaders have to be truthful, show high levels of integrity, be ethical and firmly believe as well as follow their core values and beliefs. The authors go on to state that honesty in leadership cannot be overstated, as trust is the most important indicator when gauging an individual's organisational satisfaction. Followers who are trusting will feel happier and well-adjusted at work and be more innovative and creative. In essence, trust is a predicator of a follower's personal satisfaction and performance and followers will only trust a leader if that leader is honest with them.

- ***Forward-looking***

The second most important characteristic that followers believed leaders required was a sense of direction. Followers clearly stated that their

leaders should have a firm idea of where the company was going as well as the future intentions of the firm.

- ***Inspiring***

Followers also expected their leaders to be inspirational. This included the leader displaying high levels of energy and enthusiasm about the company's future. The authors go on to state that leaders who inspire will create positive emotions in their respective organisations, thus making the context and content of the company's strategy more meaningful for followers.

- ***Competent***

Followers equated a leader's execution track record to that of a leader's competence; knowing that their leader was competent as the fourth key trait noted by followers. Taking the time to have an overall understanding of the business and the current operation was, however, more important than the leader being the most technically competent.

From this study, the authors conclude that the above four attributes set the foundation for good leadership by making a leader credible to his/her followers.

Taking the above into account, this paper explored the concept of leaders motivating their employees such that the employees are satisfied in their roles.

2.3 The association of authentic leadership with individual employee/follower job satisfaction

2.3.1 *Authenticity and authentic leadership*

The authentic leadership model is relatively new in the field of leadership and the details of what should or should not be considered in its definition are still being debated amongst academics and researchers (Cooper, Scandura and Schriesheim 2005). The principle, however, that forms the golden thread amongst the work on authentic leadership is the concept of 'authenticity' (Kernis 2003; May et al. 2003; Shamir and Eilam 2005; Walumbwa et al. 2008). The authenticity found inherently in any particular person serves as the foundation of that person's leadership skills and his/her effectiveness as an authentic leader (George et al. 2007).

With regard to the broader concept of authenticity and authentic leadership, the various works of Bill George seem to be widely accepted (May et al. 2003; Avolio and Gardner 2005; Cooper et al. 2005). George and his associates provide specific characteristics of authenticity and authentic leaders, with a fluid link between the two (George 2004; George et al. 2007).

These characteristics are explored below:

2.3.1.1. *Authenticity implies knowing your purpose*

First and foremost, authenticity can be defined as an understanding of purpose through an understanding of self (Avolio and Gardner 2005; George et al. 2007). Authentic individuals and, hence, authentic leaders understand what motivates them, where their passion lies and what drives them (George 2004; George et al. 2007). This includes having a balance between intrinsic and extrinsic motivators (George 2004; George et al. 2007). Extrinsic motivators are defined as the external factors that drive people and referred mainly to acquiring material possessions. Intrinsic motivators, on the other hand, refer to the leader being driven from within

(George et al. 2007). Examples of intrinsic motivators include wanting to attain personal growth or to help others (George et al. 2007). Avolio and Gardner (2005:319) deem these individuals to be “self-actualised persons”: able to see themselves for whom they really were, including the intrinsic factors that motivated them.

These leaders also understand that high levels of self-awareness are extremely important because without this knowledge their leadership style would not be their own but rather a second-hand version of another leader (George et al. 2007). The authors acknowledge that learning from other leaders is extremely important but striving to imitate them is a recipe for disaster.

Authentic individuals also continually try to improve upon their level of self-awareness by acknowledging their strengths, weaknesses and the negative aspects of their personality (George 2004; Gardner et al. 2005; George et al. 2007). Authentic individuals do not live in denial (George 2004; Ilies et al. 2005; George et al. 2007).

2.3.1.2. *Authentic leadership is derived from a set of solid values*

Authentic leaders appear to form their relationship principles from their personally held values and convictions and actively implement these principles into their daily lives (Gardner and Schermerhorn 2004; George 2004; George et al. 2007; Walumbwa et al. 2008). George (2004:32) states that these values have to include a “deep sense of the right thing to do” as well as a sense of integrity. The author terms these characteristics the individual’s internal moral compass. Here, integrity is defined as never telling half-truths (George 2004). An important test to better understand their values and convictions is for authentic leaders to have these convictions tested under stressful situations (George 2004; George et al. 2007).

2.3.1.3. *Authentic leaders develop and maintain enduring relationships*

As part of their continuing journey of self-awareness, authentic leaders develop close-knit relationships (George 2004; George et al. 2007). These relationships may be with a spouse or a circle of close friends and they served two purposes: firstly, the relationships allowed the leader to be himself/herself with no judgement from another party (George 2004; George et al. 2007); secondly, the authors state, the advice gained from these relationships forces leaders to maintain perspective of themselves and their leadership (George 2004; George et al. 2007), which further facilitates their growth (Gardner et al. 2005).

2.3.1.4. *Authentic leaders strive to remain grounded*

George et al. (2007:7) describe leaders remaining grounded as “maintaining a sense of self no matter where you are”. In other words, authentic individuals and leaders should be able to display the same personality traits in all aspects of their lives (George et al. 2007).

2.1.3.5 *It is all about self-discipline*

In order to turn their values into an everyday reality, authentic leaders must have self-discipline (George 2004). This also implies behaving in a consistent manner whilst in the leadership role (George 2004; Gardner et al. 2005). Authentic leaders need to develop the self-discipline to maintain an even temperament under stressful conditions (George et al. 2007). By behaving in this manner, authentic leaders are able to build the foundation of an authentic relationship with their colleagues and followers (Gardner et al. 2005).

It is important to note that authenticity is not something that an individual either has or does not have – people are not either authentic or inauthentic (Gardner et al. 2005). Rather, people can be deemed to have varying levels of authenticity – they will experience situations where they behave in a more or less authentic

manner. This model of authenticity encourages individuals to continually grow and develop their authentic selves.

Being authentic is also thought to give authentic leaders an advantage both professionally and personally: by constantly asking “who am I?” and understanding themselves better, authentic leaders are more equipped for the decisions and actions they take on a daily basis (Gardner et al. 2005).

In their quest to understand themselves better, some of the values that an authentic leader would need to discover are universal and benevolent values (Michie and Gooty 2005). The authors state that universal values are the belief in social justice, equality and broadmindedness whilst benevolent values spoke to leaders being honest, loyal and responsible.

Another differentiating factor of authentic leadership is the role of a person's life-story (George et al. 2007). A common trait of people identified as authentic leaders is that they had claimed that a large part of their leadership style emerged due to a trigger event that assisted with the leader's growth and development (Shamir and Eilam 2005; Gardner et al. 2005) that motivated them to move in the direction of becoming an authentic leader (George et al. 2007). These events seem to take on multiple forms – they could be significant events that served as positive reinforcements or smaller events that eventually reached critical mass, having had a great impact on the leader (Shamir and Eilam 2005). A more likely scenario, noted by many authentic leaders, is the occurrence of a traumatic event that changed the course of their lives and leadership style (Shamir and Eilam 2005; George et al. 2007). Examples include painful events such as the death of a close relative or a leader experiencing a sickly or particularly difficult childhood (Gardner et al. 2005; George et al. 2007). From these events, however, these individuals did not see themselves as victims of an unfortunate situation, but rather used the experiences gained as a motivating factor to drive themselves forward (Gardner et al. 2005; George et al. 2007). Gardner et al. (2005:347) put forward that, within an organisational context, a leader's trigger event may “arise from internal or external sources that challenge leader's abilities, requiring

innovative or unconventional solutions”. Both the leader’s personal history and trigger events can be termed the antecedents of his/her authentic leadership.

As a whole, authentic leadership is considered to be the root of all positive forms of leadership (May et al. 2003). These leaders do not become leaders for the potential status that their position may offer or for any other reason of self-enrichment; rather they are interested in making a difference (Shamir and Eilam 2005) and wish to do so in a positive and ethical manner (Walumbwa et al. 2008). They are not exploitative; their actions do not promote acts of self-interest that might end up harming those around them (Shamir and Eilam 2005).

An important (but possibly overlooked) aspect of authentic leadership is the authentic leader’s ability to lead, but this leadership trait is something that is simply a part of who the authentic leader is (Gardner et al. 2005). In addition to this trait, these leaders do not pretend to be the leader they perceive those around them to want them to be – authentic leaders only display the type of leader that they really are (Shamir and Eilam 2005).

Shamir and Eilam (2005:400) do, however, warn against defining authentic leaders solely from the leader’s perspective: “leadership does not only consist of leaders, and therefore authentic leadership cannot consist only of authentic leaders”. In other words, leaders are not leaders if they have no followers. Thus, to complete the definition, the relationship between authentic leaders and their followers must be considered (Shamir and Eilam 2005). As followers observe their leaders, the leaders’ acts of authenticity would serve as a catalyst for the followers to become authentic *followers* (Gardner et al. 2005). Authentic followers followed their leader for ‘authentic’ reasons: sharing the same set of values rather than self-enriching motives. These followers also seem to have a realistic view of the leader’s strengths and weaknesses (Gardner et al. 2005).

2.3.2 *The importance of authentic leadership*

Authentic leadership is becoming a more popular leadership concept in the twenty-first century (Sparrowe 2005; Cooper, Scandura and Schriesheim 2005). The authors attribute this rise in the model's popularity to the business world's experiences of what they termed 'inauthentic' behaviour. Two public collapses in the business world represented the manifestation of the consequences of inauthentic behaviour – the bankruptcies of Enron in 2001 and Worldcom (now MCI) in 2002 due to fraudulent activities by their executive boards (Economist 2002a and 2002b) and, later in the decade, the onset of the larger Global Financial Crisis. The Global Financial Crisis was attributed to the unethical behaviour of leadership at the, now bankrupt, Lehman Brothers and other Wall Street financial institutions (Sorkin 2010).

It can, however, be argued that a lack of authentic leadership within these institutions had nothing to do with any of these collapses, but were simply a gross collapse of ethics and ethical leadership. Gardner and Schermerhorn (2004) and Walumbwa et al. (2008) put forward that the occurrence of these highly publicised and devastating crises combined with the additional leadership challenges, such as advancing technology and globalisation had emphasised the benefits of a transparent and ethical leadership structure. This was as opposed to the self-enriching motivation of the (now-bankrupt or bailed out) organisations on Wall Street (Michie and Gooty 2005).

However, the ethical and authentic leadership models do overlap one another in many of these aspects: Brown and Trevino (2006) state that there were key similarities between authentic and ethical leadership. The authors put forward that both models consider the leader's ability to make ethical, transparent decisions and have a strong sense of integrity as key components. Where the models diverge is in the importance attached to the self and others. The authentic leadership model requires a keen sense of self-awareness and authenticity on the leader's behalf, where ethical leadership does not focus on the leader but on his/her followers' welfare (Brown and Trevino 2006). In fact, self-awareness is

considered to be the cornerstone of authentic leadership (Avolio and Gardner 2005).

From their study, 'Authentic Leadership: Development and Validation of a Theory-Based Measure', Walumbwa et al. (2008) took the characteristics of Authentic, Ethical and Transformational Leadership and documented the overlapping and distinctive characteristics of each leadership model. The authors' comparisons can be found in Table 1 and show that, although each of the models had focal components that overlapped, each model had sufficient distinctive components for them to be classified separately.

Table 1: Comparisons of authentic leadership development theory, ethical leadership theory and transformational leadership theory

Theoretical Components	Authentic Leadership	Transformational Leadership	Ethical Leadership
<i>Authentic Leadership:</i>			
Leader self-awareness	✓	✓	
Relational transparency	✓	*	
Internalised moral perspective	✓	✓	✓
Balanced processing	✓	*	
Ethical Leadership			
Moral Person	✓	✓	✓
Moral Manager	*	*	✓
Transformational Leadership			
Idealised influence	*	✓	✓
Inspirational motivation		✓	
Intellectual stimulation		✓	
Individualised consideration		✓	*

✓ = focal component; * = minor component

(Walumbwa et al. 2008)

As mentioned above, May et al. (2003) put forward that authentic leadership could be considered to be the root of all positive forms of leadership – one of these positive forms is ethical leadership.

Thus, the authors put forward that a lapse in ethics and integrity could also be a lapse in authentic behaviour and leadership as ethics and integrity being displayed by leaders are common components of both models. This may have contributed to the demise of these organisations (Sparrowe 2005). It is then further put forward that the importance of authentic leadership and its relationship with organisational factors should be further developed (Cooper et al. 2005; Walumbwa et al. 2008).

2.3.3 *The components of authentic leadership*

A widely accepted model developed by Kernis (2003) regarding the components of authenticity formed the foundation of many works on authentic leadership, such as the writings of Avolio and Gardner (2005), Gardner et al. (2005) and Walumbwa et al. (2008). These authors were all influenced by the Kernis (2003:13) self-based model of authenticity, where authenticity is described as “reflecting the unobstructed operation of one’s true, or core, self in one’s daily enterprise”. In other words, utilising the foundation of self-awareness as the core foundation of carrying out one’s daily tasks. In fact, in some cases, additional work by the authors since the Kernis (2003) work has assisted to further develop the model (Avolio and Gardner 2005; Gardner et al. 2005; Walumbwa et al. 2008). The four components of authentic leadership that were used in the Walumbwa et al. (2008) study and their evolution from the original four components noted by Kernis (2003) are explored below.

The four components that describe authentic leadership are: self-awareness, balanced processing, relational transparency and internalised moral perspective (Gardner et al. 2005; Walumbwa et al. 2008). These components are the results of adjustments and inclusions made to the original four components of authenticity put forward by Kernis (2003). Each component shall be addressed separately below.

2.3.3.1 **Self-awareness**

The first component of this model is self-awareness, also referred to as the personal insight of the leader (Gardner et al. 2005). Self-awareness refers to a leader's capability to understand what drives him/her (Gardner et al. 2005). This includes knowing his/her strengths, weaknesses, an understanding of his/her personality and emotions (Ilies et al. 2005) and the motives behind his/her actions and goals (Walumbwa, Wang, Wang, Schaubroeck and Avolio 2010). Avolio and Gardner (2005) put forward that authentic leaders have a high level of self-awareness, and that this component is a distinguishing trait of authentic leadership. Self-awareness is also contained in the definition of authenticity and is, hence, considered to be the starting point of leaders deemed to be authentic (Avolio and Gardner 2005). A leader's level of self-awareness could therefore be likened to the level of his/her authenticity. In order to gain self-awareness Gardner et al. (2005) state that authentic leaders should possess the capability to reflect – as it is through the process of self-reflection that leaders are made aware of themselves.

Self-awareness, very importantly, includes a view of the “inherent contradictory self-aspects” (the negative portions of a person's personality) and the role that an individual's contradictions play in his/her thoughts, feelings and emotions (Ilies et al 2005:377). The authors go on to say that not only does the leader have to be aware of his/her traits; he/she also has to trust these personal characteristics.

Gardner et al. (2005) further expand on the definition of self-awareness, stating that its successful development very specifically means the development of the following benevolent *values* put forward by Michie and Gooty (2005): identity, emotions, motives and goals.

- Regarding *values* as a whole, the authors proposed that authentic leaders do not only have to be aware of their values, but they had to be committed to them (Gardner et al. 2005).
- For *identity*, authentic leaders have specific identity traits that would come to the fore with regard to their self-awareness. These are integrity,

credibility, trustworthiness, fairness, respect for others and accountability (Gardner et al. 2005).

- Authentic leaders have to understand and show high levels of self-awareness regarding their *emotions*. Thus, these leaders had to have had high levels of emotional intelligence (Gardner et al. 2005).
- Leaders have to strive to understand their *goals and motives*. Authentic leaders do not only have goals for self-enriching purposes but rather use these goals as part of an on-going process of self-awareness: these have been termed “self-verification motives” and “self-improvement motives” (Gardner et al. 2005:353). Self-verification motives refer to leaders further embedding their personal perception of self. Self-improvement motives refer to those motives where leaders attempt to better understand their failings and how to improve in future (Gardner et al. 2005).

Another aspect of self-awareness put forward by Illies et al. (2005) is that the resultant mental state of the authentic leader should be positive. In other words, the leader’s self-awareness should include high self-esteem and his/her ability to execute well on the job.

In the sources mentioned above, the concept of self-awareness is solely an internal (i.e. personal) reference; meaning that external factors do not influence a leader’s level of self-awareness. Sparrowe (2005) disagrees with this definition, stating that self-awareness from the single, personal perspective might provide leaders with a warped perspective of themselves, particularly their contradictory (negative) elements that could be detrimental. Thus, Sparrowe (2005) puts forward that part of the self-awareness process is getting feedback from external sources – those people around the leader.

It could potentially be argued that external feedback is addressed under the component unbiased processing (discussed elsewhere in this paper). Walumbwa et al. (2010:902) also took this into account, stating that the process of self-awareness included “both internal and external referents”. The internal referent is deemed to refer to how others perceive the leader (Walumbwa et al. 2010).

Self-awareness is an important trait. By understanding who they are, leaders are able to enhance their effectiveness (Walumbwa et al. 2010) and, as such, are better prepared for future challenges (Gardner and Schermerhorn 2004).

2.3.3.2. Self-regulation

Where self-awareness speaks to the concept of the leader learning about his/her true self through self-reflection; self-regulation can be described as leaders being their true selves through the authentic interaction with those around them (in other words, always presenting their true selves). Gardner et al. (2005) put forward that the more self-awareness leaders were to gain, the more their actions would reflect their authentic selves. Thus, self-awareness directly impacts a leader's level of self-regulation. Self-regulation is the second fundamental component of an authentic leader (Gardner et al. 2005).

Self-regulation begins with the leader displaying the characteristics of internalised regulation. In other words, the leader will not be driven by external forces or the expectations of others. Rather, a leader's self-control will be regulated by his/her core self (Gardner et al. 2005).

The remaining components of the authentic leadership model (balanced processing, authentic behaviour and relational authenticity) require some sort of interaction with others and, as such, have been grouped under the umbrella concept of self-regulation (Kernis 2003; Avolio and Gardner 2005; Gardner et al. 2005).

2.3.3.3. Balanced processing

The first component of the authentic leadership construct noted under the umbrella concept of self-regulation is balanced processing (Gardner et al. 2005). This component refers to individuals not distorting or ignoring the knowledge that they already know about themselves or have received from an external source (Kernis 2003; Ilies et al. 2005). In other words, authentic leaders are able to take all information received (be it their lack of knowledge or skill in a particular setting, a personality trait, a negative emotion or poor performance) and view it objectively

(i.e. as constructive criticism). They are also not the type of people to lie about their ability (or inability) during a certain situation or alter information to make themselves seem better than what they really were. Authentic leaders are also able to analyse and consider all information sources in an objective (balanced) manner before coming to a decision (Walumbwa et al. 2008). This process includes situations where the leader needs to consider views that directly challenge his/her own perspectives. In addition to this, this decision-making process is in itself transparent as the leader appears to be open and truthful about his/her personal sentiments (May et al. 2003; Walumbwa et al. 2010).

The definition of balanced processing is further extended to include business decision-making situations. In professional situations, authentic leaders objectively consider all information and make the decision that they believe to be the right decision – not simply the decision that best suits them. They also do not manipulate a situation to simply show their ‘prowess’ over an individual clearly not able to compete on the same level (Ilies et al. 2005) and, in the same vein, authentic leaders do not avoid situations where they would be outmatched and, hence, risk coming out as the underdog (Ilies et al. 2005). The authors stated that, in such situations, an authentic leader would take the ‘life lesson’ learnt from that situation and attempt to better himself through self-reflection and self-improvement. The integrity required to behave in this manner indicates that unbiased processing was a true (and very important) component of authentic leadership.

The term ‘balanced processing’ is an amendment of the original work of Kernis (2003) (Gardner et al. 2005; Walumbwa et al. 2008). The original term used by Kernis (2003) was ‘unbiased processing’. In the Gardner et al. (2005) review of the term ‘unbiased processing’ the authors believe that the use of the word ‘unbiased’ may be misleading. The authors put forward that, instead of determining whether an individual is being biased or unbiased in processing any information, it may be clearer to state that the individual considered multiple aspects and opinions in order to either assess himself or a particular situation in a

balanced manner. Thus, to more clearly describe this process, the authors chose the term 'balanced processing' instead.

2.3.3.4. *Relational transparency*

Relational transparency, authenticity or orientation is the fourth component of authentic leadership put forward by Kernis (2003). Relational transparency refers to the ability of the authentic leader to build close bonds with those around him/her by interacting in an open and clear manner (Gardner et al. 2005; Ilies et al. 2005). By displaying their true selves to their colleagues and followers, authentic leaders are able to encourage those around them to behave in a similar manner (Gardner et al. 2005).

Ilies (2005) notes that a key outcome of this interaction is heightened levels of trust. If the authentic leader is always open and honest with those around him/her, those with whom he/she interacts seem to trust the leader more. For authentic leaders themselves, one of the requirements to achieve relational authenticity is unconditional trust of their colleagues and followers (Ilies et al. 2005). In other words, in order to exchange freely with those around them, a level of unconditional trust and knowledge was required by all participating parties.

It is important to note, however, that relational authenticity does not imply sharing information in a reckless manner: inappropriate thoughts, emotions and feelings should not be brought into the interaction simply because the leader may have unconditional trust for the people with whom he/she is interacting (Walumbwa et al. 2008).

In the original study, Kernis (2003) referred to this component as 'relational authenticity'. Gardner et al. (2005) reviewed the term 'relational authenticity' and altered it to 'relational transparency'; the authors believe that the use of the word transparent better described the open manner in which authentic leaders interacted with others. Walumbwa et al. (2008) and Walumbwa et al. (2010) have also adopted this term in their further exploration of the topic.

2.3.3.4 *Authentic behaviour*

Authentic behaviour is deemed to be the ability of a leader to translate his/her deeply-held beliefs and motives into his/her everyday activities (Kernis 2003; Gardner et al. 2005). Authentic leaders neither behave in a manner simply to please those around them nor avoid a reprimand where reprimand was due. The concept of authentic behaviour implies that, when faced with a difficult situation, an authentic leader has enough belief in his/her own abilities to make the right decision– in other words, the decision that holds true to his/her core values and beliefs. Authentic leaders are also not be affected by external influences to the extent that they were in conflict with their personal value system (Gardner et al. 2005).

Ilies (2005) defines an individual unaffected by external influences as a low self-monitor. Individuals concerned with what behaviour was appropriate or expected of them for particular situation are considered to be high self-monitors and appear more easily affected by external influences (Ilies et al. 2005). These are the types of individuals who would alter their behaviour to fit what they believed was expected of them in specific situations. Authentic leaders, on the other hand, would not alter their behaviour or decisions based on the situation (or company) in which they found themselves (Ilies et al. 2005).

2.3.3.6 *Positive moral perspective*

In addition to the four components put forward by Kernis (2003), May et al. (2003) and Gardner et al. (2005) put forward an additional component of authentic leadership: positive moral perspective.

The authors state that the definition of authentic leadership would have been incomplete without the concept of morality. They argue that when authentic leaders make decisions they should be able to determine the moral implication of these decisions: “authentic leaders exhibit a higher moral capacity to judge dilemmas from different angles and are able to take into consideration different stakeholder needs” (May et al. 2003:248). This was similar to the George (2007) concept of authentic leadership. The authors also stated that the definition of a

leader was someone able to naturally exhibit ethical behaviour in both the personal and professional aspects of his/her life.

2.3.3.7. *The development of Internalised moral perspective*

During their review of the above five components, Walumbwa et al. (2008) put forward that, of the four original components of the model, 'internalised regulation' and 'authentic behaviour' were, in fact, equivalent and could be collapsed into a single term of 'internalised moral perspective'. According to the authors, these components both spoke to an individual displaying behaviour that was in line with their authentic self.

The authors also put forward that internalised regulation and positive moral perspective, in fact, overlapped with one another. Positive moral perspective became the third component to be included into the hybrid element of internalised moral perspective.

Hence, for the remainder of this paper, the term 'internalised moral perspective' has been used.

Thus, to conclude, the four components of authentic leadership that have been put forward and that will be tested in this paper are:

- ***Self-awareness***

The first fundamental component of authentic leadership, self-awareness refers to the leader's level of personal insight or the ability to understand his/her identity, emotions, strengths and weaknesses and the motives of his/her actions and goals. Self-awareness is achieved and improved through a process of self-reflection.

- ***Balanced processing***

Balanced processing refers to a leader's ability to take information multiple sources, including views that may contradict their own, and view these in an objective or balanced manner before making a decision.

- ***Relational transparency***

This component refers to leaders being able to build close bonds with those around them by displaying their true self to those around them by interacting in an open and clear manner.

- ***Internalised moral perspective***

A combination of internalised regulation, authentic behaviour and positive moral perspective, internalised moral behaviour refers to a leader's ability to translate their deeply held beliefs into everyday activities. These deeply held beliefs include a very high moral capacity and ethical judgement when making decisions.

Gardner et al. (2005) provide a diagram that illustrates the interaction of the elements of the authentic leadership with one another. Having made adjustments to the names of the elements given the findings of Walumbwa et al. (2008), the relationship between the authentic leadership elements as well as the antecedents of authentic leadership are presented in Figure 1.

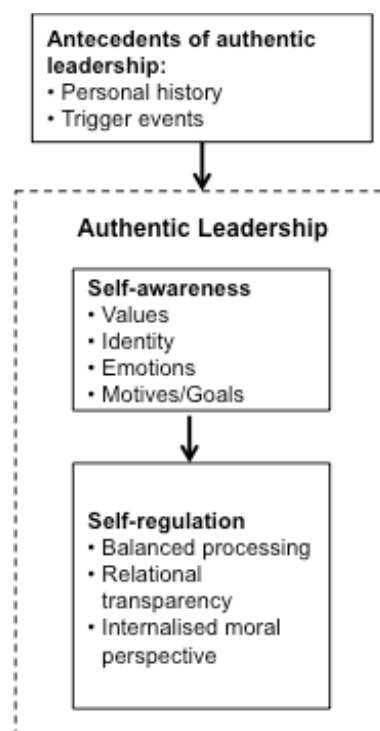


Figure 1: Authentic leadership elements

As discussed above, authentic leadership begins with self-awareness. The leader's capacity to be self-aware through self-reflection will create a leader with the capacity to regulate himself/herself with others and show high levels of balanced processing, relational transparency and internalised moral perspective.

2.3.4 *Job satisfaction*

Organisations have many goals that they wish to achieve, be it increasing their returns to shareholders, increasing their overall market share or outwitting their competitors. One of the primary (and, often the costliest) resources that an organisation will employ to achieve these goals is its workforce - its people or human resources. Thus, ensuring that employees are 'happy' (Fisher 2010) and have an overall state of well-being (Harter et al. 2003) in the workplace should be an important factor within any organisation.

One of the most frequently-used determinants of employee happiness (Fisher 2010) and a big part of employee well-being (Harter et al. 2003) is job satisfaction. The topic of job satisfaction has, in fact, become an important aspect of industrial and organisational psychology, becoming one of the most studied variables in organisations (Spector 1997). In the past, job satisfaction of employees has even been considered central to many organisations (Henne and Locke 1985).

Spector (1997) provided a simple definition for job satisfaction. The author stated that job satisfaction was simply how much a person liked his/her job. The author continued by stating that this satisfaction could be viewed holistically rather than individually, as people could still be satisfied with their jobs as a whole even though a single area may be troubling them.

A frequently cited definition of job satisfaction still used by many authors today was provided by Edwin A. Locke in his 1976 paper "The Nature and Causes of Job Satisfaction" (Henne and Locke 1985; Saari and Judge 2004; Ismail and Zainuddin 2010; Jernigan and Beggs 2010). Locke (1976:1300) described job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". Locke (1976:1307) also noted that an

employee's job satisfaction is based on past and present experiences of that employee and "results from the perception that one's job fulfils or allows the fulfilment of one's important job values".

Spector (1997:2) notes "job satisfaction can be considered as a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job". Saari and Judge (2004) went on to say that job satisfaction was an important component of employee attitude. In other words, if employees could find their jobs to be fulfilling and were positive about their employment, they might be considered satisfied.

A couple of important aspects arose from the Locke (1976) definition and those provided since: firstly, the concept of the employee experiencing a "positive emotional state": job satisfaction is not deemed an objective, empirical measure, but rather an individual's emotional response to a value judgement; secondly, job satisfaction would be achieved when an individual's "important values" were fulfilled (Locke 1976; Henne and Locke 1985)

This implies that, not only is the perception of job satisfaction an emotional response, but it was an intensely personal topic (in other words, two individuals placed in the same environment might have very different perceptions and satisfaction levels). Saari and Judge (2004) elaborate on this, stating that when an individual assesses his/her job satisfaction, he/she uses both thoughts and feelings to make the judgement – the same process is followed, the authors state, when an individual makes a decision about anything important to him/her.

The intensity of an employee's emotional response to a particular aspect of job satisfaction depends heavily on the importance of that aspect to him and the degree to which he believes that aspect was being fulfilled (Henne and Locke 1985). Each individual has a different set of job values that he/she perceives as being fulfilled or not. If an employee's most important job values are being fulfilled, he/she feels satisfied (Henne and Locke 1985).

2.3.5 ***Employee engagement***

It should be noted that it is important not to confuse job satisfaction with another similar construct of employee wellbeing: employee engagement.

Kahn (1990:700) stated that employees are engaged when they “become physically involved in tasks,...,cognitively vigilant and empathically connected to others”. The author goes on to state that this level of engagement would be displayed when employees “display what they think and feel, their creativity their beliefs and values, and their personal connections to others” (Kahn 1990:700). Disengagement, on the other hand, implies that employees withdraw their personality and emotions from the tasks they perform (Kahn 1990).

Although, sometimes incorrectly used interchangeably, job satisfaction and engagement are not the same (Inceoglu and Warr 2008). Engagement, as described above, could be seen as what an employee puts in to their work (i.e. their personality and emotions) whilst job satisfaction is what they get out of their work.

Saks (2006) states that although the distinction between the two has to be made, job satisfaction could be seen as a consequence of employee engagement. In a study conducted by the author, it was found that organisational elements, such as job characteristics and recognition and reward are antecedents to employee engagement, which in turn serve as an antecedent of job satisfaction.

Locke and Latham (1990) state that the level of an employee’s job satisfaction corresponds with what the individual wants or values in his/her the job”. Thus, it could be deduced that if organisational elements were managed well by the leadership, employees would be more engaged, which was positively related to the employee’s job satisfaction (Saks 2006).

However, employees are able to experience job satisfaction without being engaged (Seijts and Crim 2006). The authors put forward that employees could be satisfied with their working conditions without truly involving themselves emotionally. Based on this distinction between satisfaction and engagement, it

could then be put forward that job satisfaction is enough of a standalone concept to explore on its own.

Job satisfaction may manifest itself in many different forms (Henne and Locke 1985). Saari and Judge (2004) summarise three potential areas of influence for an employee's job satisfaction. These are:

- ***An employee's general disposition or temperament***

Unique to each individual, an individual's disposition is likely to remain constant irrespective of his/her various roles. An employee's disposition is naturally outside of the control of a company, but organisations will usually implement certain questions in interviews to manage appointing the best person for the job and mitigate the effects of dispositional influences.

- ***An employee's culture***

The authors state that emergent research indicates that an employee's cultural (and possibly national) background will play a part in an employee's job satisfaction and will likely vary for employees across the globe.

- ***Work situational influences***

These are the influences of job satisfaction that depend on the general environment of an organisation and will be unique to every work situation.

Regarding work situational influences, Saari and Judge (2004) state that an often overlooked aspect of job satisfaction is the job itself, otherwise known as the intrinsic characteristics of that particular job. In order to feel satisfied employees generally place a very high value on the fact that the job they perform is interesting and significant to their organisation (Henne and Locke 1985; Saari and Judge 2004). The authors go on to state that feeling successful and having the opportunity for growth adds to an employee's fulfilment. Saari and Judge (2004) state that, as a value, an interesting job ranked as the number one most important value amongst employees.

Other aspects of work situational influences are fair pay that is enough to meet expenses, a chance of promotion in a fair manner, decent working conditions (convenient location and safe surroundings), co-workers who share the same values and who assist in accomplishing an employee's tasks; considerate, honest and fair supervisors and an effectively managed organisation that demonstrates respect for employees (Henne and Locke 1985).

The Spector (1985) Job Satisfaction Survey (JSS) further supports the facets or drivers of job satisfaction noted by Henne and Locke (1985). Originally designed to better measure the levels of employee job satisfaction in human services rather than industrial. The author identified nine key facets that, when tested, would provide a robust indication of an employee's satisfaction. The nine key facets are noted in Table 2.

Table 2: Job Satisfaction Survey (Spector 1985)

Job Satisfaction Facet	Description
Pay	Satisfaction with pay and pay increases
Promotion	Satisfaction of the possibility of promotion
Supervision	Satisfaction with the immediate supervisor
Fringe benefits	Satisfaction with additional company benefits
Contingent rewards	Satisfaction with rewards for good performance
Operating conditions	Satisfaction with the organisation's rules and procedures
Co-workers	Relationships and satisfaction with co-workers
Nature of work	Satisfaction with the nature of work
Communication	Satisfaction with the communication within the organisation

2.3.6 *The importance of job satisfaction*

The various academic assessments of job satisfaction investigate job satisfaction as a standalone objective as well as an indicator of other aspects of organisational efficiency (Williams 2004).

As a standalone objective, job satisfaction is considered to be very important to organisations as employee dissatisfaction caused employees to take specific actions that could prove detrimental to the organisation (Henne and Locke 1985). Saari and Judge (2004) found that employees displaying characteristics of dissatisfaction were more likely to quit their jobs than an employee who was satisfied. Employees are also more likely to be absent, late for work, post more grievances and make decisions to retire earlier if they are not satisfied in their positions (Saari and Judge 2004). These results of employee dissatisfaction are important for organisations to keep in mind – they impact the organisation directly due to the direct and indirect financial implications of absenteeism, early retirement and employee resignations.

There is also a relationship between job satisfaction and life satisfaction. Harter et al. (2003) state that up to one fifth of a person's life satisfaction is influenced by his/her level of job satisfaction. Thus, employers should bear in mind that their organisation's impact on employees may extend further than the workplace.

2.3.7 *Leadership and job satisfaction*

An important aspect of job satisfaction that cannot be overlooked is that of the impact of leadership on job satisfaction. It is acknowledged that leadership is potentially only one aspect of an employee's satisfaction but leadership could also be an indirect determinant of job satisfaction by influencing the other aspects that have been mentioned (such as the chance of promotion, the meaningfulness of the job and the effectiveness of the organisation).

Saks (2006) identifies items such as the level of support an organisation provided, the recognition an employee receives and the support provided by the employee's

supervisor as precursors of employee engagement. Employee engagement, in turn, is positively related to an employee's job satisfaction levels (Saks 2006). Both Saks (2006) and Harter et al. (2003) state that leaders not only have an influence in providing support to their subordinates but also influence establishing a corporate culture that nurtured the remaining antecedents.

Jernigan and Beggs (2010) put forward that a key role of a leader is to identify the values and goals of their subordinates such that they (the subordinates) are able to achieve higher levels of both performance and job satisfaction. Further to this, Skansi (2000) and Riaz and Haider (2010) state that quality leadership would not only influence the efficiency of the company but the motivation and satisfaction of employees too.

Thus, although job satisfaction is not a one-dimensional measure and is influenced by many factors (including the personality of an individual, his/her culture and the situations unique to his/her work environment) it can be put forward that leadership is significant enough to influence both the causes of job satisfaction and job satisfaction itself.

Numerous studies have been performed to determine the relationship between various leadership models and employee satisfaction (Riaz and Haider 2010). Transformational leadership is a popular choice in this regard: Riaz and Haider (2010) found a positive correlation between job satisfaction and transformational leadership. McColl-Kennedy and Anderson (2002) put forward that this relationship is important to understand as an employee's perceived relationship with his/her manager could influence that employee's performance. The findings of their study reveal that transformational leadership had a strong, positive impact on the optimism of employees. On a higher level, a positive link between consultative participation leadership and job satisfaction had also been found (Ismail and Zainuddin 2010).

Despite the extensive research performed on the relationship between other models of leadership, such as transformational leadership and job satisfaction, there has been very little research conducted on the relationship between the

authentic leadership model and employee job satisfaction (Walumbwa et al. 2008). It is then put forward that a study on this relationship will enrich the existing body of knowledge on the subject as a whole.

2.3.8 *Leadership in South Africa*

The South African business environment continues to change at a rapid pace. For many years, the country was hindered by the machinations of the apartheid system, which not only oppressed the majority of the population but actively strangled the country's economic progress as well. Due to international sanctions imposed on the country, the South African government at the time decided to attempt to structure the economy in such a way that the country would become almost self-sufficient through a stand-alone economy (Denton and Vloeberghs 2002). This drive for self-sufficiency resulted in the creation of behemoth, state-owned organisations such as Eskom, Sasol and Iscor, which formed the backbone of the South African economy (Denton and Vloeberghs 2002).

With the advent of a democratic system of government, the country experienced many changes, including dramatic changes to the face of its business world. With the removal of sanctions, South African companies now compete on a global stage, not only for additional foreign market share but to also retain their local share (Denton and Vloeberghs 2002; Luthans, Wyk and Walumbwa 2004). The country has also had to embrace the multiple cultures and languages that had previously been oppressed by the Apartheid government (Luthans et al. 2004); this includes four major race groups and eleven official languages spread over a population of approximately fifty million people. In addition to this, the new constitution brought with it many new statutes in the field of labour legislation not previously encountered by many South African management teams (Denton and Vloeberghs 2002).

Luthans et al. (2004) put forward that this situation makes South Africa a good case study regarding the dichotomous relationship of fear and hope, threat and opportunity currently facing the country.

To face up to these challenges, South African management has had to alter some of its practices in order to become more effective (Luthans et al. 2004). Denton and Vloeberghs (2002) propose that characteristics such as speed, flexibility and responsiveness would be what will push organisations ahead in the future business landscape. The authors go on to state that to facilitate these factors, firms would have to invest in their resources – including in the development of the organisation's employees. One suggestion made by Denton and Vloeberghs (2002) is for organisations to ensure that employees feel empowered in their specific roles.

Luthans et al. (2004) provide an additional theory of how to ensure that South Africa became more competitive. The authors suggest that the introduction of hope into an organisation would take the country into the next part of its business journey. Hope, as defined by these authors, is a factor of positive organisational behaviour. The authors state that South African leaders would share and communicate and that communicated hope would assist in breaking the negative bonds that the country had with its past and in forming the foundation to assist with solving the problems local organisations would face.

As authentic leadership has been put forward by multiple authors as the basis of all positive forms of leadership (May et al. 2003; Ilies et al. 2005), it may be put forward that the potential outcomes of instilling hope into organisations – higher performance levels, greater employee satisfaction and improved retention of employees – could be achieved by introducing and advancing the concept of authentic leadership in a local organisation.

Performing a study that looks at the association of authentic leadership and employee job satisfaction may prove useful if concluded in a South African environment. This would enhance the current body of knowledge on authentic leadership.

2.3.9 *Authentic leadership and Ubuntu*

Authentic leadership may also prove to be an interesting and applicable topic to discuss in a South African organisation due to the similarities of the African concept of 'Ubuntu'.

Ubuntu is a “philosophical value system” followed by numerous African cultures and countries (Khoza 2006:3). The concept is based on the premise that the individual will achieve his/her goals through the group's achievement of the collective goal or rather that the individual will support the goals and dimensions of the group in the understanding that it is through the achievement of those goals that the individual's desires will be fulfilled (Sulamoyo 2010). Thus, the concept has been described through the Zulu expression “*Umntu ngumuntu ngabantu*” which translates to “I am because you are, you are because we are” (Khoza 2005:3).

Ubuntu speaks about being human and expressing that humanity to others by showing compassion, respect and humility (Khoza 2006; Sulamoyo 2010). The principle is about the collective, thus caring about relationships is vital to the concept of Ubuntu (Mangaliso 2001, Khoza 2006). This seems to be very much like the relationship aspect of authentic leadership. Authentic leaders are deemed promote transparency in their relationships and build close bonds with friends and followers based on trust (George 2007).

The definition of Ubuntu draws further parallels to some of the definitions of authentic leadership. Ilies et al. (2005) put forward links between authenticity and the concept of eudeamonic behaviour – the concept of finding worth in life through personal growth and giving of oneself to support and service others. Eudeamonic behaviour, as is the case with Ubuntu, is heavily dependent on the choices an individual makes regarding their most deeply-held values and beliefs (Mangaliso 2001; Ilies et al. 2005). In fact, Ilies (2005:376) went so far as to describe authenticity as “one's general tendencies to view oneself within one's social environment and to conduct one's life according to one's deeply held values”. In

other words, authentic individuals understand that an aspect of viewing themselves as authentic requires input from the perspective of those around them.

A few more parallels of authentic leadership and Ubuntu are explored in Table 3.

Table 3: Parallels of Authentic Leadership and Ubuntu

Authentic Leadership	Ubuntu
Promotes the concept of a leader following his/her moral compass	The concept provides leaders with a moral perspective due to its focus on humanity
Authentic leaders promote transparent relationships and create long-lasting bonds	Supports the promotion of human dignity, diversity and trust in relationships
Authentic leaders are driven by intrinsic factors – the desire to lead for the greater good as well as fulfil an internal need	Is focussed on serving the community at large
Authentic leaders consider multiple perspectives in an unbiased manner when making decisions	Promotes the consideration of people's perspectives and the genuine desire to better understand others
Authentic leaders display a high level of self-awareness and are consistently reflecting upon themselves	Encourages a sense of introspection amongst leaders

With the potential link between authentic leadership and Ubuntu, the concept of authentic leadership within a South African context becomes even more relevant for discussion and application. Thus, the association of authentic leadership and individual job satisfaction may provide interesting results in the context of a South African organisation.

2.3.10 Research Question

What is the relationship of the elements of authentic leadership with individual employee (follower) job satisfaction within South African organisations?

2.4 Conclusion of literature review

The literature review has covered the ever-evolving nature of authentic leadership; from its inception to its most recent definition and application. The elements identified in the literature are self-awareness, balanced processing, relational transparency and internalised moral perspective. These authentic leadership elements will be tested during the study. As authentic leadership is a relatively new construct in the leadership environment, additional information regarding this leadership model will only add to the current body of knowledge. Job satisfaction has been revealed to be an important aspect of organisational success; being both a stand-alone goal for the organisation as well as a potential lead indicator for other areas of the business. Thus, finding links and better controlling the job satisfaction of employees will be beneficial to South African organisations. As the South African democratic environment is relatively young, conducting a study in this context was deemed beneficial and worthwhile as the study should add to the body of knowledge regarding leadership in South Africa.

3 RESEARCH METHODOLOGY

This chapter outlines the methodology that was used to conduct this research.

In order to understand whether there is an association between authentic leadership and individual employee (follower) job satisfaction as well as what that association might be this research has utilised qualitative methods.

3.1 Research methodology / paradigm

A qualitative research methodology has been utilised within a South African business context. Creswell (2003) stated that the qualitative approach was preferred when a researcher was seeking to develop a theme, pattern or theory by utilising multiple individual experiences. Arendt, Roberts, Strohbehn, Ellis, Paez and Mayer (2011:821) further put forward that qualitative research was to be utilised when the researcher sought to understand “the depth and breadth of a topic area”. Thus, as the current study intended to ‘dig deeper’ into the relationship between authentic leadership and job satisfaction, a qualitative research approach was deemed appropriate for this study. In addition to this, the depth of personal experience (which is only attainable through a qualitative approach) (Arendt et al. 2011) greatly complemented the study performed by Walumbwa et al. (2008), which utilised a quantitative approach.

For this research paper, the Walumbwa et al. (2008) Authentic Leadership Questionnaire (ALQ) was used as a base to conduct open-ended interviews to investigate the level of authenticity displayed by each participant’s leader. Regarding each participant’s job satisfaction, each participant was asked to comment on the drivers of their personal job satisfaction. The cause and effect in this case was used to investigate a potential association between the job satisfaction experienced by the individual and his/her perception of his/her immediate supervisor’s level of authentic leadership. As open-ended questions were utilised in order to collect and analyse data, the style of the research has remained in line with that deemed typical of qualitative research (Creswell 2003).

The benefits of conducting such a qualitative study were found in line with those typical of a study of an exploratory nature (Creswell 2003). As qualitative research is generally conducted in the form of open-ended questions, there is a natural opportunity for researchers to study individual participant perspectives and meanings (Willig 2008). This is in contrast to the closed nature of a quantitative study.

3.2 Research Design

3.2.1 *Qualitative research design*

The information for this research paper was gathered through one-on-one, semi-structured interviews: a qualitative method of data collection (Hancock 1998). Each interview was approximately 30 to 45 minutes in duration and were scheduled with the participants during a time that best suited their diaries. Upon request and confirmation of the interview, participants were verbally provided with a high-level overview of the intention/purpose of the research. No additional detail was provided as this was thought to bias the participant's potential responses during the planned interview.

The interview itself was conducted in person by the author, with high-level written notes to aid the flow of the interview. However, each participant interview was recorded using a Dictaphone. Recording the conversation was advantageous for a number of reasons (Hancock 1998):

- Better interaction (listening and responding) with the participant;
- For the interview to flow better and allow the interviewee to connect during the conversation;
- For complete data analysis, as the entire interview was recorded verbatim; and
- To minimise interviewer bias, which may be increased if the primary method of data collection were manual notes.

Permission to record the interview was requested prior to the interview proceeding. The participants were also assured of the confidentiality and anonymity during the data collection process and that, once the research was submitted, the recordings would be destroyed.

Participants were asked open-ended questions to gain insight into their view of the authentic leadership displayed by their immediate supervisor and the potential link of this level of authentic leadership to their personal job satisfaction. As the intention was to allow for participants to provide their personal perspectives on this subject, the prepared questions served as a guide; as an emerging theme became apparent, participants were encouraged to elaborate.

Polkinghorne (2005:138) put forward that “qualitative methods are specifically constructed to take account of the particular characteristics of human experience”. The author went on to state that, in fact, describing and clarifying experience is one of the primary purposes of qualitative research. Thus, as the investigation of the relationship between authentic leadership and job satisfaction relates to the personal views of the participants and their life experiences, this study lent itself to a qualitative research design.

The advantage of utilising open-ended interviews is the natural exploratory nature of the qualitative approach. Multiple subjective, personal views of the participants were utilised to bring forth a key theme (Creswell 2003; Willig 2008) and allow the researcher to delve deeper as participants were able to elaborate on their thoughts (Arendt et al. 2011), providing a certain richness to the research process (Conger 1998). Participants allowed to freely explore their views will also naturally generate large quantities of data (Conger 1998).

The exploratory nature of a qualitative research process is not without shortcomings. As the interviews dealt with the experiences, feelings and opinions of individuals, this may imply that some subjective views were introduced during the conversations (Creswell 2003). This is in contrast to the stricter form of a quantitative study, which utilises tools such as closed-ended surveys often conducted on Likert-like scales, minimising the opportunity for inaccuracy and

deviations to occur (Hancock 1998; Creswell 2003). In addition to this, the interviews themselves resulted in a smaller sample, as it is a relatively lengthy process of 30 to 45 minutes each. A common criticism of qualitative studies such as this one is that the results may not be applicable to a larger population, due to the small sample size as well as the participants not being randomly selected (Hancock 1998).

3.3 Population and sample

3.3.1 *Population*

The population investigated during this research comprised participants employed in the South African business environment. This included both local and international companies operating in South Africa, with the majority of the companies' employees being South African and the main sources of revenue derived from the South African market.

The participants may or may not have had direct reports. In other words, the population included a mix of both managers and non-managers (specialists). Selected participants had to be formally employed for no fewer than five years and had to have achieved some level of seniority or specialisation in their current role.

Due to the manner in which the data was collected (i.e. the personal, recorded interview) only participants based in the greater Gauteng region were considered for the data collection.

3.3.2 *Sample and sampling method*

With the specific population noted above, a judgement or purposeful sampling method of the targeted population was utilised. In order for the data to be the most productive, the sample attempted to incorporate a broad range of participants (Marshall 1996) and "key informants with access to important sources of knowledge" (Mays and Pope 1995:110). In other words, participants were not chosen on the basis that the sample would represent a very large population, but

rather that they were able to provide substantial contributions to this study (Polkinghorne 2005). Participants from multiple industries, for example from information and communication technology, financial services to industrial manufacturing; comprising various roles and responsibilities, such as senior management and technical experts, were considered.

As the study exhibits a qualitative nature, a relatively small sample was taken. The final number of participants was dependent on the rate at which data saturation was reached; in other words, the point at which new key themes, categories and explanations no longer seemed to emerge from the data (Marshall 1996); the final number of participants was fifteen.

Potential interview candidates were initially contacted telephonically and provided with a brief overview of the broad themes of the study as well as an initial indication of the time required for the proposed interview/conversation and that any particular interview would remain confidential and completely anonymous. Upon confirmation of his/her participation, the time and venue of the interview was then confirmed.

3.4 The research instrument

A semi-structured, face-to-face interview process was utilised as the research instrument. The ALQ formed the basis of open-ended questions regarding a participant's perception of the level of his/her immediate manager's authentic leadership. Participants were asked to comment on their perceived job satisfaction levels. A combination of the findings from these two key areas was intended to provide an understanding of the association of authentic leadership and job satisfaction. An example copy of these original instruments is included in the Appendix A.

The advantage of having utilised the ALQ was the instrument's proven validity from previous studies regarding the individual areas of authentic leadership. A possible disadvantage of the instrument was its possible inability to capture the full essence of the key themes of authentic leadership.

In order to ensure robustness of the instrument for this study prior to interaction with the participants (as well as to ensure that all administrative parts of the study were working) a pilot or 'test-run' interview process took place. This comprised two interviews that did not form part of the total of 15 interviews. Following this, minor changes to the flow of the questionnaires were updated.

3.5 Procedure for data collection

To facilitate face-to-face interviews, each conversation occurred in the greater Gauteng area. Participants were interviewed in a quiet area at their place of work to maintain a business-like atmosphere as well ensure confidentiality of the interview. For participants who did not wish to be interviewed at their place of work, an alternative venue providing a quiet atmosphere was proposed.

All data collection was strictly confidential. Prior to the interview, participants were informed of the confidential nature of the interview; a transcript of an individual's respective interview (up until data destruction) as well as the final dissertation was available to the participant upon request.

3.6 Data analysis and interpretation

As this was a qualitative study, the data was analysed utilising qualitative content analysis (Hancock 1998; Sandelowski 2000). In contrast to the measurable data collected in a quantitative study, this qualitative study intended to utilise the collected data to describe, articulate and better understand a possible phenomenon (Hancock 1998). In order to achieve this, Table 4 illustrates the process that was followed (Conger 1998; Hancock 1998; LeCompte 2010).

Table 4: Qualitative Study Procedure

Step 1	Transcribing and organising the data	• Each of the full interviews was transcribed. • The transcripts were read through and notes on each of the interviews jotted down on the transcripts themselves, with particular reference to the research question. • All necessary labelling, filing and other organisation of the transcripts was made.
Step 2	Finding relevant units or items of data	• Upon completion of the data organisation, the transcripts were read systematically once again, with the intention of finding items that occur frequently or (surprisingly) not at all. • These items/units of data were noted in a separate document.
Step 3	Creating categories of the above-mentioned data units	• Once all of the data items were identified, each of the items was categorised within the second document. • Individual categories were reviewed to determine whether any links to other categories exist. At this stage, major and minor categories were also identified. • The data items were again reviewed and necessary changes to categorisation were made.
Step 4	Creating patterns within the categories	• Patterns within the data and data items were then developed – this was effectively the reassembly of the individual pieces of key information. • These patterns assisted in finding the overarching themes of the analysis.
Step 5	Assembling structures of the patterns	• Patterns within the categories were utilised to develop the overall themes of the data and how these answer the research question of the possible association of authentic leadership with individual employee (follower) job satisfaction.

3.7 Limitations of the study

- Due to the nature of this qualitative study, the participants were not randomly selected, thus the findings may be limited to a very specific population (Hancock 1998; Kalof et al. 2008).
- The data being collected was based on the participants' work and business experiences. As their experiences could not be observed directly, the study may be limited by the participants' ability to effectively communicate past events (Polkinghorne 2005).
- The findings of this study were limited to the assumption that each participant provided truthful answers during the interview.
- Utilising only an interview as the single research tool for this study (instead of additional qualitative tools, such as observation) limits the comprehensiveness and validity of the study (Conger 1998; Bryman 2004).
- Commonality in understanding of key definitions differed and needed clarification during the interview.

3.8 Validity and reliability

3.8.1 *External validity*

External validity refers to the ability to generalise the findings from this particular piece of research being performed (Kalof et al. 2008). This ability to generalise can be applied to the population that is being studied or beyond, however, as with any sample-based study the ability to generalise is limited due to the specific conditions that the sample creates (Kalof et al. 2008).

As this particular study was conducted utilising a qualitative methodology in a limited population from a specific location, the results from the sample may perhaps only be applicable to the immediate population being tested (Hancock 1998). However, it was anticipated that expanding the original study by Walumbwa et al. (2008) could add to the total body of knowledge on the topic of authentic leadership.

3.8.2 *Internal validity*

Internal validity speaks to the relevance of the data collection methodology to the type of data being collected (Kalof et al. 2008). Should the operational definitions be invalid (in other words, the methods of measurement do not match the data), the research could perhaps be classified as being internally invalid (Kalof et al. 2008).

As the research tool was based on the original Walumbwa et al. (2008) study, the internal validity of the data should be preserved.

Sandelowski, Docherty and Emden (1997) put forward that due to the nature of analysing qualitative data, large samples might hinder the researcher's ability to perform any deep analysis and thereby threaten the validity of findings. Thus, the tight boundaries of the purposeful small sample size used for this study assisted the researcher to prevent such an occurrence.

3.8.3 *Reliability*

The reliability of the data refers to the consistency of the answers received to the questions posed in the research (Kalof et al. 2008). In order to minimise the risk of inconsistent responses, multiple questions should be posed per factor being investigated (Kalof et al. 2008).

Within the ALQ, each factor tested has multiple statements specifically referring to the factor. Four statements in the ALQ describe self-awareness, five describe relational transparency, four statements describe internalised moral perspective and three describe balanced processing (Walumbwa et al. 2008).

It was anticipated that the multiple statements per factor would assist in reducing the risk of unreliability of the responses.

4 PRESENTATION AND DISCUSSION OF RESULTS

4.1 Introduction

The purpose of this research was to determine whether a relationship existed between the elements of authentic leadership and individual employee (follower) job satisfaction within South African organisations, and, if so, what that relationship might be. In other words, the outcome that was sought was whether an employee's leader displaying high levels of each of the elements of authentic leadership would have an impact on the employee's job satisfaction levels. This chapter presents the results of the interviews conducted with participants regarding this research question as well as discusses the key themes that were identified during those interviews.

Rather than two separate chapters to present the results and discuss the findings, both presentation of participant interviews and the discussion thereof have been combined into this single chapter.

In order to obtain the qualitative data, one-on-one, semi-structured interviews were conducted with each of the participants. During these interviews, participants were asked a series of questions; these questions have been categorised as per Table 5.

Table 5: Categories of questions put forward to the participants

Category	Notes
Participant demographics and their current job roles	These introductory questions were intended to encourage the participant to reflect on their work history and their current roles and responsibilities. This category included questions such as a participant's age and current industry in which he/she works, the period of time the participant had been employed, whether the participant was in a management or specialist position and a brief overview of the participant's role and associated responsibilities at the time of the study.
Job satisfaction definition and drivers of participants' personal job satisfaction	Questions regarding a participant's job satisfaction, including the participant's personal drivers of job satisfaction, how satisfied he/she felt in his/her current roles and his/her perception of what he/she thought had caused this satisfaction level.
Participant relationships with his/her leader	Significance of leadership to the participant, specifically the leader's impact on a participant's job satisfaction was explored to better understand how a participant defined leadership and whether leadership was an important factor when considering his/her personal job satisfaction levels. This topic was discussed after the general concept of job satisfaction so as not to lead the participants in a specific direction regarding their job satisfaction levels at the time of the study. Depending on each participant's job satisfaction rating and relationship with his/her superior(s), this category of questions had to be approached carefully to ensure the participants remained open and provided honest

Category	Notes
	feedback. To increase their comfort levels, questions including a description of the participants' leaders and relationship with their respective leadership were put forward to the participants prior to the questions of the impact of the leadership on their personal job satisfaction levels.
Significance of the elements of authentic leadership to the participants in terms of their job satisfaction	Once the participants had explored their personal job satisfaction in general, each of the authentic leadership elements as put forward by Walumbwa et al. (2008) were discussed individually with each participant in terms of the particular element's level of importance on a participant's job satisfaction levels in general as well as the participant's job satisfaction levels at the time of the study. Questions here included whether leadership figures in general displaying each of the authentic leadership elements would have an impact on the participant's level of job satisfaction and whether each participant's current leader displayed these elements. Participants were also asked whether they were able to rate any of the elements higher than the others or, conversely, whether they could completely dismiss one of the elements without their job satisfaction levels suffering.

4.2 Participant demographics and current job roles

A total of fifteen participants were interviewed. A further breakdown of participant demographics is provided below.

4.2.1 *Participant gender*

Of the fifteen participants, eight women and seven men were interviewed.

4.2.2 *Participant age and years of employment*

The ages of the participants ranged from 30 years to 44 years of age, with the average age of both male and female participants being 34 years. The range of participant age was as expected, as the prerequisite for interview eligibility was a minimum of five years working experience with the participant fulfilling a position as either a specialist or a manager at the time of the study.

Further to this, the average number of years of employment amongst the participants was eleven years, ranging from five years to twenty-one years of work experience.

4.2.3 *Specialists and managerial participants*

In their current positions, a total of six participants were employed as specialists, whilst the remaining nine participants were in management positions.

The size of the participants' individual teams ranged from a total of four team members to seventy. Participants who were in management positions had between two and eight direct reports; these participants occupied various roles within the organisation, thus their direct reports included employees not fulfilling any management role or other middle-managers reporting to them.

4.2.4 *Participant industries*

Participants interviewed were employed in various industries within the South African environment. These industries included information and communication technology (ICT), retail, finance and banking, logistics, medical and manufacturing industries. All participants interviewed were employed by organisations operating in South Africa, which obtained the bulk of their revenue from the South African market.

4.2.5 *Participant roles and responsibilities*

Participants fulfilled a number of roles within their respective organisations. These roles included being a company director in charge of the company's finance and human resources departments, a business analyst, transactional advisor within the investment banking field, a company legal advisor, a specialist psychiatrist and a production manager of an engineering firm.

4.3 Participant interview responses regarding job satisfaction and relationships with their leaders

To build an argument of the possible relationships between the elements of authentic leadership and job satisfaction, a three-staged 'funnel' approach was used to assist with answering the research question. Firstly, participants were asked to comment on job satisfaction in general, their definition of it and the facets or drivers of their personal job satisfaction. Next, participants were asked to discuss their leaders and the influence of their leaders on their job satisfaction. Finally, given the answers provided above, participants were then asked to discuss whether a leader displaying high levels of a particular authentic leadership element would be important for the participant's job satisfaction and, secondly, whether and how this manifested in the participants' current environment. The funnel approach described is further illustrated in Figure 3.

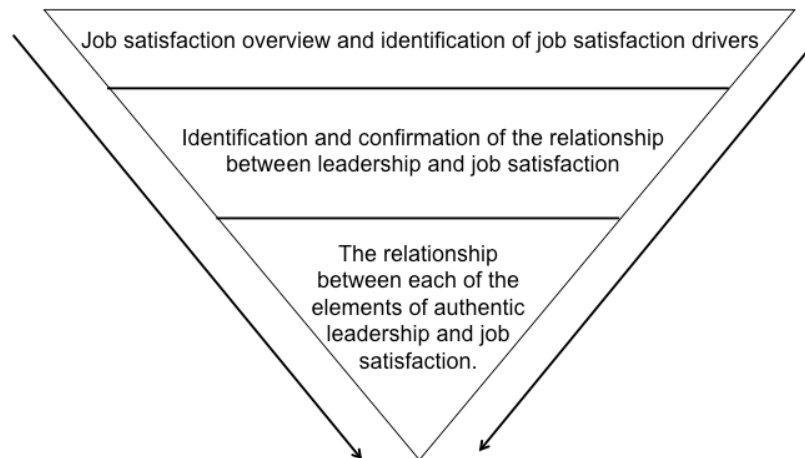


Figure 2: Funnel approach used to address the research question

4.3.1 *Job satisfaction*

An important aspect of this research was to first ensure that the participants spent time considering their views of job satisfaction and, more importantly, considered the key drivers of their own job satisfaction. In order to obtain their views and help the participants focus on the research, the following questions were posed:

- What is your definition of job satisfaction – what does it mean for you? What drives your satisfaction?
- In addition to the drivers already mentioned, do you have any other drivers of your personal job satisfaction? Pay, promotion, colleagues, etc.
- On a scale of 1 to 5, with 5 being the highest, how satisfied are you with your current job? Why?

Figure 4 provides a high level illustration of the job satisfaction themes that emerged from the participants' answers during the interviews.

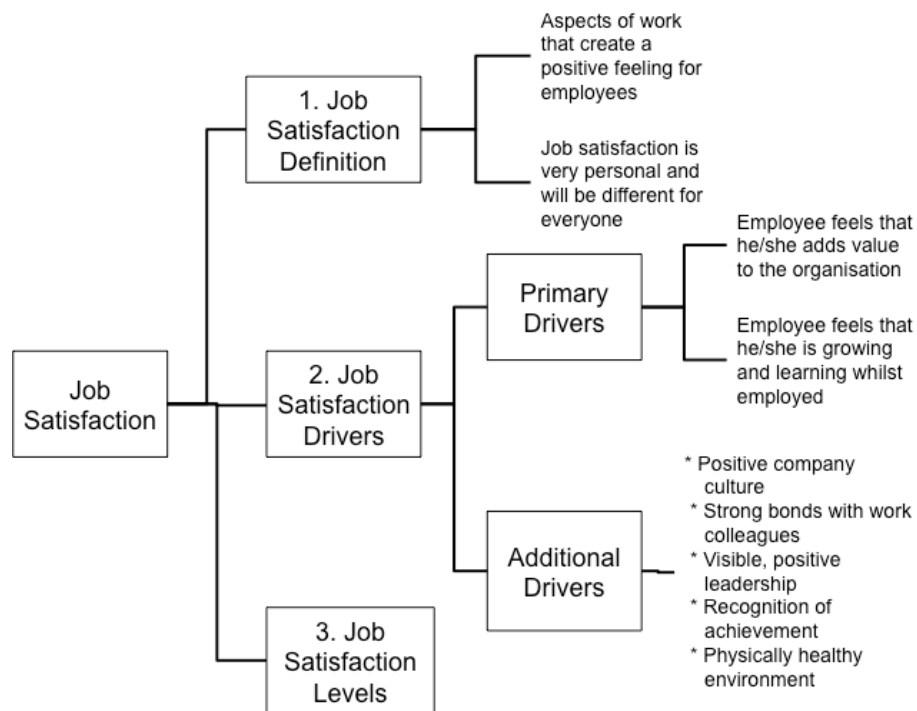


Figure 3: An overview of job satisfaction

Regarding the definition of job satisfaction, participants noted that job satisfaction for them was a number of aspects that created a positive feeling whilst at work. Regarding the drivers of job satisfaction, a set of primary and additional drivers were noted.

A detailed overview and discussion of the participant responses is provided below.

4.3.1.1 *What is your definition of job satisfaction – what does it mean for you? What drives your satisfaction?*

After the opening discussion of their individual roles within their organisations, the purpose of this question was to begin the process of having the participants concentrate on the concept of job satisfaction; by verbalising their understanding and providing a definition of job satisfaction, the participants were able to focus on what they believed drove their satisfaction in the workplace.

The majority of the participants noted that job satisfaction, as a whole, was a very personal point and that each person would likely define it differently, noting that job satisfaction “*boils down to the individual*” and that the “*short answer is that it is*

different for everybody". Participants then typically continued to state that job satisfaction was the aspect of their work that created a positive feeling in them. One participant began his definition of job satisfaction by stating that it is "*that special something that you do at work that makes you want to go to work*", whilst another participant noted that job satisfaction "*would mean that I would be willing to get up on a Monday morning and go to work*".

Regarding the personal nature of job satisfaction, the answers provided by the participants corresponded with the work of Henne and Locke (1985), Spector (1985), Spector (1997) and Saari and Judge (2004). These authors stated that job satisfaction is not an empirical measure, but rather a value judgement made by an individual. In other words, to measure levels of job satisfaction, an individual would likely measure it based on his thoughts and feelings, making each assessment very personal. Job satisfaction would also be dependent on an individual's attitude regarding the various aspects of his/her job (Spector 1997).

The participants' responses were also in line with the literature regarding the positive nature of job satisfaction. (Locke 1976:1300) defined job satisfaction as being "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". All of the participants noted or understood that job satisfaction would be reached when they felt positive about their job in general.

When asked what drove their job satisfaction, the following themes emerged from the interviews with the participants:

- ***Primary driver: Adding value***

The dominant theme that emerged from the participants regarding what constituted job satisfaction was their belief that employees found satisfaction in knowing that their presence had added value or made a difference in their organisations, whether it was driving the larger strategic objectives of the firm or having made small, everyday differences to other individuals within the organisation. It was the knowledge of having added value that gave many of the participants a sense of purpose and a willingness to go to their place of work each day. As one participant put it,

“Beginning here, that was very tough, because I didn’t really have a role, a specified role. But, now it’s a whole lot better - I feel like I am making a difference. I’m managing different clients. So I add value to the company. So that is definitely very satisfying”. Another participant stated, “Job satisfaction for me is when you want to come to work every morning. And, you actually feel as though you are adding value to the company. So, I think adding value and knowing that you are contributing to the growth of a business. I think that is very important for me. I want to be able to know that I am making a difference.”

Henne and Locke (1985) state that employees place a very high value on the job itself in terms of their job satisfaction. In other words, employees must find that their job is both interesting and significant to their organisations in order to be satisfied. Saari and Judge (2004) go on to say that employees will rate an interesting job as the number one driver of their job satisfaction.

Given that the majority of the participants stated that the first key driver of their job satisfaction was knowing that their jobs added value and made a difference to their respective organisations (and the above participant’s quote that variety in her job had made a difference too), it can be put forward that the participant responses are in line with the literature and that the participants count the nature of the job itself as being a very important facet or driver of their satisfaction.

In addition to this and based on these responses, it could be put forward that many of the participants felt that job satisfaction was reached when they were engaged in their jobs. Kahn (1990:700) states that employee engagement was reached when the need to be actively involved with their tasks and be “cognitively vigilant” during an employee’s time at work was fulfilled. Job satisfaction has been identified as a consequence of employee engagement; the study conducted by Saks (2006) indicates that, although job satisfaction and employee engagement are two distinct elements, they are linked to one another. The conversations with the participants further

supported that an employee's perception that they were engaged and adding value to an organisation was an important driver of their job satisfaction.

- ***Primary driver: Learning and growth***

The second theme that arose from the participant interviews was that an organisation should provide employees with the ability to learn and grow during their time at work. Participants felt that for the value they may be adding to their companies, a certain level of reciprocity was required from their companies for employees to have satisfaction. This reciprocity was in the form of the company providing opportunities for employees to grow and learn. One participant stated, *"Job satisfaction, for me, is living out your passion in a work environment that is constructive. Meaning that, although there are rules and regulations, processes and procedures, you have the leniency to be innovative; to grow, to learn, to experience."* This growth may also take on the form of the participants being provided additional responsibility in the organisation or to perform more challenging tasks to improve their skills in their chosen careers. One of the participants stated that contentment each day did not equate to job satisfaction, as in the long run it may lead to career stagnation. Thus, the ability to constantly grow and move out of one's comfort zone was deemed very important for long-term job satisfaction.

Henne and Locke (1985) identify that an employee who felt successful and knew that they were able to grow is important for an employee's fulfilment and a key manifestation of job satisfaction. Thus, the need for growth and learning as identified by the participants was in line with the literature and further supported that this was a driver of job satisfaction. An employee provided with the opportunity to learn and grow could also be put forward as further supporting the literature that states that an interesting job is extremely important for job satisfaction (Henne and Locke 1985; Saari and Judge 2004).

Some of the other items mentioned by the participants included their companies allowing sufficient work-life balance, participants having pride in the brand of the company and enjoying the individual tasks of one's designated role. One of the participants stated that enjoyment equated to *"When you wake up in the morning and you go into work and you think that it is a good place to be"*.

4.3.1.2 Do you have any other drivers of your personal job satisfaction? Pay, promotion, colleagues, etc.

In addition to the participants' personal definitions and *primary* drivers of their perspective of job satisfaction, participants were asked to discuss any additional drivers of their personal job satisfaction. The following additional drivers were the most commonly noted amongst the participants:

- ***The elements of a positive work environment***

The participants noted the concept of their operating in what they considered to be a positive work environment as an additional factor for their job satisfaction. The environment, as defined by the participants, included a positive culture created by the company for employees, the participants having a strong bond with their colleagues and the leadership's active involvement in the day-to-day operations of the business. Some of the responses from the participants included, *"Colleagues are a major part of [my job satisfaction], because you can't do your job without the necessary space and the necessary recognition from them for what you are trying to do. So, if that environment is not nice, it becomes a lot more stressful"*. Another participant stated, *"Leaders play a big role too. They are often the people giving me direction. If I don't feel I have direction in my job, it is quite disheartening."*

- ***Remuneration vs. recognition***

The next notable driver identified by participants was the concept of remuneration. Regarding pay as a driver of job satisfaction, the results from participants were mixed. Some participants felt that pay would only drive dissatisfaction if participants were being underpaid, but did not feel

that it was a long-term driver of satisfaction: *"It's never money; and in the [many] leadership courses [I have done], money isn't a motivator. It's a short-term pacifier, but not a motivator."*

Many of these participants did, however, distinguish between remuneration and recognition as a driver of job satisfaction. These participants felt that, as long as they were not being underpaid, public or private recognition was a more important driver of job satisfaction than additional remuneration: *"Doing what you need to do and loving it should be the focus. The pay will follow. For me, it is about recognition. Just appreciate what I do and thank me for that. That is what I want."* Another participant noted, *"The other key to engagement and satisfaction is recognition. If I have done what you said I needed to - I've added value, I've ticked the box, I've done slightly better and I have got someone to buy into what I am trying to do...that's all great, but it's not great if no one appreciates what you are doing. So, someone has to say thank you and someone has to say well done. That is recognition. It's all about acknowledgement, not necessarily about remuneration."*

On the other hand, a different group of participants noted that pay was an important driver for their satisfaction. Some of these participants equated decent remuneration, in the form of a good salary and bonuses, as a satisfactory method of recognition. One participant noted, *"Pay is a big one. Bonuses are also nice. It's nice to know that extra work does get rewarded. You get rewarded for how much effort you put in. You can't employ a team of ten people and pay them the same amount of money. Not everyone works the same. Some work harder, some slack off. So, remuneration and bonuses are quite big."*

The additional job satisfaction drivers noted by the participants correspond to the drivers indicated by Henne and Locke (1985) and the facets of the Spector (1985) Job Satisfaction Survey. The authors stated that decent working conditions, co-workers who shared the same values and who assisted in accomplishing an

employee's tasks; considerate, honest and fair supervisors; and an effectively managed organisation that demonstrated respect for employees were considered to be the other important aspects of job satisfaction likely to be noted by employees (Henne and Locke 1985).

The drivers noted by the participants correspond with the Henne and Locke (1985) and Spector (1985) job satisfaction drivers. The findings from the participant interviews and the drivers noted by the authors are compared in Table 6.

Table 6: Comparison participant job satisfaction drivers to the literature

Participant job satisfaction drivers	Job Satisfaction Survey (Spector 1985)	Henne and Locke (1985) drivers
Knowledge that participants are adding value to the organisation	Nature if work	Interesting and significant job
Knowledge that participants would learn and grow	Nature of work	Feeling successful and the opportunity for growth
Remuneration	Pay	Fair pay to meet expenses
<i>Not explicitly mentioned</i>	Promotion	Chances of promotion in a fair manner
Physically healthy work environment	Operating conditions	Decent working conditions
Strong bonds with colleagues	Relationship and satisfaction with co-workers	Co-workers who share the same values and assist in accomplishing an employee's tasks.
Visible leadership	Supervision	Considerate, honest and fair supervisors

Participant job satisfaction drivers	Job Satisfaction Survey (Spector 1985)	Henne and Locke (1985) drivers
Company culture	Communication within the organisation	An effectively managed organisation
Recognition of achievement or extra effort	Contingent rewards	<i>Not explicitly mentioned</i>
<i>Not explicitly mentioned</i>	Fringe benefits	<i>Not explicitly mentioned</i>

Saari and Judge (2004) go on to state that company culture, bonds with colleagues and considerate leadership could be classified as examples of *external* drivers of job satisfaction; in other words, those drivers unique to each working environment.

Given the responses provided by the participants and noting that their responses were in line with the existing literature regarding the drivers of job satisfaction, a summary of the primary and additional job satisfaction drivers that emerged from the discussions with the participants is illustrated in Table 7. For the remainder of the study, the job satisfaction drivers provided by the participants will be utilised.

Table 7: Summary of participants' primary and additional job satisfaction drivers

Primary job satisfaction drivers
• The employee's knowledge that they are adding value to their organisation. • The employee's knowledge that they have the ability to learn and grow whilst in their positions.
Additional job satisfaction drivers
• A positive company culture. • Strong bonds with work colleagues that improve the outcome of tasks. • Visible leadership creating a positive environment. • Recognition of achievement or extra effort. • A physically healthy work environment stocked with the correct tools.

4.3.1.3 On a scale of 1 to 5, with 5 being the highest, how satisfied are you with your current job? Why?

Having encouraged the participants to better understand their personal drivers of job satisfaction, the final question in this category was to gauge the participants' job satisfaction levels and their reasons behind this.

The participants were requested to rank their job satisfaction on a scale of one to five, with a rating of five being the highest. Table 8 illustrates the findings.

Table 8: Participant Job Satisfaction Ratings

Job Satisfaction Rating	Number of Participants (total of 15)
Level 1 Rating	-
Level 2 Rating	5
Level 3 Rating	5
Level 4 Rating	4
Level 5 Rating	1

The participant ratings regarding their job satisfaction were evenly spread amongst the Level 2, 3 and 4 ratings, whilst no participant rated their job satisfaction at a Level 1 and one participant rated their job satisfaction at a Level 5. The sources of these ratings are further explored below:

- **Level 2 job satisfaction rating**

A total of five participants provided a Level 2 rating for their job satisfaction, indicating that they were dissatisfied. Two of the participants who provided their job satisfaction with a Level 2 rating indicated that uncertainty in their current positions was the key driver of their dissatisfaction. For one of the participants, this uncertainty stemmed from recent changes within the organisation that had blurred the company strategy for the foreseeable future, thus placing strain on the participant's ability to make tactical decisions within her department. The second participant's unhappiness was the result of an uncertainty around her personal future at the company;

as a contractor, she felt that not only was her future unclear, but that she was not receiving the same level of employee benefits as her colleagues, and yet was required to provide the same level of performance.

The remaining three participants that rated their satisfaction at a Level 2 attributed their dissatisfaction to what they deemed a destructive work environment. One of the participants noted that internal bureaucracy, a lack of recognition and long working hours were the main drivers of his dissatisfaction, whilst another participant stated that the current leadership's partial abdication of responsibility was the major contributor to her dissatisfaction. In other words, the leader would not get involved in the day-to-day operations, leaving the participant and her colleagues feeling frustrated. The fifth participant noted that he felt his supervisor displayed an autocratic leadership style that was based purely on employees delivering on predefined tasks and results and which did not take the ideas of the people of the department sufficiently into account during decision-making.

All five participants noted that it was their commitment and enjoyment of their particular jobs that had resulted in their not providing a Level 1 rating. One participant stated, *"I think for me, there are two elements for me to work. It's the actual work that I do, and if you asked me that, I would say four out of five. But, that's not the only component to work. Working with other people – for me, that is what brings it down to a two."* Another participant was slightly more direct, stating, *"Most mornings, I still enjoy what I do and that is what keeps me here. In general [my job satisfaction] is very close to a one, I must say, but I am ever the optimist, so I will make it a two."*

The reasons for the low job satisfaction ratings provided by the participants are illustrated in Table 9. Taking the earlier identified job satisfaction drivers presented in Table 7, Table 9 links the participants' reasons for their dissatisfaction with the impacted job satisfaction drivers. This mapping

provides an indication of which job satisfaction driver is missing, thus resulting in the participants' low job satisfaction levels.

Table 9: Level 2 job satisfaction ratings and the impacted job satisfaction drivers

Reasons provided for low rating	Missing driver of satisfaction
• Blurred company strategy impeding the ability to make decisions and execute.	• Ability to add value to the organisation. • Ability to learn and grow.
• Uncertainty regarding personal future at the organisation.	
• Internal bureaucracy	
• Lack of recognition	• Recognition of achievement or extra effort.
• Long working hours	
• Leader's abdication of responsibility	• Visible leadership creating a positive environment. • Strong bonds with work colleagues.
• Autocratic leadership	• Visible leadership creating a positive environment.

- **Level 3 job satisfaction rating**

Four of the five participants that provided a Level 3 job satisfaction rating indicated that the key reason for their average job satisfaction rating was very a high expectation of their performance at work. Thus, although these participants were considered to be efficient and effective at their jobs, the pressure related to consistently performing at such a high level and having long workdays for protracted periods of time had significantly fatigued the participants. One of these four participants noted, *"I think the stuff we do is very stressful, so every now and then, when the stress peaks, the job is bad. When the job is completed, you feel relieved and happy and the feeling of contribution is there, but it does swing around a bit. I feel like every second week I want to go on sabbatical and never do this in my life*

ever again, but I return again and do it.” Another participant stated that his high stress levels were due to the lack of senior skilled staff to execute on complex tasks. Thus, these tasks consistently fell on the shoulders of a few members of his team.

The remaining participant had a different reason driving his Level 3 satisfaction rating. This participant identified that his key job satisfaction driver was to remain on a relatively steep learning curve. At the time of the interview, he felt his ability to learn quickly was slowing down. The participant stated that growth was a key driver of his satisfaction and, with less opportunity to grow, his job satisfaction rating had faltered.

As with the Level 2 job satisfaction rating above, a comparison of the participant feedback and the job satisfaction drivers identified during the interviews is provided in Table 10.

Table 10: Level 3 job satisfaction ratings and the impacted job satisfaction drivers

Reasons provided for mediocre rating	Impacted driver of satisfaction
• Fatigue resulting from long working hours for protracted periods of time.	• Ability to add value to the organisation. • Recognition of achievement or extra effort.
• Deceleration of learning within the current role.	• Ability to grow and learn.

- **Level 4 job satisfaction rating**

A holistic working environment was the trend that seemed to carry throughout the answers provided by the four participants that rated their satisfaction levels at a Level 4. These participants felt they were adding value to their organisations, that they were being provided with sufficient growth opportunities in their respective roles and had the right combination of autonomy and support from their leadership and colleagues. However,

these participants did not feel that they could rate their satisfaction levels as high as a Level 5 as they felt that a Level 5 rating would equate to near perfection, which they did not quite believe they had, as they still faced some frustrations. One participant noted, *“This company is the type of environment where the growth capability is huge, the learning is huge and you are actively involved in the business. So, you are expected to grow, you are expected to learn and you have to have an idea, you have to have a view. In some companies, especially the bigger corporates, you are just the implementer – you don't have a view, you don't have a say”*. Another participant stated, *“I think I have had the opportunity to do some pretty amazing stuff; I've had the right sort of support around me, which has facilitated that. I've had a huge amount of faith given to me, and for me, you don't get any better than that”*.

- **Level 5 job satisfaction rating**

The participant that rated her job satisfaction to be at a Level 5 also ascribed her high satisfaction level to similar drivers as those noted by the Level 4 participants – a holistic working environment that included a team focussed on achieving the same goals and leadership support when needed, but unhindered through very little micromanagement. In addition to this, the participant noted that she had a level of autonomy that made her feel very much in control of her future: *“With our commission cheques, it's not spending the money, it's looking at your pay cheque and knowing that you earned that. It's not because I was lucky, it's because I worked hard. The beauty is that no one else does it for you. The satisfaction for me is that I can take control of my own destiny. It's very measurable. You can be held accountable – you don't work, you don't make money”*.

However, this participant was perhaps more pragmatic in her views of job satisfaction. Although the participant noted that her company was recently going through some changes that resulted in employees being frustrated and that her relationship with her immediate supervisor was not as strong

as it had once been, she did not feel it fair to let those occurrences influence her level of satisfaction. In her words: *“There is a little bit of frustration in the company and I don’t think it is fair to put it in. It is very recent. I am here for eight years, things do change and you go through a dip every now and again. We have a good amount of support within the team. People are so keen to help. It’s mainly because we are a sales-driven organisation; we can say the outcome counts”*.

The reasons for their high ratings as well as the impacted job satisfaction drivers are noted in Table 11. Given that the participants with job satisfaction levels at Level 4 and Level 5 were similar, the feedback has been combined into a single table.

Table 11: Reasons for Level 4 and Level 5 job satisfaction ratings and the impacted job satisfaction drivers

Reasons provided for high rating	Impacted driver of satisfaction
• Knowledge that the participant’s role added value to his/her organisation.	• Ability to add value to the organisation.
• Companies providing growth opportunities for participants	• Ability to grow and learn.
• A balance of autonomy and support provided to the participants by both leadership and colleagues.	• A positive work environment • Visible leadership creating a positive environment. • Strong bonds with work colleagues. • Recognition of achievement or extra effort.

Being able to map the identified drivers of job satisfaction with the key reasons for participants’ stated job satisfaction levels further confirms the importance of these identified drivers being present for an employee to be content in his/her position.

Key interview results

- The participants defined job satisfaction to be something that created a positive feeling for employees.
- Job satisfaction was very personal and likely to be different for each individual.
- Adding value to an organisation and having the ability to learn and grow were very important for job satisfaction to take place. Participants considered these drivers to be the primary drivers of job satisfaction.
- Additional job satisfaction drivers noted by the participants were classified as part of a positive working environment and included:
 - A positive company culture.
 - Strong bonds with work colleagues that improve the outcome of tasks.
 - Visible leadership creating a positive environment.
 - Recognition of achievement or extra effort.
 - A physically healthy work environment stocked with the correct tools.
- Participants with low job satisfaction ratings noted a number of reasons for their dissatisfaction, that included:
 - Blurred company strategy
 - Internal bureaucracy
 - Lack of recognition
 - Fatigue due to long working hours
 - Autocratic or absent leadership
- The following reasons were noted by participants with high job satisfaction:
 - The knowledge of their roles adding value to their respective organisations
 - Growth opportunities within the organisations
 - The correct combination of autonomy and support from both colleagues and company leadership

4.3.2 Leadership and the employee job satisfaction

The next important understanding to be gained from the interviews was the impact of leadership in general on the participants' level of job satisfaction. Participants were asked to reflect on their relationship with their respective leaders and the impact that their leaders had made on their job satisfaction ratings. This section of the interview was also intended as an introduction to the concept of authentic leadership and the relationship of the authentic leadership elements with job satisfaction – the final section of the interview. This is highlighted as the second section of the funnel diagram presented in Figure 4.

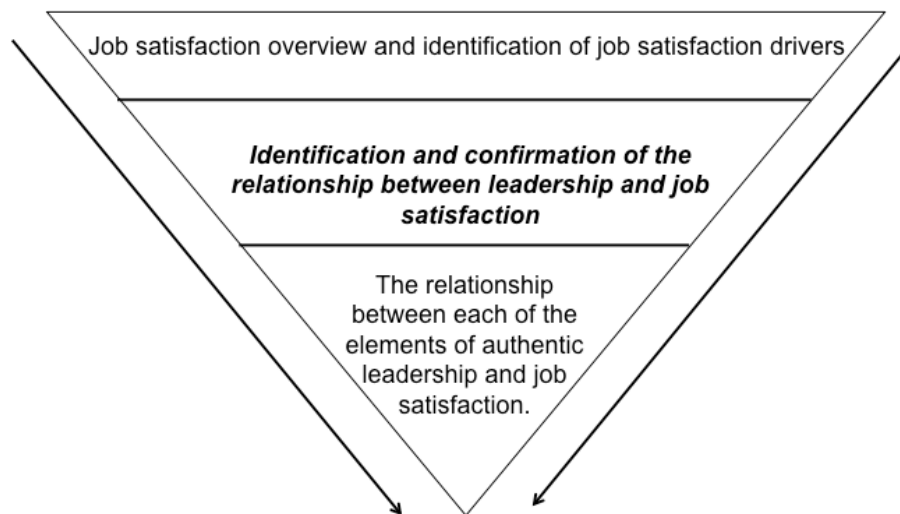


Figure 4: Funnel approach used to address the research question

The following questions were posed to the participants:

- Tell me a little about the person you report to. How would you describe him/her? What is your relationship like with him/her?
- Do you consider that person to be your leader? Why or why not?
- To what extent does your leader make a difference to your job satisfaction?

Figure 5 provides a brief overview of the leadership themes noted by participants during the interviews. The combination of a positive relationship between the participants and their supervisors as well as the perception of whether the

supervisors were considered by the participants to be their leaders had an impact on the level on the participants' job satisfaction ratings.

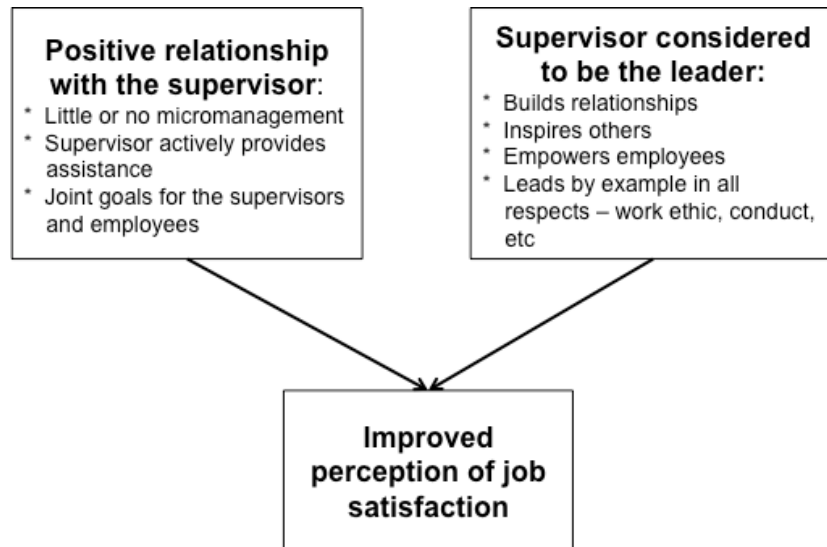


Figure 5: The impact of leadership on job satisfaction

A detailed review and discussion of the relationship of leadership with job satisfaction is documented below.

4.3.2.1 *Tell me a little about the person you report to. How would you describe him/her? What is your relationship like with him/her?*

For this question, the participants provided a range of responses regarding their relationship with their leader. In order to classify these answers, a high level analysis has been performed as per Table 12.

Table 12: Participant relationship with their leader given his/her satisfaction rating

		Participant relationship with leadership (Participant Responses)		
		Good Relationship	Average Relationship	Below Average Relationship
Participant Job Satisfaction Ranking	Level 1	-	-	-
	Level 2	2	-	3
	Level 3	3	1	1
	Level 4	4	-	-
	Level 5	-	1	-
15 Participants		9	2	4

- **Level 2 job satisfaction rating**

Of the five participants that provided a Level 2 rating for their job satisfaction, two participants stated that, in contrast with their low job satisfaction ratings, they had good relationships with their immediate supervisors. When asked to describe their supervisors, both participants noted that they had a deep professional respect for them that stemmed from the combination of their supervisors' technical ability and strong leadership skills. One participant stated, *"From a working perspective, I don't think I have ever worked with a lady I have more respect for than her. She is extremely competent in her field and also very good in relationship building"*. However, although both of these participants felt that they had good working relationships with their supervisors, their job satisfaction rating was low due to issues outside of their supervisors' control, such as bureaucracy and vague company strategy within their respective organisations.

The remaining three participants that provided a Level 2 rating for their job satisfaction stated that they had below average relationships with their

immediate supervisors. These participants felt that, although their supervisors were very good technically, they lacked certain interpersonal skills that impacted on their leadership abilities and had hindered their relationships. One of the participants noted that her supervisor's technical judgement was very sound and she was a very nice person. However, as the head of their department, the supervisor seemed to abdicate responsibility when it came to the day-to-day running of the department, which led to unhappiness for the participant. Another participant stated that her main concern was a distinct lack of an open relationship with her supervisor, making her supervisor difficult to approach in many situations where the participant faced a work-related challenge or concern. The third participant noted that his supervisor was one of the primary sources of his low satisfaction rating: *"My manager has a totally different personality type [to mine]; he is very autocratic. He doesn't allow a lot of creativity or freedom to follow for decision-making. It is very much his way and if you are not able to convince him to try something else, he won't approve it. I find it very restrictive. There is also not a lot of support. You have an idea and you are running with it, but, because it wasn't his idea and he didn't buy into it, he doesn't really support you and help you make it happen. That restriction is what brings [my satisfaction levels] down"*.

- **Level 3 job satisfaction rating**

Of the five participants that provided a Level 3 job satisfaction rating, three participants stated that they had good relationships with their immediate supervisors. When asked to describe his supervisor, one of these three participants stated that his supervisor was very intelligent, energetic, incredibly friendly and generally charismatic. It was through these interpersonal traits of the supervisor that a professional friendship had formed with the participant and became the basis of their good relationship. However, the good relationship was not deemed to be sufficient to place the participant's satisfaction rating higher than an average Level 3. It was the external pressures to deliver that had resulted in an average job

satisfaction rating. The second participant stated that his good relationship with his supervisor stemmed from his supervisor providing him with sufficient freedom to perform his tasks to the best of his ability: *"He doesn't micromanage at all. So I have that freedom, but we do have meetings to provide feedback and check our department's status. I like not being micromanaged. When you are, you don't want to be creative. You sit back and wait to be told what to do."* The third participant said that his ability to learn from his supervisor was key to his job satisfaction and that his had been what had elevated the job satisfaction to this level.

A fourth participant stated that he had an average relationship with his immediate supervisor: *"Very much a work in progress – and it will remain a work in progress. It will never be comfortable. We have different personality styles, but at the moment, we are starting to work a lot better together."*

The fifth participant with a Level 3 job satisfaction rating stated that his relationship with his supervisor was below average. Although he felt that his supervisor was very respected and accomplished, it was his supervisor's ego and drive that led to a rift in their relationship and had impacted his job satisfaction rating. *"Although it immediately elevates your performance level, he does not take kindly to failure. He will forever and a day resent you for it."*

- ***Level 4 job satisfaction rating***

All four participants that rated their job satisfaction as a Level 4 had good relationships with their supervisors. When asked to describe their supervisors, the participants stated that their positive relationships were based on strong interpersonal relationships with supervisors that displayed strong leadership skills. The participants felt that they were obtaining professional growth by engaging in constructive debates with their supervisors and were afforded sufficient freedom to execute on their tasks but knew that they could turn to their supervisors for assistance when the

need arose. When asked to describe their supervisors, some of the quotes from these participants included:

- *“The current person I report to is actually a phenomenal leader to be quite honest with you. He believes in empowering people. He always has a view but he is a guiding hand”.*
- *“[My supervisor] is very approachable, very good. Yeah, he is brilliant. He knows what he is talking about, he takes charge, gets things done”.*
- *“[My supervisor] will give me what he thinks – and yet he also consults with me. It's not autocratic; it's a joint process and end-goal. He will guide what needs to be done, and he takes no nonsense. I think that is what I like about him, you are never confused - you always know where you stand with him”.*

- **Level 5 job satisfaction rating**

The participant that rated her job satisfaction as a Level 5 surprisingly had only an average relationship with her supervisor. The participant described her supervisor's leadership style as motherly, and the participant felt that, although this type of leadership was suitable for their overall work environment, she had perhaps outgrown this type of leadership. However, from a technical perspective, the participant had a deep respect for her supervisor, and continued to learn from her supervisor, which provided the participant with lessons that had allowed her to grow within her career.

A summary of the key responses from the participants driving their positive or negative relationships with their supervisors is presented in Table 13.

Table 13: Summary of participant relationships with their supervisors

Relationship status with supervisor	Key reasons
Good	• Supervisor competence. • Supervisor had good interpersonal relationship with the participant. • Autonomy provided to participants. • Little or no micromanagement. • Joint goals for the supervisor and participant in their roles.
Average	• Participant had outgrown the supervisor. • Personality clashes between the supervisor and participant.
Below average	• Supervisor had technical skill but lacked interpersonal and leadership skills. • Supervisor abdicated responsibility. • Supervisor had an autocratic leadership style.

It is important to note from the results that a participant merely having a good relationship with his/her supervisor was not necessarily deemed enough to promote a high level of job satisfaction for the participant. Many of the participants, as presented in Table 10, had good relationships with their supervisors, but had low or average job satisfaction levels.

However, the information gathered from the participants indicated that a good relationship with the supervisor was important for a high level of job satisfaction to be achieved.

4.3.2.2 ***Do you consider that person to be your leader? Why or why not?***

This question was posed to the participants to identify the people they determined to be their leaders rather than their supervisors. This was an important distinction that needs to be made as the rest of the study focuses on the *leaders* displaying the traits of authentic leadership and that impact on the participants.

Ten of the fifteen participants indicated that they did indeed consider their immediate supervisors to be their leaders, whereas three participants stated that they did not consider their immediate supervisors to be their leaders. Two participants were indifferent, indicating that they only considered their immediate supervisors to be their leaders some of the time. The participant responses are presented in Table 14.

Table 14: Participants' view of their immediate supervisors as their leader

	Supervisor considered to be the leader	Supervisor not considered to be the leader	Supervisor partly considered to be the leader	
Number of Responses	10	3	2	15

A common theme that ran through the responses provided by the ten participants that viewed their immediate supervisors to be their leaders was exactly that; these participants actively referred to their supervisors as leaders. The participants stated that their supervisors led by example in terms of their conduct, their interpersonal relationships and their work ethic. The participants also stated that their supervisors played an active role in guiding the teams, inspired their teams to follow them rather than having instituted rules and regulations and also empowered their employees, rather than taking a micromanagement stance. One participant stated, *"[My leader] is very people-driven and he believes he can only be successful if you are successful."* Another participant noted that, because of his supervisor actively taking the time to gain his trust, he now considered her to be his leader: *"I think it is solely based on work ethic and the amount of effort that she*

is putting in. I struggle to work for people that just manage me. I have to see that they are also doing the hard yards on the same stuff. I think that I have now worked for her long enough to know that she also puts in the late hours and also takes care of the difficult things. It has to be sort of a brothers-in-arms thing."

Three participants noted that they did not consider their supervisor to be their leader. Two of these participants stated that their respective supervisors fulfilled more of a management role than one of leadership. One participant stated, *"He's my boss, and if he gives me an instruction, I'll do it, but I don't see him as actively leading. Well, not our department. If I've had a problem, I would raise it and he would sort it out, but, personally, he doesn't lead me. He doesn't give me directives"*. The second participant felt that his direct supervisor was more a figurehead for the company than an active leader.

The third participant stated that it was simply the lack of interaction with his supervisor on a regular basis that meant he could not refer to the supervisor (who is the CEO of the company): *"Does he drive what I do on a daily basis? No. Do I ultimately see him as the face and leader of the company? Sure."* Instead of their immediate supervisors, two of the participants viewed the more senior leaders of their companies to be their leaders. One of the participants noted that it was the Managing Director of the company that she considered to be her leader and stated, *"In terms of leadership, [the MD] definitely. I have immense respect for him. He's very people-orientated. He builds relationships. He's brutally honest, whether good or bad. If the company has messed up, he'll say so but he will also say, 'I'm going to do the following to fix it'. And I like that. He is very ethical, he keeps everything clean."* The third participant did not believe that he had anyone he would consider to be his leader in lieu of his supervisor. He believed that, in his fairly senior role of reporting to the CEO, leadership, for the participant, would rather come from different team members in the form of thought leadership on various topics, which were then collaborated upon within the company's senior leadership.

Two participants were more indifferent regarding their perception of their supervisors. One participant stated that, although he considered his immediate

supervisor to be his leader most of the time, there were occasions when impasses would be reached regarding opinions on the execution of strategy within their department. This placed some doubt in the participant's mind regarding the leadership capabilities of his supervisor. The second participant felt that during her eight years in the company, she had outgrown her leader. Rather than seeing her supervisor as a leader, she now viewed her more in an advisory role: *"I would definitely call her my advisor and my role model - how she treats people, how calm she can stay if she has to. But, right now she will not make me stronger"*. This participant felt that she now received guidance from senior colleagues in her office.

A summary of the descriptions provided by the participants as to what made certain supervisors leaders is presented in Table 15.

Table 15: Participant descriptions of leaders vs. supervisors

Supervisor Description	Leader Description
• Gives instructions, but does not lead • Figurehead rather than a leader • Lack of interaction with the participant	• Leads by example in all aspects – work ethic, interpersonal relationships, conduct, etc. • Takes an active guiding role • Inspires others to follow • Empowers employees • People-orientated • Builds relationships • Honest and ethical

The work of Winston and Patterson (2006) took 160 definitions of leadership and integrated these into a single definition. Quoting from the authors' work, a leader "selects, equips, trains and influences", "focuses the follower(s) to the organization's mission and objectives", will use "persuasive rhetoric and interpersonal communication including active listening and positive discourse", as well as "enable the follower(s) to be innovative and self-directed" (Winston and Patterson 2006:7-8). This definition also supports the work of Posner and Kouzes

(2008) who noted that followers found that, most importantly, a leader had to be honest, forward-looking, inspiring and credible.

The descriptions presented in Table 15 of why the participants considered their supervisors to be their leaders supports both the Winston and Patterson (2006) and Posner and Kouzes (2008) leadership overview; noting the characteristics that would create a leader rather than a supervisor. These characteristics included their supervisors taking an active guiding role, building relationships and inspiring others to follow.

In addition to the findings above, it is interesting to note the link between the relationship that participants had with their immediate supervisors and whether the participants considered those supervisors to be their leaders. This information is presented in Table 16.

Table 16: Participants' relationship with their supervisors vs. whether they considered their supervisors to be leaders

		Good relationship with his/her supervisor	
		Yes	No
Supervisor considered to be the leader	Yes	9	3
	No	2	1

Table 14 illustrates that most of the participants that had good relationships with their supervisors were likely to consider those supervisors to be their leaders.

4.3.2.3 *To what extent does your leader make a difference to your job satisfaction?*

This question was intended to serve as an introduction to the next section of questioning on authentic leadership, as this final question made the link between each participant's perception of job satisfaction and whether leadership in general played a role in that participant's job satisfaction and was important for setting the

scene to better understand what relationship existed between a leader displaying the elements of authentic leadership and an employee's job satisfaction.

All but one of the participants indicated that their current leaders impacted their job satisfaction and, in fact, their leaders had played a significant role in their overall job satisfaction rating provided previously. The participant responses have been grouped as per their job satisfaction ratings (as per Table 7) in the paragraphs below. All responses are based on whom the participants classify as their leaders rather than their immediate supervisors. Thus, the three participants that stated other people in their companies to be their leaders referred to these leaders in the following questions:

- ***Level 2 job satisfaction rating***

Participants that rated their current job satisfaction at a Level 2 provided two divergent answers regarding the impact of their respective leaders on them. Three of the participants stated that the lack of what they considered to be good leadership in their environment was one of the key reasons for their low job satisfaction ratings. These were the same three participants that stated that their relationship with their immediate supervisors was below average. One of the participants felt that her leader's lack of transparency had led to a lot of her frustrations. Another participant stated that his leader's orientation towards driving tasks rather than empowering employees had created additional stress that the participant was then expected to manage. The third participant stated that her leader's abdication of the day-to-day administration of her department had created a rift in the relationship between the staff and the supervisor. This participant stated, "I often feel I could shake her and say, *"You must make the decision. You must put your foot down. But, she just doesn't."*

The remaining two participants stated that it was their leaders' excellent leadership skills that had prevented them from rating their job satisfaction at a Level 1. One participant stated quite bluntly, *"If I reported to other people, I would not still be here"*. The second participant stated that her

supervisor had provided her with sufficient freedom to grow into her position: *“I don’t have to deal with someone who constantly nags - it’s not a micromanage kind of relationship.”*

- **Level 3 job satisfaction rating**

The responses of participants that rated their current job satisfaction at a Level 3 provided very similar themes to the responses offered by the participants that had rated their job satisfaction at a Level 2. Three of the participants indicated that leadership had positively affected their job satisfaction ratings. One participant noted, *“He understands my strengths as well as what I can’t do and where I want to be in a year’s time. So, he chooses tasks that he knows will push me or that I will enjoy. Slowly, he is now saying I’m a senior developer in the team, which helps, because I don’t feel like I’m still a graduate”*. Another participant noted that his positive relationship with his supervisor influenced the broader team that the participant managed: *“On my side with my supervisor, the freedom is there, so it also allows both me and the guys to be creative. As they say, people don’t leave jobs, they leave bosses.”*

Two of the participants stated that, although their relationships with their leaders were not bad, an improvement in these relationships would dramatically improve their individual job satisfaction ratings. Both participants indicated that their supervisors believed that they understood them, but, in reality, were mistaken in their belief. Regarding his supervisor, one participant noted, *“He is a very hardworking man, but my perception is that he believes remuneration financially is the be-all and end-all of job satisfaction. So, there is a disconnect between he and I and a number of my other colleagues and him about what is actually important.”*

- **Level 4 job satisfaction rating**

All four of the participants with a Level 4 rating indicated that it was the holistic approach to their supervisors’ leadership that had helped create

their high job satisfaction ratings. One of the participants noted, *"As for my Managing Director, if things go pear-shaped or if things go well, I will follow him. He is really good. And it's not just about the company's performance, it's about the guy - he inspires. You go home and you think, 'Ok, I've made a difference'. And he'll compliment you on the things you do well. He will give you recognition - it's very scarce. People don't do that. Most people want that affirmation for themselves and he is not shy to hand it out."* Another participant stated that her supervisor's direct impact on the environment had made a significant difference to her job satisfaction: *"I think that my [supervisor] is very different from my previous [supervisor]. It was a hard environment to work in. Whereas now, the stresses are the same, but you actually enjoy growing. He is very inspirational."*

- **Level 5 job satisfaction rating**

The participant with the Level 5 job satisfaction rating indicated that, although her supervisor had historically played an important role in her job satisfaction, her supervisor no longer had a significant impact. However, this participant was extremely loyal to her supervisor: *"I'm emotionally attached to her. I have worked for her the entire time I have been here. This is where I think the gratitude comes in. When I came, I had nothing. She really helped me"*.

Confirmation from most of the participants that leadership had a significant impact on their job satisfaction ratings supports Shansi (2000) and Riaz and Haider (2010). These authors put forward that good leadership would have a positive impact on the job satisfaction of employees. The work by Jernigan and Beggs (2010) further supported this, as the authors stated that one of the key roles of a leader was the identification and use of employees' values and goals to ensure that employees were able to achieve high levels of both job performance and job satisfaction.

Statements from participants indicating that their leadership had significantly increased or decreased their satisfaction levels also indicated that, although

leadership was by no means the sole driver of job satisfaction, an organisation having good leadership in place could make a very big difference to the job satisfaction levels of the employees. As one of the participants put it, people don't leave jobs, they leave bosses. Thus, if employees leave their jobs, this is typically due to a lack of job satisfaction.

One last note must be made regarding leadership and job satisfaction. Although, during the interviews, the participants noted the concept of leadership as one of the drivers for their job satisfaction, participants did not define leadership as a *primary* driver of their satisfaction. In many cases, leadership was only mentioned as a driver once the participant had noted the importance of a positive work environment and further elaborated on what constituted a positive work environment. The participants' feedback was, however, in line with work done by Saks (2006). The author identified that, in addition to the direct influence that leadership had on job satisfaction, a leader had a great impact on employee job satisfaction indirectly, through other job satisfaction factors, such as employee recognition, support from the greater organisation and direct support provided by an employee's supervisor. This supports the work of Martin (1998) who states that leaders are responsible for the vision and direction of companies as well as the culture and general tone, making leadership a very important aspect in organisations. Thus, the findings above indicated that, although not necessarily always top of mind of an employee, leadership was a very important factor when considering employee job satisfaction.

Key interview results

- Positive relationships between supervisors and participants could either improve low levels of job satisfaction or further augment higher job satisfaction levels.
- Supervisors who were considered by the participants to be leaders displayed key traits of leadership, such as leading by example in terms of work ethic or empowering the participants in their respective roles.
- Most of the participants that recorded having a good relationship with their supervisors also considered these supervisors to be their leaders.

- A combination of both the positive relationship between the supervisor and the participant and the supervisor displaying certain leadership traits impacted positively on the participants' job satisfaction.
- Leadership impacts job satisfaction both directly and indirectly. However, there are external factors that may impact job satisfaction and dwarf the impact of strong leadership.

4.4 Participant interview responses regarding the elements of authentic leadership and their relationships with individual job satisfaction

Once the participants had provided responses to their perceived concept of job satisfaction as well as identifying and discussing the relationships with their leaders, the next part of the interview focussed on each participant's perceived importance of each of the elements of authentic leadership in relation to his/her personal job satisfaction in order to understand the potential relationships between these elements and the participants' job satisfaction levels. This was done by determining whether the participants' leaders displaying high levels of an individual element of authentic leadership would impact the participants' previously identified job satisfaction drivers and what that impact would be.

This is the final section of the funnel. To recap, the drivers of the participants' job satisfaction were first identified, followed then by a specific connection was made between leadership and job satisfaction. The final portion of the interview discussed the link between authentic leadership and the relationship with job satisfaction. This is illustrated in Figure 6.

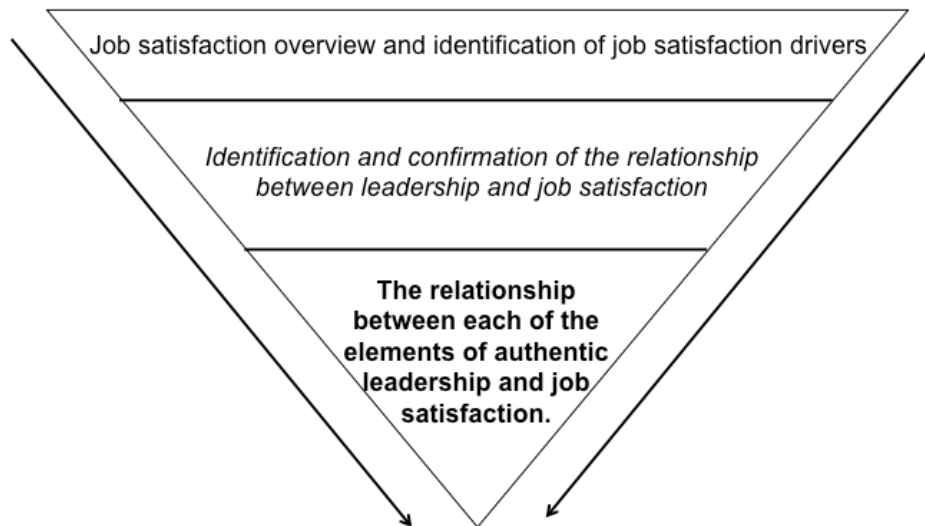


Figure 6: Identifying the relationship between job satisfaction and each of the elements of authentic leadership

The elements of authentic leadership that were explored during the interviews were the final four elements put forward by Walumbwa et al. (2008) – those being the leaders' ability to display high levels of:

- ***Self-awareness***

The first fundamental component of authentic leadership, self-awareness refers to the leader's level of personal insight or the ability to understand his/her identity, emotions, strengths and weaknesses and the motives of his/her actions and goals. Self-awareness is achieved and improved through a process of self-reflection.

- ***Balanced processing***

Balanced processing refers to a leader's ability to take information multiple sources, including views that may contradict their own, and view these in an objective or balanced manner before making a decision.

- ***Relational transparency***

This component refers to leaders being able to build close bonds with those around them by displaying their true self to those around them by interacting in an open and clear manner.

- ***Internalised moral perspective***

A combination of internalised regulation, authentic behaviour and positive moral perspective, internalised moral behaviour refers to a leader's ability to translate their deeply held beliefs into everyday activities. These deeply held beliefs include a very high moral capacity and ethical judgement when making decisions.

For each the above elements, participants were questioned on the following:

- Should the participant's leader(s) be required to display high levels of a particular authentic leadership element and if so, whether that element was important to the participant's job satisfaction. Further elaboration was then requested. To aid their answers, participants were asked to provide a score out of 5 regarding the level of importance of each element with respect to their job satisfaction levels.
- Participants were then asked to comment whether the person that each participant defined to be their leader currently displayed high levels of the individual authentic leadership element and how that manifested in their relationship.

4.4.1 Self-awareness

Key to a leader displaying high levels of self-awareness was the leader's ability to identify his/her strengths, weaknesses, personality and emotions (Illies et al. 2005), for the leader to understand his/her motives behind his/her goals (Walumbwa et al. 2010) and the leader's ability to reflect and obtain feedback (Gardner et al. 2005).

With their individual leaders in mind, participants were asked to comment whether the following was important to them:

4.4.1.1 A leader displaying high levels of self-awareness and the importance of that leader's self-awareness to the participant's job satisfaction levels.

The scores provided by the participants indicating the level of importance of leadership displaying self-awareness to the participants' personal job satisfaction are shown in Table 17.

Table 17: Self-Awareness Scoring Provided by Participants

	Number of participants (total of 15)
Score of 1	-
Score of 2	-
Score of 3	2
Score of 4	7
Score of 5	6

No participant provided a score of 1 or 2 for this element, indicating that all of the participants found a leader displaying self-awareness to have some level of importance to each participant's job satisfaction. Two participants provided a score of 3, whilst seven participants provided a score of 4 and six participants provided a score of 5 regarding the importance of the self-awareness element.

Three common themes emerged from the answers provided by the participants that provided a score of 4 or 5 as a response. These are illustrated in Figure 7.

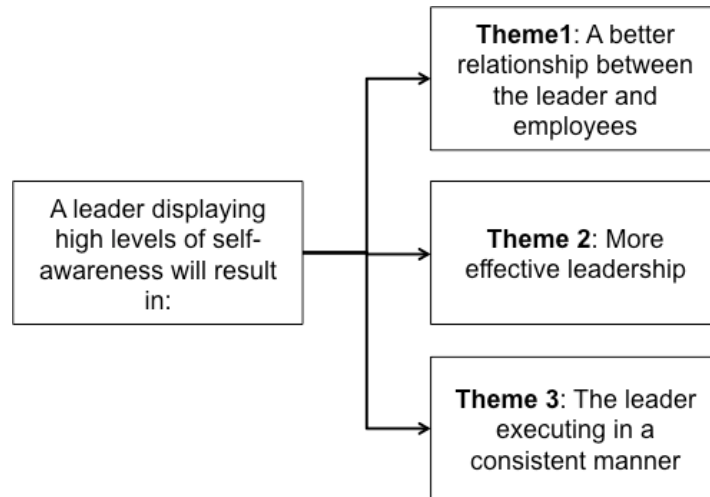


Figure 7: Key self-awareness themes

- ***Theme 1: Better relationships with employees***

Participants indicated that a leader displaying high levels of self-awareness would likely cultivate better relationships with the employees, which would ultimately lead to better management of these employees, thus improving the employee's job satisfaction. One participant noted: *"If [leaders] have no understanding of themselves and their strengths and weaknesses, how can they see the strengths and weaknesses in their team or the people that work under them; the whole point is to try to get the best out of your team"*. All of the participants felt that the effort made by leaders taking an interest in identifying the strengths and weaknesses in the team was important for cultivating better relationships with the team members.

A second participant felt that a leader not being aware of his/her potential negative impact on just one of the employees could have a negative impact on the job satisfaction of entire team: *"If you form part of a team of creative people and you know your boss is not respecting one or two of them, you know these two people could probably walk out at any time. And what would that mean for you? You want to work in a team cohesively and not lose skills that are almost impossible to replace or they take a year to replace, because they are highly skilled individuals"*. A participant that provided a score of 5 for this element stated that self-awareness of the

leader formed the foundation for a trust relationship with the employees, as the leader would be able to empathise with employees and both give and receive criticism.

Another participant noted the possible ill effects for a department reporting to a leader that didn't show the ability to reflect and obtain feedback: *"When the feedback comes and it falls on deaf ears, you know what happens? The feedback stops coming. And if the area is going down, it will continue to go down"*.

The participants' feedback tied in with the findings of Illies et al. (2005), Gardner et al. (2005), Walumbwa et al. (2008) and Walumbwa et al. (2010). These authors stated that a leader understanding his/her motives and goals, strengths and weaknesses and his/her personality and emotions was crucial as it formed the foundation for a leader to develop his/her own self-awareness and therefore build on it to establish and build the relationships with his/her team members. The participant feedback is also in line with the principles of Ubuntu. When leaders show showing compassion, respect and humility (Khoza 2006; Sulamoyo 2010), the relationships with the employees will be positively affected.

The theme that a leader cultivating better relationships with employees would have a positive impact on the employees' job satisfaction was, therefore, not unexpected. Early in each interview, participants indicated the following factors as some of the drivers that drove their job satisfaction:

- Visible leadership;
- A positive company culture; and
- Strong bonds with their work colleagues.

Thus, it can be put forward that participants would consider a good relationship with their leaders to be important for their job satisfaction as it impacted the above-mentioned job satisfaction drivers.

- **Theme 2: Effective leadership**

The second theme that emerged from the interviews was that leaders displaying high levels of self-awareness would likely be more effective at executing tasks in their positions as well as improving the performance of the entire team. If leaders were able to better understand their strengths and weaknesses, they could dedicate more of their time to tasks where they excel and have other members of their team utilise their respective strengths to cover the leader's weaknesses. According to the participants, a leader divvying out tasks based on individual team member's strengths, allowed the team member to also hone that strength and grow stronger, thereby improving the team's job satisfaction. One of the participants that provided a score of 5 for this element stated, *"For me, a good leader is somebody who acknowledges their strong points and works on those. And then acknowledges weak points and complements these with other people to fill those gaps. You can only do that if you are self-aware"*. Another participant stated, *"If you know yourself, you become grounded. You know exactly what you need to do, you know who you need to surround yourself with, and people who complement your weaknesses and obviously your strengths. So, you pick your team accordingly."*

The emergence of this theme from the interviews was in line with the findings of Gardner and Schermerhorn (2004), Walumbwa et al. (2008) and Walumbwa et al. (2010). These authors put forward that leaders displaying high levels of self-awareness and therefore having a deep understanding of who they were, would also be able to better understand the team around them, thereby enhancing the team's effectiveness and allowing the leader to be better prepared for any future challenges within their respective environments.

With these authors' work in mind, it could be inferred that an effective leader having a positive impact on the employees' job satisfaction is a reasonable conclusion, as the leader is able to positively influence the employee's ability to add value as well as learn and grow by applying the

employee effectively. Thus, given the participant responses, an effective leader that was deemed able to understand his/her personal strengths and weaknesses, as well as those of his/her team would be expected to impact the primary job satisfaction drivers of his/her employees, namely the employees' ability to:

- add value to the organisation; and
- learn and grow whilst in their roles.

- **Theme 3: Consistent implementation**

Participants noted that self-awareness was also important, as they believed that a natural result of a leader being self-aware would be a consistent manner of dealing with various situations. A leader displaying this trait would also likely be more effective in his/her execution, thus complementing that theme. One participant noted, *“When a leader doesn't know who they are, they are always unsure, so in the same situation on different days, they will react differently”*. Another participant indicated that having a high level of self-awareness would remove instinct from a leader's decision-making and that leaders would have a greater understanding of the impact of their decisions on those around them.

The emergence of the theme of consistency from the participants supported the authentic leadership literature. Leaders who were able to recognise their personal traits would also begin to display higher levels of credibility, trustworthiness, fairness and respect for others (Gardner et al. 2005). Therefore, leaders able to identify their own idiosyncrasies would be deemed to know how to best develop themselves and should be deemed to become more consistent in their thinking and their manner of implementation.

Regarding job satisfaction, given the participant feedback, it can be put forward that a leader being perceived by employees as able to consistently implement was important as it had a direct, positive impact on the following job satisfaction drivers:

- The employee's ability to learn and grow whilst in their positions; and

- Strong bonds with work colleagues.

- ***Self-awareness scored a 3 by participants***

The participants that provided a score of 3 for the impact of their leaders' self-awareness on their job satisfaction each had specific reasons for their lower score of this authentic leadership element. One of the participants stated that she was forgiving of leadership figures not displaying higher levels of self-awareness, but that other characteristics were far more important for her. These included the leader displaying traits such as integrity and ethics in the day-to-day running of the department. The second participant that provided a score of 3 for this element felt that self-awareness should be present in leaders in moderation and that a leader with too high a level of self-awareness could become so aware of the personality types of colleagues as well as his/her impact on other colleagues that the leader may begin to manipulate the information provided to colleagues, which the participant then classified as being inauthentic. Thus, the participant felt that although this was an important trait for a leader to possess, it needed to be in moderation.

The three key themes as to why a leader displaying self-awareness was important to employee job satisfaction are summarised in Table 18.

Table 18: The relationship between self-awareness and employee job satisfaction

Key self-awareness theme identified	Participants' positively impacted job satisfaction driver
Leaders displaying high levels of self-awareness cultivate better relationships with employees.	• Visible leadership creating a positive environment. • A positive company culture. • Strong bonds with work colleagues.
Leaders displaying high levels of self-awareness are more effective.	• Ability to grow and learn. • Ability to add value to the organisation.
Leaders displaying high levels of self-awareness ensure consistent implementation.	• Ability to grow and learn. • Strong bonds with work colleagues.

Thus, given the above feedback provided by the participants, it can be put forward that leaders displaying each of the key self-awareness themes noted in Table 18 would positively impact multiple job satisfaction drivers. Thus, a leader displaying high levels of job satisfaction would be important for the job satisfaction of employees

4.4.1.2 Whether the participants' current leadership displayed high levels of self-awareness and how that manifested in the relationship.

Participants were then asked to comment on whether their current leaders showed high levels of self-awareness. Responses on this question fell into four general categories. The categories are noted in Table 19.

Table 19: Does your leader display self-awareness?

	Yes	Somewhat	No	Too much	Total
Participants	6	3	5	1	15

- **Leaders displaying high levels of self-awareness**

Six participants stated that their leaders did display high levels of self-awareness. These participants noted multiple manners in which the leaders displayed these high levels of self-awareness. Four participants stated that their leaders had actively embarked on understanding their personal strengths and weaknesses as well as the strengths and weaknesses of their teams. This allowed the leaders to correctly apply and further hone the various strengths of their teams to improve the departments' performance levels. One participant noted, *"In this company, we find self-awareness very important. We have full profiles on each of us and have actually spent the time mapping our personalities. So, my managing director fully understands what my strengths and weaknesses are and I understand his. So, when he is in a situation where I have a strength, he will rope me in"*. Another participant noted that, because he worked in a highly specialised environment, it was crucial for the correct team members to be correctly applied to various tasks. The participant felt that it was his leader's high

level of self-awareness that allowed him to identify where the skills of a specific team member would be best applied. The leader's ability to identify strengths had also assisted in the team earning a good reputation for their quality of work.

Three participants noted that their leaders encouraged the teams to provide feedback on both the teams' and the leaders' individual performance: *"I've got young staff and they can see that they get a lot of input that is not always in a little box. In those discussions, you also get feedback that makes you question whether you need to change your own leadership style. We've had some frank and honest discussions with the managing director, so I think self-awareness is quite high on the scale"*. Another participant stated, *"I think my supervisor is confident in what she does, very confident. Sometimes she will be confident to such a degree that she may not listen to you. Doesn't mean she is wrong. She is open to suggestions, but she knows what her strong points are"*.

All of these participants noted that they appreciated their leaders displaying high levels of self-awareness and that this self-awareness had positively impacted their job satisfaction levels.

- ***Leaders displaying moderate levels of self-awareness***

Three of the participants believed that their leaders displayed some degree of self-awareness. All of the participants felt that, although their leaders were trying to focus on being self-aware, it was a work-in-progress. One of the participants noted that his leader had actively tried to make changes to her leadership style to improve their interactions. He stated, *"We have had several discussions which ended up with her making changes of her own volition that she probably did not have to do, which suited me better after I highlighted [problems] to her. So, I do get the feeling that she is trying to change on her part to make the interactions better"*. The remaining two participants felt that although their leaders showed some signs of self-awareness, such as having a good understanding of strengths and

weaknesses, they were not necessarily open to constructive feedback. One participant noted that her leader was often not able to receive the feedback without taking it too personally, which had created some unease in the department.

Although not openly stated by the participants, when answering, it did appear that most of these participants were disappointed with the level of self-awareness shown by their leaders and would appreciate them showing higher levels in future.

- ***Leaders displaying little or no self-awareness***

Five of the participants felt that their leaders displayed little or no self-awareness. Two of the participants noted that, although their leaders may have had some level of awareness, it was the leaders' lack of understanding of their impact on others that resulted in the participants' unhappiness and low job satisfaction levels. One of these participants stated, *"For me, if my supervisor had been more self-aware, he would have been more aware of how he handles other people and the impact that he has on them. I think he's aware he's not very popular, he's aware that he is not very much loved, so he has some sort of awareness, but he chooses not to do anything about it. And, for me, that tells me that he doesn't really care about what other people think of him"*. A third participant felt similarly to the above two and stated that, although her leader may have had a view of the impact of some of his specific personality traits, he did not feel it necessary to improve his interactions with his team: *"I think [my leader] is aware, but I don't think he corrects or tries to tailor-make it for certain situations; I think he should be able to adapt it for certain situations. He would say, 'I know I lack a lot of tact', but then he won't try to be tactful about things"*.

The remaining two participants felt that their leaders displayed no level of self-awareness to their teams. One participant stated that her leader

possibly believed that, because the department was doing quite well, her ability to manage the team was strong. However, the team felt much to the contrary: *"Maybe [our leader] does have self-awareness, but I'm not seeing that. I think, in her mind, she is doing a wonderful job and everything is rosy. She doesn't see any problems in the team – well I'd like to think that if she did see it, she would do something about it. But, I don't think she does. The department runs, everything goes on – no one complains. It's not only me – there are a few people who feel the way I do"*. The second participant stated outright that his leader showed no self-awareness: *"He just doesn't show any self-awareness. It is very autocratic and 'this is it' and 'if you don't like it, tough"*. The participant added that his leader's lack of self-awareness had continued to cause issues within their department as, both he and other members of his team could not constructively interact with the leader, which they felt was holding the department back.

All of the participants noted that their leaders' lack of self-awareness had negatively impacted on the participants' job satisfaction levels.

- ***Leaders displaying too much self-awareness***

Converse to the leaders showing little or no self-awareness, one participant stated that she believed her leader showed too much of it, and that this had seemed to hinder the leader's effectiveness and caused the participant to question the leader's authenticity: *"Because [my leader] is SO aware of personality traits, personality types, doing transaction, there is a lack of authenticity in her behaviour. I feel like she is moulding herself, her thought processes and her responses so that I should receive them in a specific way by judging who I am and how I think. I often think, 'You are just saying that because it is me – what do you really think?'"*.

What is important to note from this participant's response is that a leader deliberately trying to show that he/she has high levels of self-awareness may have this backfire and the leader could be perceived as contrived or

even deceitful. In an extreme case, this leader's behaviour may be the result of the leader being a high self-monitor (Illies et al. 2005) and rather than actually being authentic, the leader is altering her behaviour to fit what she believe is expected of her in specific situations

Given the participant responses regarding the leaders' levels of self-awareness and the impact on their respective teams, it can be put forward that these leaders noted as being highly self-aware displayed the traits of the key self-awareness themes identified earlier: stronger relationships with the employees, increased effective leadership and a consistent manner in which these leaders implement. The leaders achieved this through better understanding the strengths and weaknesses of their teams, utilising these strengths and weaknesses appropriately and encouraging team members to provide the leaders with feedback; all in all, creating a virtuous circle in the participants' departments.

This is in contrast to those participants who felt their leaders displayed little or no self-awareness. These participants felt that these low levels of self-awareness had hindered or even damaged the relationships that the leaders had with the participants and their teams. Participants also felt that, in addition to the negative impact on the relationships, the performance of the teams had also been negatively affected by poor decisions and, in some cases, an autocratic leadership style.

Key interview results

- Given the relatively scores provided by the participants, a leader displaying high levels of self-awareness has at least some impact on the job satisfaction levels of participants.
- A leader displaying high levels of self-awareness will have better relationships with their team members, through:
 - Identifying his/her personal strengths and weaknesses as well as each team members' strengths and weakness;
 - Better understanding his/her impact on those around him/her;
 - Encouraging feedback from the team members.

- High levels of self-awareness in a leader improves the effectiveness of the leader, through:
 - The leader and the team best applying the team members' strengths best suited to specific situations.
- Leaders displaying high levels of self-awareness will be more consistent in their implementation:
 - These leaders don't rely on instinct and reflex when making decisions thus their execution is more focussed.
- High levels of self-awareness displayed by leaders impacted multiple job satisfaction drivers of the participants. These included:
 - The participants' ability to add value to their respective organisations;
 - The participants' ability to learn and grow;
 - Strong bonds with work colleagues;
 - A positive company culture; and
 - Visible leaders impacting on a positive work environment.
- Leaders identified as having high levels of self-awareness displayed each of the key traits noted by the participants.

4.4.2 Balanced processing

A leader's ability to process information in a balanced manner is the second characteristic displayed by authentic leaders. In a business environment, this trait included a leader welcoming constructive criticism (Kernis 2003; Illies 2005) as well as the leader's ability to make objective decisions after having considered information from multiple sources (Illies et al. 2005).

Regarding the element of balanced processing, participants were asked to comment on whether the following was important to their job satisfaction levels:

4.4.2.1 A leader that displays high levels of balanced processing and that leader's ability to process information in a balanced manner.

The scores provided by the participants indicating the level of importance of leadership displaying the element of balanced processing to their personal job satisfaction are shown in Table 20.

Table 20: Balanced processing scoring provided by participants

	Number of participants (total of 15)
Score of 1	-
Score of 2	-
Score of 3	3
Score of 4	6
Score of 5	6

None of the participants provided a low score (in other words, a score of 1 or 2) for this authentic leadership element. This seemed to indicate that the participants felt that this element had some degree of importance to them.

Figure 8 illustrates the key themes identified during the conversations with the participants. Regarding these themes, the participants provided answers that fell into one of the following two categories – either that balanced processing is very important for their job satisfaction or that it is not at all important.

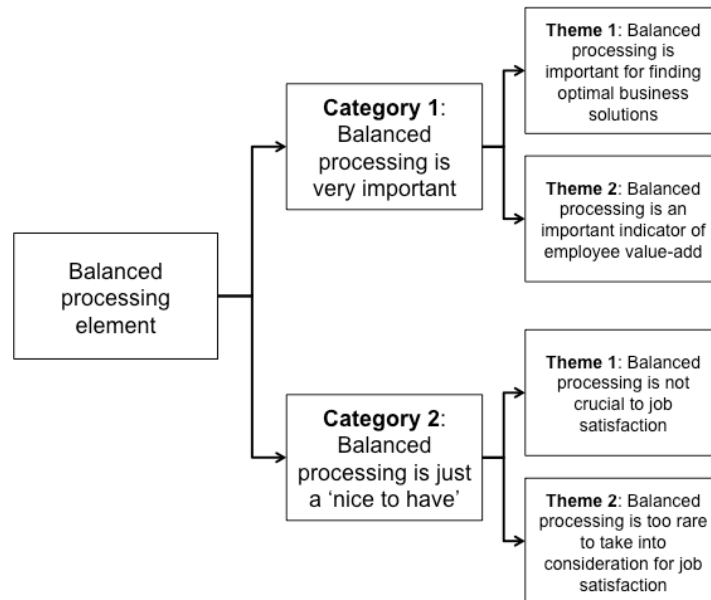


Figure 8: Balanced processing categories and themes

A detailed review and discussion of the balanced processing themes is discussed below.

- ***Category 1: Balanced processing is very important***

Participants under this category believed that leadership displaying a high level of balanced processing would be very important to the participants' job satisfaction levels and that this element was almost non-negotiable.

Within this category, the following themes were identified.

- ***Theme 1: Balanced processing is important for finding the optimal solution***

These participants felt that the office debate that balanced processing would encourage was crucial to finding the most optimal outcome for their respective teams, departments or companies. One participant stated, “[Balanced processing] is key for me – huge for me. No one has all the answers. There is a learning that happens to people around you if you encourage open and honest debate. And I always think that people get to a better conclusion when they have had those sorts of conversations”. Another participant noted that the

more autocratic stance of his current leader had been detrimental to their team's performance: *"I used to have a bit more [input] with my previous boss, because he was fairly balanced and always conscious of his own feelings. So, he would always listen to make sure that he hadn't missed anything before taking a position. So, whatever views his people had, their views always formed a part of his eventual decision. Whereas at the moment, there are a lot more decisions not based on any participation and basically it is the fallout being managed instead of getting the full picture before making the decision"*. Another participant stated that with balanced processing and the open debate that it encouraged came an easier identification of a team's strengths and weaknesses. When leaders paid attention to the individual strengths, the performance of the team would improve.

– ***Theme 2: Opinions are an important indicator of employee value-add***

Participants also noted that balanced processing was important for their job satisfaction levels, as it was a good indicator of the value they were adding to their respective organisations. One participant stated, *"You actually have a say. I wouldn't call it office debate, but if you have an opinion, you say something; you have an opinion and they value that opinion. And that's good. I think if it weren't there, my job satisfaction would be lower. I need to know that I matter and that my opinion matters"*. Another participant noted that if his current leader displayed higher levels of balanced processing, his low job satisfaction score would almost immediately increase to a level 5: *"If my supervisor was like that, that would probably take my job satisfaction up to 5. If you manage your people in a certain way – you spoon-feed them and they become dependent on you for ideas and creativity – you're going to limit them and you're going to limit the results and what they can achieve; because if you couldn't think*

of something, there are no other ideas from the team. That is important to me and if my supervisor doesn't have that value, there is obviously going to be a clash". A third participant noted that this element was crucial for his satisfaction: "Without [balanced processing], there would be no point in my participation. If what I need to do were so robotic and general in nature that decisions could be taken without listening to my view on it, then I would not necessarily be required to be here. Then, you could get anybody to the same job. There needs to be at least an acknowledgement of my opinions otherwise I could basically be any face. And, if I am any face, then I don't need to be here".

The participant feedback is in line the authentic leadership literature regarding balanced processing. Kernis (2003) and Illies (2005) put forward that a leader displaying balanced processing would not avoid discussions where he/she had less knowledge on a subject and, therefore, could potentially be viewed as the underdog. Rather, the leader would look for the best outcome and use the personal lesson learnt from that interaction and make active attempts to better himself/herself. This supported the themes noted by the participants that a leader displaying high levels of balanced processing was an important indicator for determining the best solution for the team or organisation. These participants believed that it would be detrimental to have an individual showing off his/her prowess. In addition to this, balanced processing ensured and that employees were aware of their contributions to the performance of their respective divisions.

Regarding job satisfaction, given the responses provided by the participants, it can be put forward that the two identified balanced processing themes, presented in Table 21, had a direct impact on the primary drivers of job satisfaction that emerged during the participant interviews. These being:

- The knowledge that participants add value; and
- That they are afforded the opportunity to grow and learn whilst in the their positions.

Participants believed that the inclusion of their opinions into the decisions made as well as the open debates that the balanced processing element would encourage was important for adding value to the department and allowing the participants to grow and learn whilst in their positions.

Table 21: The relationship between balanced processing and employee job satisfaction

Key balanced processing themes identified	Participants' positively impacted job satisfaction driver
Balanced processing was very important to the success of the team.	• Ability to grow and learn. • Ability to add value to the organisation.
Opinions of employees noted during discussions and debates were an important indicator of employee value-add.	• Ability to grow and learn. • Ability to add value to the organisation.

- **Category 2: *Balanced processing is a 'nice to have'***

Within the second category of participant responses, the following themes were identified.

- **Theme 1: *Balanced processing is not crucial to job satisfaction***

Participants felt that, although there may be instances where higher levels of balanced processing shown by their leaders in the workplace might increase their job satisfaction levels; it was not the most important element for the participants to consider themselves satisfied. Some of the participants felt that the experience of their respective leaders would be far more valuable when making a decision rather than collecting views from the rest of the team. One participant noted, *"It depends on how much experience that individual has had in whatever industry we are working in. If you were put in a situation with an inexperienced supervisor where collaboration was required, that would obviously rate higher. If in an industry where that experience counts, then I am not*

interested in whose opinion he/she takes into consideration because you trust that [the leader] knows what he/she is doing". Another participant noted that, although he had experience where balanced processing had added a lot of value to his work experience, he would not turn down a position at a reputable firm even if he knew that the leader displayed high degrees of autocracy: "Steve Jobs was not like this – even though he was [not easy to get on with], the irony is that I would probably have still worked for him because the guy was a complete genius".

– Theme 2: Balanced processing is too rare to take into consideration

Other participants felt that balanced processing was not very common in their organisations; in theory, it would be a good characteristic to have, but these participants believed that it is not crucial to their job satisfaction levels. One participant that provided a score of 4 for this element stated the following when questioned why balanced processing had not received a score of 5, *"I think at most places you don't have that say, so if you have it, it's a bonus. I'm used to not having it, so it's not a driver for me. It is important and it makes me feel good when they listen, but it doesn't happen in other companies that often"*. Another participant stated that, if not managed correctly, continually considering the opinions of all of the team members might hinder performance, as it would take time away from the team's individual tasks.

Given the feedback provided by the participants in this category, it could be argued that the participants discounted the importance of this authentic leadership element because they felt that a primary job satisfaction criterion, their personal ability to grow and learn whilst in their positions, was more important than their leaders displaying high levels of balanced processing. This is evident from the participants indicating their willingness to discount the presence of balanced processing if they worked for industry experts or very senior members of their teams and could learn other skills from these experts.

Regarding the theme that balanced processing was very rare in the workplace, it is important to note that these participants did not discount the fact that, if present, high levels of balanced processing would improve their satisfaction levels. However, these participants stated that, irrespective of the perceived importance of this element and their desire for it to be present, balanced processing was not essential for them to be satisfied at work.

4.4.2.2 Whether the participants' current leadership displayed high levels of balanced processing and how that manifested in the relationship.

Participants were then asked to comment on whether their own leadership showed high levels of balanced processing. Responses to this question fell into four general categories. The categories are noted in Table 22.

Table 22: Does your leader display high levels of balanced processing?

	Yes	Somewhat	No	<i>Total</i>
Participants	7	3	5	<i>15</i>

- ***Leaders displaying high levels of balanced processing***

Seven participants stated that they believed their leaders did display a high level of balanced processing. One participant noted that her leader encouraged annual anonymous surveys from employees on their employees' perceptions of what management was doing well and what could be improved. These surveys then fed directly into management's career plan and growth expectations for the following year. The participant felt that the institution of these surveys had played a large part in the growth of the company as management took the constructive criticism to heart and actively tried to improve. Another participant noted that he believed balanced processing was one of his leader's strengths: "*[My leader] can take data from all over and put it in a comprehensive picture. She is willing to debate, willing to accept standpoints and suggestions and recommendations*".

Some of the participants felt that the lessons obtained from these conversations were invaluable for them as they had not only provided their view to their leaders, but had encouraged them to consider different solutions for the same problem. One participant stated, *“The conversations we have and the way we get to the conclusions is very important to me; we work in an environment where you can’t do your own thing”*. Another participant noted, *“By having the discussion and peeling the banana, next time I am going to be able to handle it myself. Learning that is very important to me”*.

- ***Leaders displaying some level of balanced processing***

Three of the participants felt that their leaders displayed some level of balanced processing. One of the participants felt that, when questioned as to why certain decisions were made, his supervisor was very open to the feedback. However, his supervisor would seldom be the person to initiate the conversation and to actively obtain feedback from the team. This participant felt that, although his environment was one where mistakes could be very costly, he felt that his supervisor could take more time to obtain feedback from other members of the team, and this would ultimately result in a more empowered team.

Another participant stated that his leader was definitely open to feedback and the opinion of his team, but it was the manner in which the leader obtained the feedback that made the participant uncomfortable: *“I think current management are able to do that (i.e. balanced processing) to a certain extent. But, it worries me that you have to be a Type A personality; you have to be incredibly confident and sure of yourself and sure of your ideas for them to be taken seriously”*. The third participant felt that it was important for him to know that his supervisor would display sufficient levels of balanced processing to ensure that his work was not negatively impacted, but, should his manager make decisions alone, he had enough

trust in his manager to agree with his reasoning and would go along with the final decision on a topic.

- ***Leaders displaying no balanced processing***

Five of the participants felt that their leadership displayed very little or no balanced processing skills at all. Four of the five participants in this group also scored balanced processing as a 5 regarding its importance for their job satisfaction. One of these participants was very disappointed that this did not happen in his department and stated, *“I don't ever remember going into a debate or having active conversations like that with her since I have been there. It is very much what gets done, gets done – the decisions are made. I don't know, maybe that goes back to the hierarchy thing. But, I think other departments [in the organisation], I think there is more talking and conversation”*. Another participant noted that his current supervisor believed that he included others in his decision-making process, but that, in reality the supervisor seldom did: *“My current supervisor tries to, but he is average and he makes decisions on a whim. He can't take any kind of criticism. He loves giving it, but can't take it”*.

The examples provided by participants that stated that their leaders displayed high levels of balanced processing further highlighted the impact of this element on the primary job satisfaction driver, being growth and learning in the participants' roles in their companies. Participants indicating low or non-existent levels of balanced processing displayed by their leader noted that the lack of this element had negatively impacted their ability to feel empowered in their role and further promoted the participants' personal growth and learning development.

The feedback provided by the participants regarding the current levels of their leaders' balanced processing levels indicated that, irrespective of the feedback provided by the participants, not having this element present in their companies had negatively impacted the drivers of their job satisfaction.

Key interview results

- Most participants rated balanced processing highly, implying that it has some impact on their job satisfaction.
- Participants fell into two distinct categories – either balanced processing was considered to be very important for job satisfaction or simply something that was nice to have, but not crucial.
- For participants who believed it was very important, felt that balanced processing was important for:
 - finding the optimal business solution due to the debates it encourages and employees being provided with a yardstick regarding the value they add to their organisations.
- For these participants, high levels of balanced processing displayed by their leaders positively impacted their ability to add value to their respective organisations and the participants felt their opportunities to learn and grow were improved.
- For participants who did not feel that balanced processing was simply nice to have, believed that it:
 - was not crucial, but rather a bonus if leaders displayed the characteristic and often too rare to be considered as a measure for job satisfaction.

4.4.3 Relational transparency

The third element of authentic leadership is the leader's ability to cultivate relational transparency, or close bonds based on a truthful exchange with the people around him/her (Gardner et al. 2005; Ilies et al. 2005). Authentic leaders are also deemed to encourage and inspire those around them to do the same.

Regarding relational transparency, participants were asked to comment on whether the following was important to them:

4.4.3.1 A leader displaying high levels of relational transparency and the importance of that element to the participant's job satisfaction levels.

The scores provided by the participants indicating the level of importance of leadership displaying relational transparency to their personal job satisfaction are shown in Table 23.

Table 23: Relational transparency scoring provided by participants

	Number of participants (total of 15)
Score of 1	-
Score of 2	-
Score of 3	1
Score of 4	5
Score of 5	9

The scores provided by the participants for this element were very high, with the majority of participants stating that they considered relational transparency to be very important for their job satisfaction.

Two themes emerged from the participants that provided a score of either 4 or 5 for this element. These themes are illustrated in Figure 9.

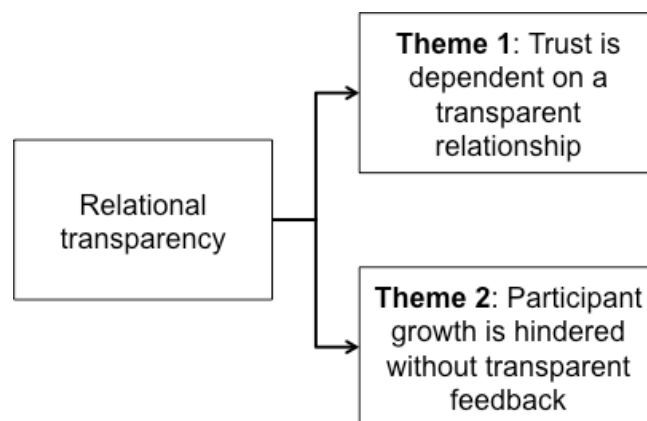


Figure 9: Relational transparency themes

These themes are further reviewed and discussed below.

- ***Relational transparency theme 1: Trust is dependent on a transparent relationship***

The first theme that emerged from the participants' feedback was that of trust. Many of the participants felt that their leader having transparent relationships with them was crucial to ensure that the participants trusted the leader and would be willing to continue following them. In many of the responses provided by the participants, without the trust resulting from a transparent relationship with their leader, the participants would consider leaving the company. Comments from the participants included:

- *“Relational transparency is key. That, out of everything we have discussed is the biggest priority by a country mile. I can handle [my leader] not being that self-aware, but if you are 100% honest with me, I'm comfortable. But, if [my belief in your honesty] wavers, I am not comfortable. This stands out head and shoulders above the others”.*
- *“I think not having transparency makes me have my own assumptions, which could be correct or incorrect. So, I think people could end up leaving their careers because they have made assumptions that may very well have been correct, but rather because someone wasn't acting with transparency”.*
- *“I don't want to work for someone that's cut off. Always telling the truth is a big one for me. It's got to be truthful; I don't like agendas, political games and things. That would make me leave”.*

It is important to note that many of the participants indicated that they understood that transparency was only applicable within the context of their functions at work. In other words, the participants did not expect their leaders to disclose sensitive or confidential matters of the firm with them. One participant noted, *“I would say you can't ever expect some of management or your boss to tell you everything, because there are certain things that you don't need to know or you shouldn't know; especially since I*

work in a confidential environment. So, I'm more than happy not to be told things. But, at the same time, I don't want to ever be blindsided by something or to find out that my boss was hiding stuff from me and someone else told me about it".

One of the participants in a leadership position herself stated that a healthy balance was required for successful relational transparency: *"Being a director, you won't tell staff everything – purely because if they knew what decisions we made day in, day out, you would actually scare staff. And they don't really always want to know everything. You give them enough information that they actually know what is going on, where they are going and they feel comfort. But, I think there is also a level of discretion. They don't want to know all the decisions we make and I don't think they should know all the decisions we make. So, I think it's finding a healthy balance between transparency versus feeling comfortable with staff".*

- ***Relational transparency theme 2: Growth is hindered without transparent feedback***

The second theme noted by the participants was the growth afforded to them when their leadership provided honest (and sometimes difficult) feedback. Without their leader providing them with information on their level of performance, they would not have the opportunity to correct mistakes they were unknowingly making or perhaps identify and hone a strength of which they were previously unaware. Some of the feedback from participants included the following:

- *"There is no way you could grow without that kind of feedback and rapport. If you are only ever delivering, without even knowing at what level you are performing, you never get the chance to realise or grow from your mistakes. You do need the feedback, the criticism, the interaction with someone that knows more than you about the topic or else you don't grow".*
- *"You don't want a leader not to tell you the truth and I think it may not always be nice and rosy if they are telling you the truth, but that*

is the only way you would be able to progress, do your job better and perform better. You need that".

- *"Nobody's always right. So when I am not right, I want to know why, so that I can learn from it. So, if I don't get constructive feedback and the guy tells me I'm always wrong or always right, it means he doesn't really value my opinion. It just means that he sort of shies away from conflict; because he is not giving you the hard truth, there is no growth and development for you".*

Some participants also noted that an important aspect of a leader being transparent was the ability of the participant to be transparent with his/her leader in return. It was their leaders' transparent interactions that encouraged them to do the same. One participant noted, *"I think the transparency can go the other way. I know that I can share anything with [my leader] within boundaries. Transparency goes both ways".*

One outlier noted from the participant responses comes from the participant that provided a score of 3 for this element. This participant stated that he understood the theory of why relational transparency would be important in a working situation, but felt that he was naturally cynical as to whether transparency in the workplace really existed: *"Because of my personality, I am very cynical and non-trusting of [transparency]. So, anything that does get said, I take with a pinch of salt. I am kind of indifferent. One, I wouldn't trust anything that was said anyway; and two; I don't think it impacts how hard I am going to work".*

Other than the outlier participant, the feedback provided by the participants was in line with the research performed by Gardner et al. (2005) and Illies et al. (2005) regarding relational transparency. These authors stated that through interacting in a clear and open manner and thus building close bonds with those around them, leaders were able to elicit heightened levels of trust from their followers and colleagues, allowing the followers to engage in further interaction with their 'transparent' leaders. Leaders went about building these relationships by having had unconditional trust of their colleagues and followers, thus having allowed for a free exchange with those around them (Illies 2005). The participant responses

also support the concepts that caring about relationships is vital to the concept of Ubuntu (Mangaliso 2001, Khoza 2006).

Followers having trust in their leaders also has a fundamental impact on their relationships. In the study noted by Posner and Kouzes (2008), the authors state that trust is the most important predictor of a follower's organisational satisfaction and that trusting employees are happier and well-adjusted at work. In order to ensure that trust, followers need to know that their leaders are honest and have a high level of integrity and ethics. Thus, an employee believing that his/her leader is not transparent would have a direct impact on the level of trust the employee has in the leader.

Regarding the impact on job satisfaction, given the fact that the majority of the participants provided a top score for this element, relational transparency could be considered to be key for the participants' job satisfaction. Although the concept of trust between the participants and their leaders was not one of the primary or additional drivers of job satisfaction noted by the participants. Trust being noted by the participants supports the Posner and Kouzes (2008) statement that an employee trusting his/her leader is the most important indicator of an employee's organisational satisfaction. Thus, it could be put forward that trust was deemed a more fundamental requirement of job satisfaction that would form the foundation for the identified job satisfaction drivers. If trust between a leader and his/her subordinates was not in place, it could be argued that:

- An employee's ability to add value to the organisation would likely be hindered as employees might constantly question the motives of all assigned tasks.
- An employee might not be able to maximise his/her opportunities to grow and learn whilst in his/her position.
- There would likely not be a positive company culture.
- Bonds with colleagues might also be impacted due to mistrust of one another.
- The motives of leaders would be questioned.

- Recognition of the employees might also be affected due to the implied mistrust.

Participants also specifically noted that without transparent feedback, the participants' growth in their respective organisations would be limited. Participants noted that if their leaders did not feel the need to provide them with honest feedback regarding their ability to execute, they would not have the opportunity to either hone a key strength or stop destructive behaviour.

Thus, it can be put forward that high levels of relational transparency in a leader would impact the subordinate's job satisfaction ratings. The key themes identified during the conversations with the participants are presented in Table 24.

Table 24: The relationship between relational transparency and employee job satisfaction

Key relational transparency themes identified	Participants' positively impacted job satisfaction driver
Trust was dependent on a transparent relationship.	• Ability to grow and learn. • Ability to add value to the organisation. • Visible leadership creating a positive environment. • A positive company culture. • Strong bonds with work colleagues.
Growth was hindered without transparent feedback.	• Ability to grow and learn. • Ability to add value to the organisation.

4.4.3.2 Whether the participant's current leadership displayed high levels of relational transparency and how that manifested in the relationship.

Participants were then asked to comment on whether their leaders showed high levels of relational transparency. Responses to this question fell into three general categories. The categories are noted in Table 25.

Table 25: Does your leader display high levels of relational transparency?

	Yes	Somewhat	No	Total
Participants	9	3	3	15

- **High levels of relational transparency**

The majority of participants felt that they were receiving a decent amount of transparency from their leader. One participant noted, *"In terms of my supervisor, I always know where I stand with her. Within her boundaries and mandate, she will not withhold any information. She will admit mistakes and we will sit together and see if we can find a way around it; through that, teaching me not to make the same mistakes and trying to get to a collaborative solution and thinking [of the way] forward"*. Another participant noted that he received transparent feedback from his leader, as well as others in leadership positions, and that he had benefitted from the feedback: *"I have several senior people who know a lot more and have a lot more experience. So, I am not frustrated with having feedback that is not useful. The feedback that I do get is extremely useful"*. A third participant noted that the transparent relationship she shared with her leader had allowed the participant to view her leader as a mentor as well as a leader. Her leader would actively take the time to provide both feedback and advice to the participant that allowed the participant to grow quickly in her role.

- **Medium levels of relational transparency**

Three participants stated that their leaders showed some level of relational transparency. One participant stated that, although her leader did not necessarily show high levels of transparency, the participant received enough transparency from her leader that allowed the participant to feel secure in her position. Another participant felt that her supervisor tried to be transparent with the team: *"I would like to think that she does tell us the truth. If there is something to say, she will say it. If it feels like you have made a wrong decision or you feel like you need help with something or she has picked up that something is going wrong, she will definitely tell you"*.

The third participant was the single participant that provided a score of 3 regarding the importance of this element for his job satisfaction. Further to his statements that he finds himself cynical of transparency, when asked whether he had experienced transparent behaviour from his leader, he stated, *"It's difficult. I would expect that there is, but I don't trust that there is. I probably get a lot more honesty than the rest of my colleagues, but that doesn't mean I can trust it"*, indicating that he remained generally cynical of transparency in the workplace.

- **Low or no levels of relational transparency**

Three participants stated that their leaders showed little or no signs of transparent behaviour. One participant stated that not having that kind of relationship with his leader had had a direct impact on his job satisfaction levels: *"I'm trying to create an environment where we are open and honest with one another and we hold one another accountable. It's a bit sad because I create that for the levels below, but on a personal level, actually dependent on that feedback from a level lower than me, where I should be getting that already from a level higher than me. It's like a teacher teaching, but he learns from his pupils. Obviously, you can learn from the pupils, but it shouldn't be your only source. It means that you can't grow, and that you*

are always providing the growth. This also drives my job satisfaction down". Another participant stated that he had almost never seen any transparency displayed by his leader: *"Does he admit mistakes? The one time he did it, I nearly fell off my chair. Because in all the years I knew the guy, he would never admit mistakes. Are you encouraged to speak your mind? Ha. He says so, but if you do, you are dead. He would love the fact that you do, but he would forever resent you for it".* The third participant stated that she found transparency in a leader to be very important as it was something that she was missing from her current leader: *"I often feel there isn't a lot of transparency; things are said but it's not put down on paper. Maybe if there was more written word, so that it was defined with human resources, then it would be transparent".*

The large number of participants noting that their leaders did display high levels of transparency was not surprising, given that many of the participants stated that a low level of transparency displayed by their leaders would have a detrimental effect on their job satisfaction and would be a 'deal breaker' for them, causing them to leave their respective organisations. Participants indicating that their leaders showed some level of transparency nevertheless had a positive view of their leaders and indicated that their leaders were actively making an effort to increase their levels of transparency. Thus, although the leaders could improve upon their transparency, the participants felt secure enough to remain with their respective organisations. All in all, relational transparency is noted as a very important element of authentic leadership, given its impact on the participants' job satisfaction levels.

For the three participants that noted that their leaders had very low or no levels of relational transparency, the feedback provided by the participants confirmed their unhappiness with their situations at the time of the study. It would be interesting to note whether those participants remained in their organisations or at least in their positions for the foreseeable future.

Key interview results

- Given the high scores provided by the participants, a leader displaying high levels of relational transparency has a positive impact on the job satisfaction levels of participants.
- High levels of relational transparency will drive higher levels of trust between leaders and their employees. Trust would appear to be the foundation of employee job satisfaction.
- Leaders not displaying high levels of relational transparency will hinder the learning and growth of participants, thus lowering their job satisfaction.
 - Participants believed that a transparent relationship was crucial for honest feedback from their leaders regarding performance.
- In many cases, participants were not willing to work with leaders who did not display high levels of relational transparency. These participants considered this authentic leadership element to be a ‘deal breaker’ in the work environment
- Participants who believed that their leaders displayed high levels of relational transparency displayed the key traits identified and made an effort to ensure that participants received open feedback.

4.4.4 Internalised moral perspective

The final element of authentic leadership described in the Walumbwa et al. (2008) model was that of a leader displaying an internalised moral perspective. Leaders who wished to be considered authentic were deemed to be able to discern the moral implications of their decisions and were deemed to have a good idea of the “right thing” to do (May et al. 2003; Gardener et al. 2005). The authors also put forward that ethical behaviour of leaders in both the personal and professional aspects of their lives was crucial for authentic leadership. Participants were asked to comment whether the following was important for their job satisfaction.

4.4.4.1 A leader displaying high levels of internalised moral perspective and the importance of that element to the participant's job satisfaction levels.

When asked about the importance of a leader displaying a strong sense of ethics and morality for their job satisfaction, the participants provided the following scores as illustrated in Table 26.

Table 26: Internalised moral perspective scoring provided by participants

	Number of participants (total of 15)
Score of 1	-
Score of 2	-
Score of 3	3
Score of 4	2
Score of 5	10

The participants provided high scores regarding the importance of this element for their job satisfaction, with the majority of the participants stating that this element would score a 5 for them.

A single key theme was identified from the conversations with the participants. This is illustrated in Figure 10 and further explored below.

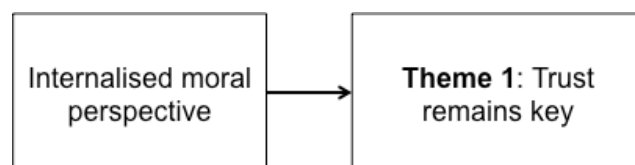


Figure 10: Internalised moral perspective theme

- **Trust remains key**

The key theme that emerged regarding internalised moral perspective linked back to the trust that participants had in their leadership. Leaders displaying a low level of ethics would clash directly with the core values of many of the participants, thus lowering their trust in that leader. Participants also stated that high levels of ethics and morality would be a complementary factor for the relational transparency element of authentic leadership, which was also rated very highly.

Some of the comments from the participants that scored this element highly included:

- *“Right and wrong is massive for me. You can't be one way at work and another at home. If you are a good person and you have a deep sense of the right thing to do, it has to work at work as well. I can't lie to people and I also don't want to lie to people. Yes, there is a way to state things, but it's got to be right. So, that to me is super-important”.*
- *“That's big. It comes down to a fundamental level of trust. If he says that he is going to do something, then he must deliver on that. If he says something and does something totally different each time, it puts a question to his character. And then you are forever sitting in a meeting going, ‘Is that the truth? Isn't that the truth?’ It just creates doubt”.*
- *“If the leader of a company loosens his own morals and favours the company morals, he will be lost. It can only be an individual morality that needs to permeate through the actions of the company. You are always reliant on the individual morality of the leaders of the company. And, if that individual morality is not up to standard, you will always have an issue. That's why you always get individuals highlighted as great leaders and not necessarily types of people”.*

- *“My score for this one? Seven out of five! Moral counts more than anything else at the end of the day. I personally think that it is one of the most important characteristics of a leader”.*
- *“I think this is a personal choice or a personal value. This adds to consistency; you know where you are, you know what to expect. If the leadership follows that red tape, it is more likely that other people will do so”.*

The three participants that provided a score of 3 for this element had mixed commentary regarding internalised moral perspective. One of the participants stated that she thought that both morality and ethics were important concepts; being two elements which she personally felt strongly about, but her experience in business was that ethics was not required in order for a business leader to be successful: *“I feel like I have not seen it that prevalently. I think some people – people who are not completely ethical are also quite successful regardless of what it is they are doing. Personally, I have always felt that this is the way you need to act to get there. But, I think, [in business] there has just been so much to the contrary, it is not always necessary”.* Another participant stated that she did not find it as important an element as other elements as she had not experienced anything other than what she would describe as ethical and moral behaviour: *“For me, it doesn't feel so high, but maybe it's because I haven't been in a situation where we had to make a decision based on our morals behind it. It would bother me if my name were going to be associated with it. If people were going to do it themselves and it is only associated with that, then I don't really care. But, if my name is going to be on something, then I would question that”.* A third participant felt that, although important, personal morals couldn't always be satisfied and may get in the way of progress if not managed correctly within a team: *“Business is business and if everyone operates at an emotional level, companies don't work. Regarding ethics, I would say it would be stupid to ignore that. But, you can't always want it your way, because you believe in something”.*

The comments made by the participants during the interviews aligned with the work of Illies (2005). The author stated that the characteristics of being self-

monitors, in other words, leaders who were largely unaffected by external influences and thus, likely not to alter their behaviour or decisions based on specific situations stating that internalised moral perspective, was crucial for that leader to be considered to display high levels of internalised moral perspective. This trait, combined with the concept of a leader's morality and naturally ethical behaviour was deemed a crucial component of authentic leadership (Gardner et al. 2005) and tied in with the participants' comments that these leadership traits were crucial for their respective leaders to possess.

The high scores provided by the participants for this element also support Posner and Kouzes (2008). As noted under the authentic leadership element of relational transparency, trust is considered to be the most important indicator of an employee's organisational satisfaction. Leaders who considered by the participants to be honest and ethical had a positive impact on the amount of trust that the participants had in them.

Regarding the participants' job satisfaction, the single key theme identified by the participants when discussing the concept of internalised moral perspective was once again, trust. Keeping in line with the findings regarding trust noted by the participants, participants stated that a leader displaying high levels of both morals and ethics would further solidify the trust relationship that the participants had with their leaders. The concept of the leader displaying high levels of ethics and morals went further than simply a trust relationship. The participants noted that their leaders displaying high levels of morals would be crucial to ensuring there wasn't a clash with the participants' personal core values. Thus, a leader displaying high levels of internalised moral perspective was also a factor considered by many of the participants to be a 'deal breaker' for them as it would be detrimental to their job satisfaction levels.

Regarding the impacted satisfaction drivers, as with relational transparency, a firm trust relationship could be put forward as the foundation for the following job satisfaction drivers:

- An employee's ability to add value to the organisation;

- An employee maximising his/her opportunities to grow and learn whilst in his/her position;
- A positive company culture;
- Strong bonds with colleagues; and
- Recognition of the employees.

We can conclude that, given the feedback provided by the participants, internalised moral perspective could be considered to have a significant impact on the job satisfaction levels of participants.

4.4.4.2 Whether the participant's current leadership displayed high levels of internalised moral perspective and how that manifested in the relationship.

Participants were then asked to comment on whether their own leader showed high levels of internalised moral perspective. Responses on this question fell into four general categories. The categories are noted in Table 27.

Table 27: Does your leader display high levels of internalised moral perspective?

	Yes	Somewhat	No
Participants	14	1	-

A total of fourteen participants stated that their leaders showed high levels of internalised moral perspective.

- ***Leaders displaying high levels of internalised moral perspective***

The high number of participants that provided an affirmative response to this question was in line with the high level of importance given by the participants to internalised moral perspective. Many of the participants stated that their leaders showing high levels of morals and ethics was crucial to their job satisfaction as well as to their core values. Thus, without ethics and morals displayed from their leaders, many participants stated

that they would leave their organisations. Some of the feedback from the participants was as follows:

- *“I would rate this a six, if there was a six. If high levels were not displayed [by my leader], I would leave”.*
- *“I said before, he tells me the truth. And if he loses a client because of it, then he loses a client. He will do the right thing. If something goes wrong, he'll say so, and then also say how we will fix it, but ultimately the client must say yes or no. Right and wrong is massive for me”.*
- *“Nobody wants to work for a morally bankrupt place, unless they don't care about it, which would make them morally bankrupt as well. I suppose I do rate it fairly high. People are not willing to sacrifice for their morals”.*
- *“I think she does well on [ethics and morals]. You can always rely on her if you need advice or help with [clients] or legal problems – all of those things. From the experience I have had with her, her advice has always been sound in that respect”.*
- *“I think that [my leader] hasn't done anything unethical - I think he has good ethics. He confuses me a lot because he isn't transparent, but I think I haven't seen him do anything unethical”.*
- *“My [leader] has a huge moral compass, which is interesting, because I have never worked for anyone who I believed had a higher set of morals than me”.*

- ***Leaders displaying a moderate level of internalised moral perspective***

Only one participant indicated that, although his leader displayed relatively high levels of ethics, he wondered whether the driver behind this was the leader's core values or rather an attempt at maintaining external perceptions: *“In my current situation, I would rate [my leader] between a 3 and 4. I would have initially thought a 5. Publicly, he does the right stuff but there is no sense of consistency or maybe something is for show”.*

As with relational transparency, most of the participants noted that their leaders displayed high levels of internalised moral perspective. In fact, only one of the participants felt that his leader showed a moderate level of internalised moral perspective. Given the feedback from the participants as to their consideration of a leader displaying high levels of morals and ethics as important for the participants' job satisfaction, these rankings of the leaders were not surprising. Participants noted that without high levels of this authentic leadership element being displayed, many of the participants would be forced to consider alternative employment options.

Thus, this feedback further confirmed that a leader displaying internalised moral perspective was crucial in order for participants to have levels of job satisfaction.

Key interview results

- Internalised moral perspective received the highest rating from participants regarding its impact on their job satisfaction ratings. This implies that internalised moral perspective is very important for job satisfaction.
- The key theme identified during the interviews is that the trust relationship between a leader and the employees is further solidified when a leader displays high levels of internalised moral perspective.
- Participants noted that internalised moral perspective would be crucial for their job satisfaction as a leader displaying a low level of morals and ethics would clash with the fundamental values of participants.
- Participants also considered that their leaders displaying a lack of this authentic leadership element to be a 'deal breaker' and would cause them to leave their positions.

4.5 Participant interview responses regarding their most important authentic leadership element

The concluding question posed to participants was whether they found any individual element of authentic leadership to be more important to their job satisfaction levels than any other element.

Table 28: Which is the most important element of authentic leadership for your personal job satisfaction?

	Self-Awareness	Balanced Processing	Relational Transparency	Internalised Moral Perspective	Elements are equally important
Participants	1	2	3	5	7

The participants' responses for this final question were mixed. These responses have been provided in Table 28 and are explored below. It is important to note that the numbers reflected in Table 28 exceeds the number of participants, as some participants stated that, although they believed all of the elements were important, they were able to identify an element that they could most identify with for their maximised job satisfaction.

- ***Elements are equally important***

The majority of participants stated that they could not rank one of the elements above another, as they deemed each element an important part of authentic leadership. One participant stated, "*The one influences the other. They are intertwined. So, if you give one a lower ranking, you actually affect all of them. So, I don't think you can rank one above the other. And, if you do, you are diminishing its worth*". Another participant commented, "*No. I don't think I would take any out and say it isn't important. I don't really think that any of them overlap, so if you took one*

out, it's taking one of the pieces away. They all seem like good factors that we are looking for".

- ***Self-awareness as the most important element***

One participant stated that she considered self-awareness to be the most important element of authentic leadership for her job satisfaction: *"If you are aware of yourself, and you are aware of your own actions and how your actions impacted others, you would naturally lead yourself to a way that was better and you would be able to lead people"*. However, this participant did note that each of the characteristics should be present in leadership, and did not feel comfortable eliminating any of the other authentic leadership elements.

- ***Balanced processing as the most important element***

Two participants stated that the most important characteristic displayed by a leader would be balanced processing. One participant noted, *"Of the four, balanced processing is very important. I personally have the need to feel that I am contributing"*. The second participant stated that balanced processing was his first choice as this was the element of authentic leadership that he felt was severely lacking in his current role. However, although balanced processing would be the participant's first choice, he would not dismiss the remaining elements: *"Balanced processing is my choice – it is the one I miss the most. I am much more aware of that need and that gap that exists. If I compared it to the others, it may not be the biggest, if everything was more or less lacking. But, I think, because I know that that one is not there, I have started focusing on it. You are painfully aware of that gap. But, in general, if not in this situation, all four of them are important"*.

- ***Relational transparency as the most important element***

Three participants stated that relational transparency was their top choice of the four elements. One of these participants stated, *"I can't lie to people*

and I also don't want to lie to people. Yes, there is a way to state things, but it's got to be right. So, that transparency to me is super-important". All three participants did, however, acknowledge that, although not at the top of their list, each of the authentic leadership elements had an important role in leadership. One participant stated, "I would think relational transparency is the most important. I could dismiss possibly balanced processing, but I wouldn't want to. I wouldn't want to give up any of them. You're defining the perfect boss and now I have to throw away one of the pieces. Even though I feel like I could live without balanced processing, because I think a lot of people have to live without it, it would cause more stress. I wouldn't want to give up any of them".

- ***Internalised moral perspective as the most important element***

Of the individual elements noted by participants, internalised moral perspective received the highest number of participant votes with five of the participants ranking this element the highest. One of the participants stated, *"I would rate internalised moral perspective a six, if there was a six. If high levels were not displayed, I would leave".* Another participant noted, *"Moral perspective is the most important. All the other [elements] are learning experiences. But, if somebody does something contradictory to your moral stuff, that would be a problem. You can work around the other stuff. You can't work around moral stuff".*

The majority of the participants concluded that, in some way, all of the elements of authentic leadership were important for their job satisfaction. Even the participants that were able to rank one of the elements above the others were could not discount or completely remove any of the remaining authentic leadership elements without believing that their job satisfaction levels would be negatively impacted. This is further supported by the fact that when asked to rate each of the authentic leadership elements in terms of their importance to the participants' job satisfaction levels, the lowest score provided for any of the elements was a three. This indicates that the participants were all affected in some way by each of the elements. The importance of all of these elements could be summarised by the

following quote from a participant: “I wouldn’t want to give up any of them. You’re defining the perfect boss and now I have to throw away one of the pieces”. It is then put forward that each of the elements of authentic leadership are related to an employee’s job satisfaction by each positively influencing the drivers of employee job satisfaction.

With regard to the individual elements ranked above one another, the following is put forward.

- ***The low number of votes for self-awareness***

George (2004), Avolio and Gardner (2005) and George et al. (2007) all note that the element of self-awareness is a distinguishing trait of authentic leadership and that self-awareness is, in fact, considered to be the starting point of authentic leadership, thus high levels of self-awareness could be likened to high levels of authenticity. However, in terms of importance, only one participant considered their leader displaying high levels of self-awareness the most important element of job satisfaction. This very low response is, however, not surprising. Realistically, a leader’s level of self-awareness will not be visible to his/her followers as it is mainly an internal process, including a large amount of self-reflection. However, the diagram provided by Gardner et al. (2005), repeated in Figure 11, illustrates that a leader showing high levels of self-awareness will be more equipped to self-regulate, thus manifesting in higher levels of balanced processing, relational transparency and internalised moral perspective. Thus, it can be put forward that leaders identified by their followers as having high levels of the self-regulation elements of authentic leadership are very likely also displaying high levels of self-awareness.

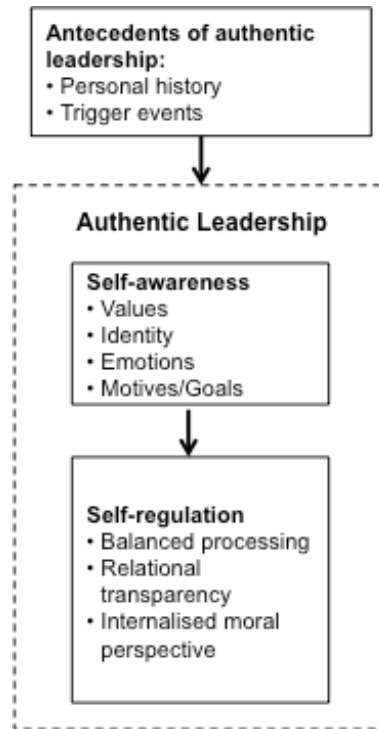


Figure 11: Authentic leadership elements

- ***The high number of votes for internalised moral perspective***

The high number of votes from participants of internalised moral perspective being the most important element of authentic leadership for their job satisfaction is not surprising. An employee trusting his/her leader is considered to be the most important indicator of an employee's organisational satisfaction (Posner and Kouzes 2008).

5 CONCLUSIONS

5.1 Introduction

The purpose of this research was to conduct a qualitative analysis to further study the relationship between the individual elements of authentic leadership and job satisfaction. In other words, would a leader, displaying each of the individual elements of authentic leadership have a specific impact on the job satisfaction levels of his/her followers? If so, what might that impact be?

The work of this study built upon the original quantitative analysis conducted by Walumbwa et al. (2008) that aimed to find a link between authentic leadership and employee job satisfaction, as well as authentic leadership and employee performance.

Given the discussion documented above, this chapter notes the final conclusions of this study.

5.2 Conclusions of this study

The key findings of this research began with the foundation of job satisfaction; understanding what exactly is considered to be a high level of job satisfaction, as well as how to facilitate employees achieving that high level of satisfaction. The initial understanding of this concept was important as it provided a starting point for identifying the areas of a potential relationship between the elements of authentic leadership and job satisfaction. This approach is illustrated as a funnel diagram in Figure 12. Thus, the starting point of this study needed to be a discussion of the drivers of job satisfaction with the participants.

From the conversations with the participants regarding job satisfaction, a number of key conclusions can be reached. Firstly, the participants confirmed that job satisfaction, for each of them, referred to the aspects of their work that created a positive feeling. This positive feeling was noted by almost all of the participants to be personal and likely unique to each person.

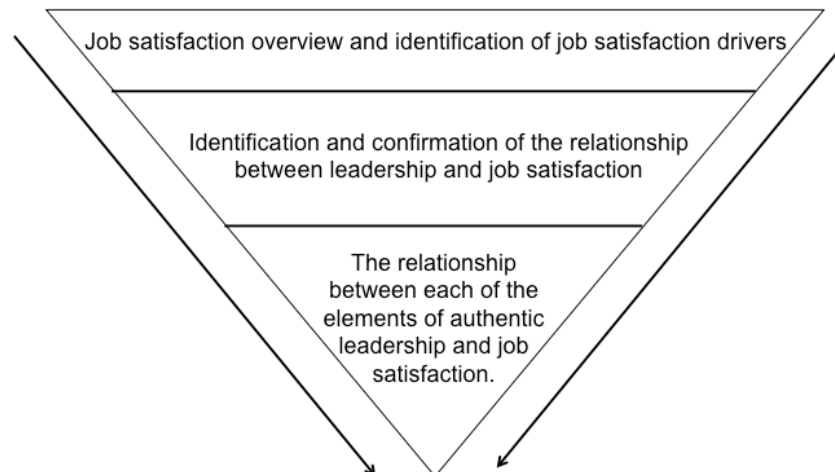


Figure 12: Identifying the relationship between job satisfaction and each of the elements of authentic leadership

Secondly, the participants noted a set of primary and additional job satisfaction drivers. Primary drivers included a participant's knowledge that he/she added value to his/her organisation as well the knowledge that the participant was learning and growing whilst in his/her respective job role. The additional job satisfaction drivers noted by the participants were grouped under the umbrella of a positive work environment. These included strong bonds with colleagues, a positive company culture and visible leadership adding to the positive culture of the company. A summary of the drivers is presented in Figure 13.

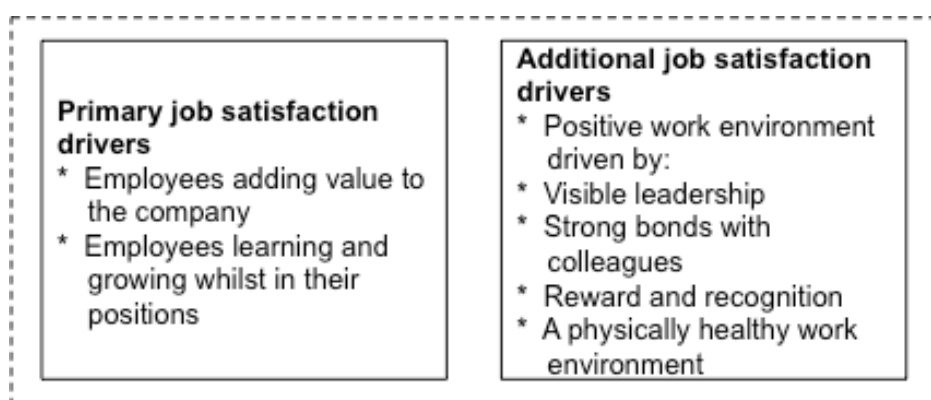


Figure 13: Participants' primary and additional job satisfaction drivers

The next important part of the discussion was further confirming with the participants whether leadership in general had a significant impact on their job

satisfaction levels. Clarifying the level of significance that leadership played regarding the participants' job satisfaction was important; although leadership was noted by the participants to be a driver of their satisfaction, it was not considered by the participants as a primary driver of their satisfaction. Only once prompted to consider other potential drivers did participants discuss leadership.

It is important to note that:

- The majority of participants considered their supervisors to be their leaders.
- When considering whether their supervisors were their leaders, all of the participants identified specific positive leadership traits that had made a difference to them. These included the leaders being considered as inspiring and empowering others, building strong relationships and displaying a high level of ethics.
- Participants with good relationships with their supervisors comprised the bulk of the participants that noted these supervisors to fulfil a leadership role in their lives.

In addition to the above, when asked to purposefully think about the impact that their leaders had on their job satisfaction levels, all but one of the participants believed that their leaders had made a difference to their job satisfaction levels. This occurred both directly through good leadership, and indirectly through the leaders impacting other areas of the participants' work life. The key outcome of this discussion was that good leadership in general had the potential to mitigate low job satisfaction levels or further augment high levels of employee job satisfaction.

Given the relationship that was confirmed between leadership and job satisfaction, it was then important to understand if and why a specific element of *authentic leadership* was deemed to be important for their job satisfaction levels. When discussing each of the authentic leadership elements, the participants would note that a specific trait displayed by their leaders when the leaders had high levels of each of the elements of authentic leadership would impact one or more of the participants' noted job satisfaction drivers.

- **Self-awareness**

The results that emerged with the participant regarding a leader displaying high levels of self-awareness are:

- Better relationships with employees.
- More effective leadership.
- The leader's increased ability to execute in a consistent manner.

Participants felt that these traits would positively impact their job satisfaction. Given the job satisfaction drivers noted earlier, it can be concluded that a leader displaying high levels of self-awareness both the primary and additional job satisfaction drivers noted by the participants. Figure 14 illustrates this.

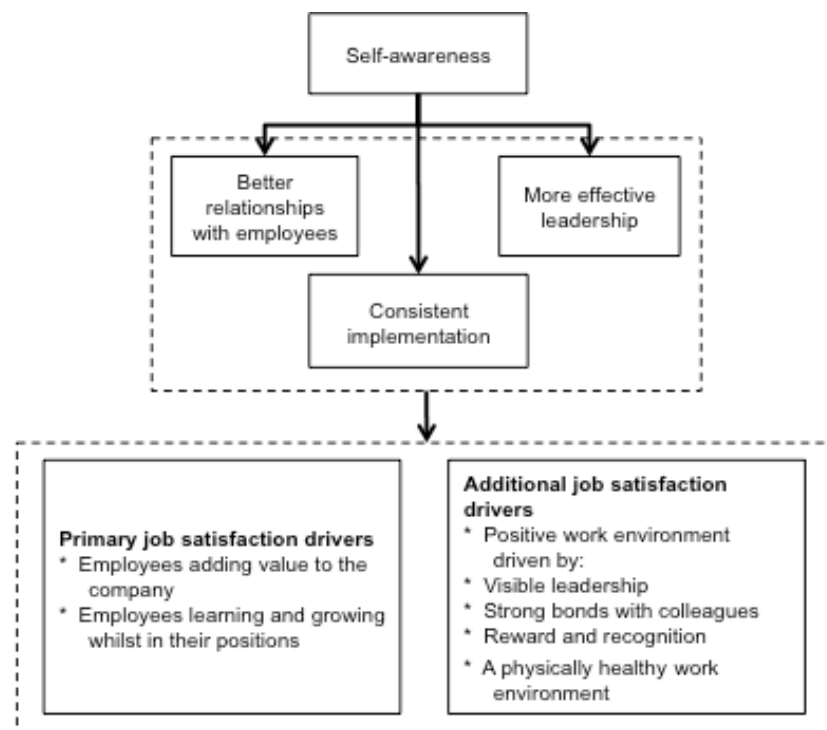


Figure 14: The impact of self-awareness on employee job satisfaction

- **Balanced processing**

Regarding the importance of a leader displaying high levels of balanced processing, participants were divided on this topic. Although this authentic leadership element was given a high rating by most participants, some participants felt that balanced processing as a leadership trait was simply a

bonus in the workplace rather than essential for the participants' job satisfaction. Other participants believed that it would be unrealistic to consider this a widespread trait.

On the other side, other participants that felt their leaders displaying balanced processing was almost non-negotiable for their satisfaction levels. These participants felt:

- Balanced processing was important for finding optimal business solutions.
- Balanced processing was an important indicator for employees to gauge the level of value they added to an organisation.

Given the feedback provided by the participants, although not widespread, it can be concluded that, in many cases, this element of authentic leadership would impact the participants' primary job satisfaction drivers. This is presented in Figure 15.

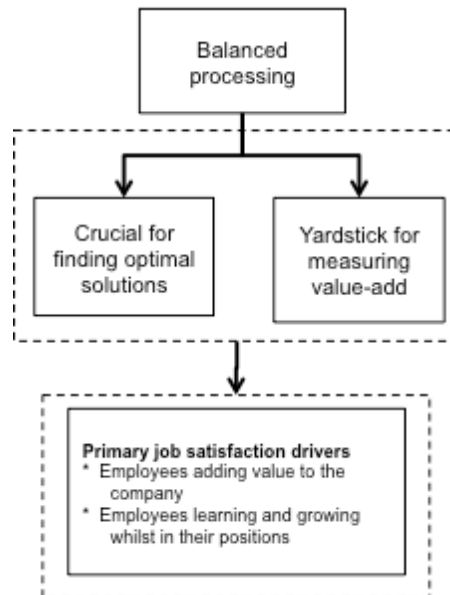


Figure 15: The impact of balanced processing on employee job satisfaction

- ***Relational transparency***

During the participant discussions, this element received the second-highest rating from the participants in terms of importance to their job satisfaction levels. Participants noted that relational transparency is crucial for trust between a leader and his/her employees as well as encouraging growth of employees. Participants felt that both primary and additional job satisfaction drivers would be positively affected by a transparent relationship between leaders and their employees. Figure 16 illustrates.

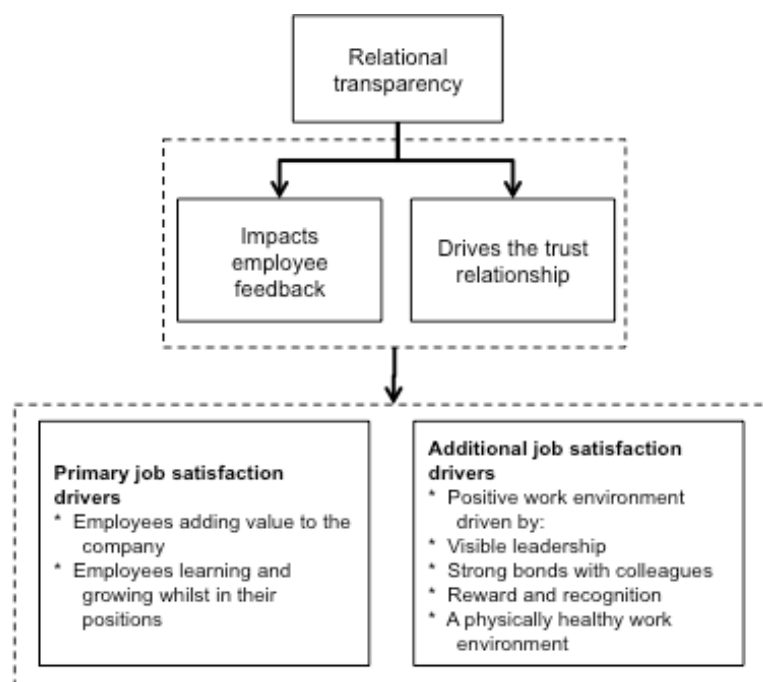


Figure 16: The impact of relational transparency on employee job satisfaction

- ***Internalised moral perspective***

When asked to rate the importance of this element, the majority of the participants provided a high rating, indicating that a leader displaying high levels of internalised moral perspective is crucial to employee job satisfaction. In fact, the four elements, this one received the highest rating from the participants. Participants stated that internalised moral perspective, like relational transparency, influenced the trust relationship between they had with their leaders. Participants noted that, over and

above the trust relationship, a leader displaying low levels of ethics and morals would clash directly with their fundamental values. Thus, the majority of participants felt that internalised moral perspective was non-negotiable for their job satisfaction and that, without it, they would find an alternate position. As this authentic leadership element also positively impacts the levels of trust between leaders and their employees, as with relational transparency, it was concluded that displaying internalised moral perspective would impact both the primary and additional drivers of an employee's job satisfaction. This is presented in Figure 17.

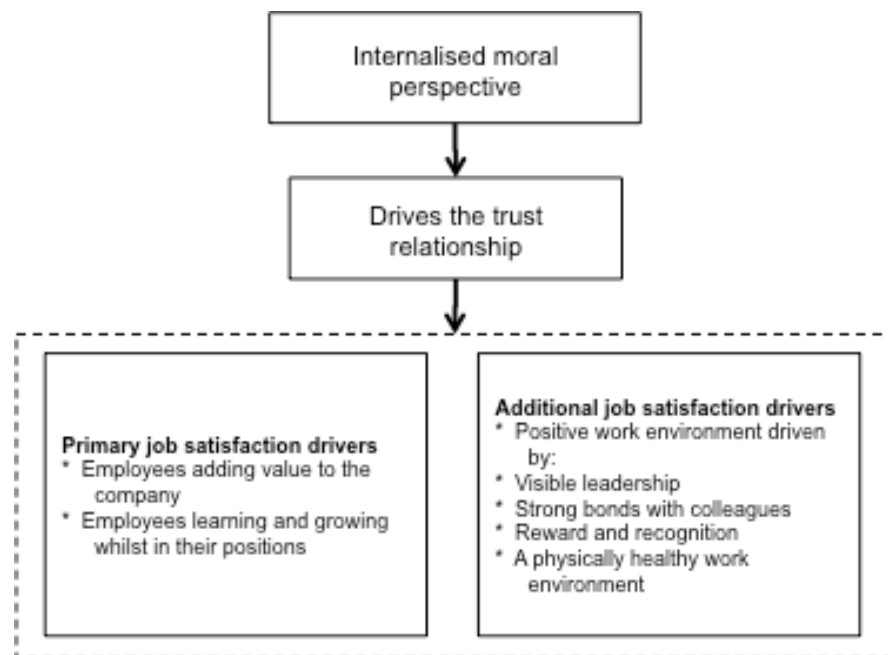


Figure 17: Impact of internalised moral perspective on employee job satisfaction

Thus, a leader displaying high levels of each of the elements of authentic leadership would ultimately impact his/her employees' job satisfaction levels by positively affecting each of the employee's job satisfaction drivers either directly or indirectly. This summary is noted in Figure 18.

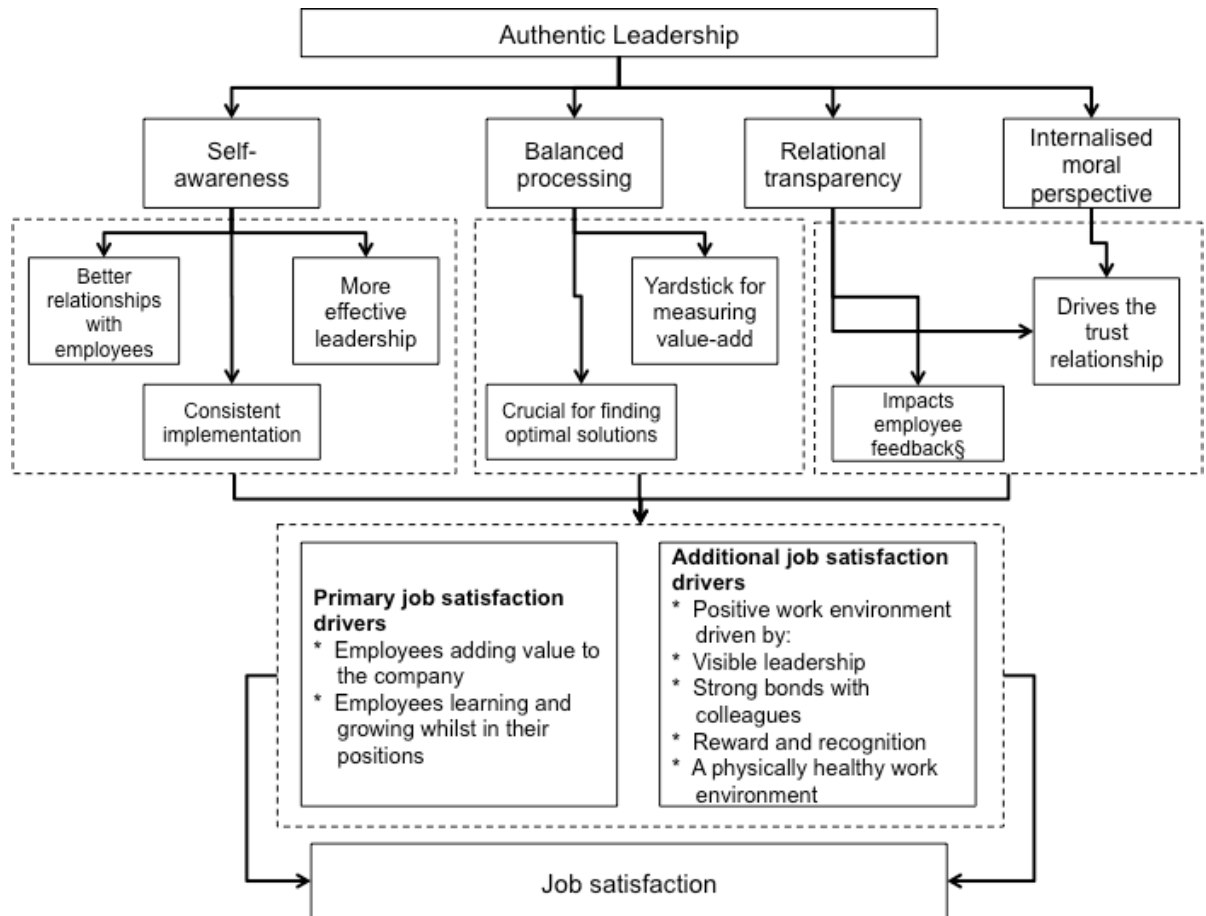


Figure 18: The relationship between the authentic leadership elements and job satisfaction

- **Ranking the elements**

Regarding the impact that each of the authentic leadership elements had on the job satisfaction drivers, almost none of the participants felt they were willing realistically discard any of the elements of authentic leadership, thus implying that the elements all have some level of importance to a participant's job satisfaction levels. However, when looking at the elements individually, leaders displaying high levels of self-awareness and balanced processing affected most of the identified job satisfaction drivers, but it was relational transparency and internalised moral perspective that had a deeper impact for participants.

Both relational transparency and internalised moral perspective impacted what most of the participants in this study considered being the most fundamental requirement of their job satisfaction: a trust relationship between the leader and the employees. Although many of the participants noted that there was a definite benefit to their leaders displaying high levels of self-awareness and balanced processing and that, without these authentic leadership elements, their job satisfaction would be negatively impacted, it was the discussions around a leader being transparent and having high levels of ethics and morals where participants became the most lively. Most of the participants stated that leaders not displaying high levels of transparency and morals would not only negatively impact their job satisfaction drivers but also fundamentally contradict the participants' core values. Given this, the majority of participants felt that without their leaders displaying high levels of transparency and morals, they would leave their jobs and find alternate employment.

Thus, this study can conclude that each of the elements of authentic leadership has a positive impact on job satisfaction, by impacting specific drivers of job satisfaction and are thus, crucial to the job satisfaction levels of employees. In addition to this, the authentic leadership elements of relational transparency and internalised moral perspective are considered to have the deepest impact on employees as they impact not only the drivers of employee job satisfaction, but the employees' personal core values too.

5.3 Recommendations for further study

This study has built on the original works of several authors regarding authentic leadership and applied their work to a different environment, namely South Africa. In order to continue adding to this research, the following are suggestions for further research:

- The original Walumbwa et al. (2008) study considered the relationship of authentic leadership with both employee job satisfaction and employee performance. As this qualitative study only considered the relationships between the authentic leadership elements and job satisfaction, a further qualitative study considering the relationships between the elements of authentic leadership and job performance is recommended.
- The original Walumbwa et al. (2008) study utilised a quantitative methodology to analyse the relationship of authentic leadership with both employee job satisfaction and employee performance. A quantitative study in a South African context is recommended.
- Not all of the participants in this study provided information regarding which authentic leadership element they considered to be the most influential. A study comprising conjoint analysis is recommended to better understand the importance of each of the authentic leadership elements to followers.
- No analysis regarding the potential differences between the genders regarding their perception of authentic leadership in relation to job satisfaction was considered. A study comparing and analysing the responses of followers based on their gender may be recommended.
- Participants considered for this study were either specialists or managers in their respective organisations with at least five years of experience. A replication study comprising junior resources is recommended.
- All of the participants considered for this study were knowledge workers. A further study is recommended to analyse the relationships of the elements of authentic leadership and job satisfaction of blue-collar workers in comparison to knowledge workers.
- Not all of the participants in this study provided information regarding which authentic leadership element they considered to be the most influential. A study comprising conjoint analysis is recommended to better understand the importance of each of the authentic leadership elements to followers.

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APPENDIX A

Semi-structured interview questionnaire

The interviews with each of the participants was centred on the following list of questions:

The interview could be divided into three broad sections:

Section 1:

The first part of the interview involved a discussion that allowed the participant to ease into the questions (including questions on demographics), and included general overview questions concerning their current employment. This was then followed by a conversation regarding the participant's job satisfaction, including which factors of job satisfaction (such as pay, promotions, co-workers, managers, etc.) were deemed to be important to them.

Section 2:

Understanding the extent to which their immediate supervisor made the difference in their level of job satisfaction.

Section 3:

Discussing each of the authentic leadership components to better understand which of these resonated the most with the participant.

Section 1 Questions:

- Which age range are you in? 25 to 30? 31 to 35? 36 to 40? 41 to 45? etc..
- Please tell me a little about your job. Please include details such as:
 - A brief overview of your job description.
 - How long have you been employed? In this company? In this industry? In total?
 - Your title.

- Who do you report to? What is your supervisor's title?
- Do you have any direct reports?
- Do you enjoy what you do? Can you elaborate further on that?
- How satisfied are you with your job? Not so much, somewhat or very?
 - What are the key reasons for this satisfaction? In other words, what drives this? (Perhaps give the participant examples such as pay, colleagues, chances of promotion, etc).

Section 2 Questions:

- To what extent does your supervisor make the difference to your level of job satisfaction?
 - Why? Could you give me an example? Further exploration...

Section 3 Questions:

- *Here, a high-level conversation regarding authentic leadership followed; this included a brief overview of the elements of authentic leadership. The participant was asked to further elaborate on his/her views on each of the elements.*
- Are you familiar with the concept of authentic leadership? *If not, clarity will be provided.*
- Which of the following elements of authentic leadership is important to for your job satisfaction? Why?
 - Whether your supervisor displays high levels of **self-awareness**? How does this manifest in your relationship?
 - Whether your supervisor processed information in a **balanced manner**? How does this manifest in your relationship?
 - Whether your supervisor has a **transparent relationship** with you and your team? How does this manifest in your relationship?
 - Whether your supervisor displays an **internalised moral perspective**? How does this manifest in your relationship?

To assist the participants with an understanding of the elements of authentic leadership as well to ensure the consistency of this study with the original Walumbwa et al. (2008) study, the elements of the Authentic Leadership Questionnaire (ALQ) were adapted and used as examples to guide the participants regarding the definition of each element of authentic leadership. For example, when considering whether relational transparency was important for the participants, the example of the leader “saying exactly what he or she means” was provided. When asked about balanced processing, the example of a leader “solicit[ing] views that challenge his or her deeply held positions”

*An **example** copy of the ALQ is available on page 151 of this appendix, however, due to the copyright that has been placed on the instrument, the complete instrument cannot be included in this research.*

- Does one of the elements stand out above the others? Why or why not?
- Are there others that are important? Why?
- Are there any elements that are not at all important to your job satisfaction? Why?

Copyright of the Authentic Leadership Questionnaire

Due to copyright, the actual Authentic Leadership Questionnaire (ALQ) may not be disclosed in this research report. In lieu of this, however, a sample of three questions from the questionnaire has been included.



To whom it may concern,

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Instrument: Authentic Leadership Questionnaire (ALQ)

Authors: Bruce J. Avolio, William L. Gardner, and Fred O. Walumbwa

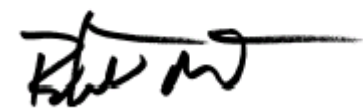
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Sincerely,



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Sample Copy of the Authentic Leadership Questionnaire

Bruce J. Avolio, Ph.D.

Your Name: _____

Leader Name: _____

Date: _____

Organization ID #: _____

Person ID #: _____

Instructions: The following survey items refer to your leader's style, as you perceive it.

Judge how frequently each statement fits his or her leadership style using the following scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

My Leader:

1. Says exactly what he or she means.....0 1 2 3 4
2. Demonstrates beliefs that are consistent with actions.....0 1 2 3 4
3. Solicits views that challenge his or her deeply held positions.....0 1 2 3 4