THE INFLUENCE OF LEADERSHIP ON SERVICE DELIVERY IN THE DEPARTMENT OF EMPLOYMENT AND LABOUR, EASTERN CAPE

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
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DECLARATION

I, *Olivia Maleiba (20225006)* hereby declare that the treatise/dissertation/thesis for *Student qualification to be awarded* is my own work and that it has not previously been submitted for assessment or completion of any postgraduate qualification to another University or for another qualification.

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ABSTRACT

The aim of the public sector is to deliver effective and efficient services whilst reducing these delivery costs (Price Waterhouse Coopers, 2007). In addressing this aim of public service delivery, the objective of the study was to investigate the impact of leadership on service delivery in a specific public sector.

The researcher utilised a non-experimental correlation research design where the participants were entry level officials from region six within the National Department of Employment and Labour in the Eastern Cape, who reported to the first level of management (supervisors/team leaders). A probability sampling design with a cluster sampling method was used, wherein the population was grouped and a cluster was chosen. The sample consisted of officials who delivered services to the public at an entry administrative level either in a direct role or a supporting role. These officials reported to the first line of leadership in the hierarchy (supervisors/team leaders).

Questionnaires were used as the primary source of data collection to solicit data from participants and obtain feedback on leadership behaviour on operational and service delivery issues in the workplace. The data was processed by statistical calculations of the mean, median, mode and standard deviation. The Cronbach Alpha as a test of internal validity, was used to test for reliability and validity.

The findings of the study revealed that the department strived to improve leadership and service delivery in rendering public service which will naturally contribute to the 2030 vision of the National Development Plan and the fulfilment of the organisational mandate (South Africa National Planning Commission, 2012).

Keywords: Leadership, Transformational Leadership, Multi-level Leadership, Situational Leadership, Change Leadership, Holistic Leadership, Batho Pele Principles, Brilliant Customer Service

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CHAPTER 1: INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

Since 1994 with the advent of democracy in South Africa and based on the National Development Plan 2030 (South Africa National Planning Commission, 2012), it is clear that the residue of Apartheid is still evident. This is seen by income inequality among the country's citizens, largely due to a lack of skills' development among much of the population. In the public service in particular, there is a corrective responsibility to remedy this by developing the correct workplace skills to create employment, promote labour market participation and provide social protection and services. This responsibility has primarily stemmed from the International Labour Organisation (ILO) that states that the Department of Employment and Labour must structure its functional areas such as service delivery, inspection and enforcement and corporate services in-line with the mandate of developing an integrated business strategy for improved service delivery to positively influence the labour market (International Labour Office, n.d).

For the public sector to achieve improved service delivery, decisive leadership is required that fosters increased responsibility and accountability throughout the government entities (South Africa National Planning Commission, 2012). Public service leaders in these stringent times should be characterized as visionaries, eager to challenge the status quo and inspire followers to achieve (Johnson, 2001). The Auditor General (AG) in his 2019 report referred to the failure of effective leadership in the public service in South Africa, characterised by a culture of tolerance towards wasteful expenditure, poor accountability and a lack of internal control measures throughout governmental departments. Strategies of consequence management can be utilized for the improvement of service delivery, for example through faster advertising of vacant posts, ethical procurement that satisfies good governance, advanced information technology systems and advocacy campaigns (AG report as cited by the Department of Employment and Labour, 2017).

Price Waterhouse Coopers (2007) stated that government institutions can no longer only be measured by revenue, but also by the quality of services they deliver which is

regarded as vitally important in the assessment of government performance. Governmental departments, at all levels, have to provide more responsive service and increased transparency to the general public, collaborate with the people they serve and utilise proactive approaches that improve customer satisfaction (Oracle, 2012).

Clients in the public service sector have over time become more knowledgeable about their rights, sector obligations and the services they are entitled to which exert pressure on governmental departments to deliver services with no excuse or tolerance for poor or non-delivery of services. Consequently, with immense changes adopted in the public service to improve service delivery, strong and sound leadership is required to steer departments in the right direction to achieve their vision for service delivery in the public sector.

This study focuses on the influence of leadership on service delivery. The study seeks to locate and irradiate the extent to which the perceived lack of leadership has impeded service delivery and assert whether effective leadership could influence service delivery.

1.2   MAIN PROBLEM AND SUB-PROBLEMS

1.2.1   Problem statement

During recent years, news reports and protests have well documented the difficulties encountered by the public sector in terms of poor service delivery and the lack of leadership in government departments (Govender, 2017). A supporting factor of this study, is that poor or a lack of service delivery and the perceived leadership deficiency in South Africa has been the epicentre of intense national debate with opposition political leaders such as Julius Malema stating that the leadership of the leading party has failed the country in terms of service delivery (African News Agent, 2016).

All leaders in the public service undergo training and learn about the principles of serving in the public sector. This training is provided by the National School of Government (NSG), a governmental body with the mission to "Empower Public Servants to be Responsive to Citizen Needs and Government Priorities, through

Education, Training and Development interventions" (National School of Government, 2018a). The purpose of this study is therefore to determine the perceptions of leadership and service delivery in the public service, and specifically in the Department of Employment and Labour in the Eastern Cape, region six.

Caillier (2014) refers to the opportunity of transformational leadership where leaders make use of practices that intrinsically motivate subordinates to achieve organisational goals by looking above and beyond their own interests. To foster this change in behaviour among the public sector, leaders have to make a concerted effort in creating platforms of collaboration amongst teams to develop engaged and self-motivated officials (Van Wart, 2017). It is therefore necessary to determine whether leaders in the public service impact their environments by inspiring employees to perform for the greater good, which in this study is the delivery of effective and efficient services.

The Compulsory Induction Programme (CIP), administered by the National School of Government necessitates public servants to abide by the Batho Pele principles, as well as instil understanding and knowledge of the inherent values and building blocks of the country's democratic state (National School of Government, 2018a). However, the realities of the public's experience are a direct contradiction and contravention of the provisions of the Batho Pele principles and that of democracy (Kroukamp, 1999).

Various theories of leadership provide strong insight into the type of leaders the public service needs and they offer means by which the problem of poor service delivery can be addressed, thus enabling effective and efficient public service delivery and present, conscience-based and sound leadership. The study thus aims at investigating issues in relation to the fundamental perception of leadership and poor service delivery in the South African public service by examining the effects of leadership on service delivery.

Therefore, in light of the above, the main research problem is formulated as:

What are the perceptions of leadership and service delivery in the public service, and specifically in the Department of Employment and Labour in the Eastern Cape Province, region six?

1.2.2 Research questions

Having outlined the problem statement, the following research questions are formulated and form the basis of the research:

1. What is the role of leadership in the department?
2. How can different leadership orientations contribute to achieving optimal performance?
3. To what extent are different leadership orientations evident in the Department of Employment and Labour in the Eastern Cape, as perceived by employees?
4. What are the main aspects of service delivery and specifically in the public sector of South Africa?
5. What is the level of service delivery of employees in the Department of Employment and Labour in the Eastern Cape?
6. What is the level of service delivery of managers in the Department of Employment and Labour in the Eastern Cape?
7. What is the link between leadership behaviour and service delivery by employees in the Department of Employment and Labour in the Eastern Cape?

These research questions are referred to as sub-problems and are approached as such to bring clarity to the main research problem by using questionnaires to collect data.

1.3 RESEARCH OBJECTIVES

The objectives of this study were to:

- Conduct a theoretical study on leadership theories, specifically those that could be associated with service delivery. The elements for service delivery were Batho Pele principles and its pre-conditions needed for effective implementation, together with some enabling strategies that would foster customer satisfaction in service delivery.
- Conduct a survey, with a questionnaire as the data collecting tool, among the entry level officials in the Department of Employment and Labour in the Eastern Cape. The purpose of the survey was to determine the perceived influence of leadership, specifically among the first line of management who for the purpose

of the study were regarded as the supervisors or team leaders of these entry level officials.

1.4 SIGNIFICANCE OF THE STUDY

Reports of poor leadership and poor service delivery in the public service are evident (African News Agent, 2016; Govender, 2017). The study adds to ongoing discussions and literature on leadership in general and contributes to a more nuanced understanding of the effect of leadership on public service delivery by governmental bodies in the Republic of South Africa. This can in turn, provide a much clearer picture of the influence of leadership on service delivery in the Department of Employment and Labour. An understanding of the relationship between leadership and service delivery in the context of this study will help reveal how leadership should be practiced as a means of influencing service delivery.

Effective leaders are sound in their decisions regarding choosing, training and influencing their followers and in addition they pay particular attention to the gifts, skills and abilities of their followers (Winston and Patterson, 2006 cited by Govender, 2017). The absence of driven, decisive and delivery-oriented leaders in the public sector poorly influences the credibility of the public service (Dorasamy, 2010). The rationale of the study is therefore to add to the body of scholarly research and literature and provide guidelines to improve leadership and service delivery practice in the public service, and potentially contribute to improved policy and decision making within the South African public service.

1.5 DEFINITION OF KEY CONCEPTS

Herewith are brief definitions of the key concepts for improved understanding.

1.5.1 Leadership

Leadership may be defined as the instigation of influence evolving (Hall and Barrett, 2006). Bryman, Collinso, Grint, Jackson and Uhl-Bien (2011) however, refer to leadership as a diverse phenomenon that is always evolving.

1.5.2   Transformational leadership

Transformational leadership refers to the process whereby visionaries portray the ability to mobilise individuals to believe in and achieve the organisational vision through the development of clear, yet challenging goals (Bass and Riggio, 2006 as cited by Caillier, 2014).

1.5.3   Multi-level leadership

Multi-level leadership places emphasis on the integration of direct, organisational and systems leadership for the progress of the organisation as a whole and Jaques (1989) posits work on various levels, the complexities thereof and the different skills required in carrying out the work to add value on these different levels. Hunt (1996) concurs with this theory and Van Wart (2017) emphasises the integration of direct, organisational and systems leadership for the progress of the organisation.

1.5.4   Situational leadership

Situational leadership is a leadership style that gives the leader more scope to operate with increased flexibility, thus adding value to their overall capacity (Van Wart, 2017). Situational Leadership Theory proposed by Hersey and Blanchard (1996) and cited by Antonakis and David (2018) refers to selling, telling, participating and delegating.

1.5.5   Change leadership

Change leadership refers to the ability of a leader to influence and instil motivation in a team or organisation to embrace or even thrive on change, thus enabling mobilization towards a clear vision (Higgs and Rowland, 2000 as cited by Knowledge Brief, 2018).

1.5.6   Holistic leadership

Holistic leadership is a phenomenon where leaders holistically (body, mind, heart, soul and spirit) engage those they lead (Dhiman, 2017). Johnson (2001) concurs that a

leader must undertake regular introspection of themselves and be aware of their consciousness to create a positive effect.

1.5.7   Batho Pele principles

Batho Pele principles, translated as "People First", consist of a government mechanism to deliver services that puts the citizens at the centre of their planning and execution (Brand Leadership Academy, 2010). This includes concepts such as consultation, setting service standards, increasing access, ensuring courtesy, providing information, openness and transparency, redress and value for money (Brand Leadership Academy, 2010).

1.5.8   Brilliant customer service

Brilliant customer service refers to satisfied officials who understand their jobs to such an extent that they consciously assess their contribution in the work-place and this allows them to facilitate a pleasant customer experience or journey (MHI Global Empowering Growth, 2015).

1.6   SCOPE OF THE STUDY

The Department of Employment and Labour has two regions in the Eastern Cape, namely region five and region six. In this study, the scope was limited to region six as this region was more accessible to the researcher and it was easier to obtain approval from the relevant department to conduct the study.

The target group was focused on entry level staff who report to the first level of team leaders or supervisors in the Department of Employment and Labour in the Eastern Cape, region six. It was important for the researcher to focus on this target group as they are the foot soldiers of the department and it would be practical to test their perceptions of the quality of leadership experienced from their respective team leaders or supervisors.

1.7   RESEARCH DESIGN AND METHODOLOGY

For this study, a quantitative approach was adopted and the research investigated the relationship between two variables (Punch, 2000; Colton and Covert, 2007; Creswell, 2009). This validated the chosen approach for the study as the researcher undertook to investigate the impact of leadership as one variable, on service delivery as a second variable, within the public service.

A literature review was conducted on various leadership theories such as multi-organisational, situational, change, holistic and transformational leadership. This was done to address the first three research questions of this study. These were:
1. What is the role of leadership in the department?
2. How can different leadership orientations contribute to achieving optimal performance?
3. To what extent are different leadership orientations evident in the Department of Employment and Labour in the Eastern Cape, as perceived by employees?

An empirical study was conducted to address the remaining research questions and these were:
4. What are the main aspects of service delivery and specifically in the public sector of South Africa?
5. What is the level of service delivery of employees in the Department of Employment and Labour in the Eastern Cape?
6. What is the level of service delivery of managers in the Department of Employment and Labour in the Eastern Cape?
7. What is the link between leadership behaviour and service delivery of employees in the Department of Employment and Labour in the Eastern Cape?

To meet the research objectives of the study, a survey was conducted, using a questionnaire as the measuring instrument. The questionnaire was developed from the theoretical study and it consisted of the following sections:

Section A: Biographical information. This section addressed gender, age, years employed and which division participants worked in at the time of the study.

Section B: Leadership behaviours, orientations and traits were tested in this section and were specific to the styles of leadership namely multi-organisational, situational, change, holistic and transformational.

Section C: Service delivery questions were derived from the concepts of Batho Pele principles and service delivery enabling factors.

Various descriptive statistics were used such as mean scores and standard deviations, as well as inferential statistical methods. These assisted the researcher in determining to what extent leadership and service delivery were perceived by participants and how diversely these views were evident in the data. The Cronbach Alpha coefficient was calculated to determine the reliability of the statements in the questionnaire.

1.8 ORGANISATION OF THE REMAINDER OF THE STUDY

This study consists of the following chapters:

Chapter 1	Introduction to the study
Chapter 2	Literature review
Chapter 3	Research design and methodology
Chapter 4	Analysis and results of the study
Chapter 5	Summary, conclusion and recommendations

1.9 CONCLUSION

This chapter introduced the study and provided an overview of leadership and public service delivery. The research problem and the sub-problems related to the study, as well as the research questions, were clearly formulated. The research objectives were also included. The chapter incorporated a description of the significance of the study and provided definitions of key concepts used in the research. These are: leadership, transformational leadership, multi-level leadership, situational leadership, change leadership, holistic leadership, Batho Pele principles and brilliant customer service. The chapter concluded with a discussion of the research design and methodology used, and in particular, the questionnaire as data collection tool was introduced.

The following chapter will provide further insight into the leadership behaviours, orientations and traits specific to the different leadership styles. These will be discussed specifically in transformational leadership. Chapter 2 will also provide some details of concepts such as Batho Pele principles, its pre-conditions, brilliant customer service and enabling strategies of service delivery. All of these concepts need to be taken into cognisance as they relate to effective and efficient service delivery.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

In the previous chapter, an overview was provided of the research problem and the research design and methodology used to answer the research problem, sub-problems and research questions. These relate to leadership in a public service environment. The chapter also briefly described concepts related to this study, such as leadership, service delivery, research design, data collection and analysis.

In chapter 2, the researcher will seek to elaborate on leadership and some different leadership styles that may be employed in the public service, with the impact of these on service delivery. This will be dealt with through an investigation of the concepts of Batho Pele, its principles, preconditions and potential enablers needed to implement the principles. The chapter will also briefly reflect on followership as it relates to leadership and what impact the two phenomena have on each another. The behaviours, traits and orientations as requirements for the success of the different leadership styles will also be highlighted in parts of this chapter.

2.2 LEADERSHIP

Hall and Barrett (2006) state that leadership is dynamic process in which individuals in leadership positions take responsibility for a group's path by instigating influence. Effective leadership demands influence by leaders on others with leaders gaining the support of group members to implement decisions deemed necessary for any specific task at hand (Johnson, 2001). Bryman et al. (2011) refer to leadership as a diverse phenomenon that is always evolving and encompasses distinct behaviours, traits and views of individuals or teams together with problem-solving skills.

Leadership can also be defined as the effective mobilization of teams or groups through thorough communication of what the vision holds, recognising the value to be added in these teams and groups and to drive action through empowering individuals with information on purpose (Wren, 2006). This relates to the importance of cascading vision, mission and the objectives of the organisation down to lower levels in a practical

manner. What leaders essentially need to do is to appeal to human needs, values and emotions to keep followers focused on the vision amidst changes in the environment (Drucker, Goleman and George, 2011).

The study investigates leadership on the premise of examining how leaders can impact the behaviour of their subordinates or followers in delivering services by focusing on the vision of the Department of Employment and Labour which is to "strive for a labour market which is conducive to investment, economic growth, employment creation and decent work" (Department of Employment and Labour, 2019).

Effective leaders display sound decision-making regarding choosing, training and influencing their followers, and they pay particular attention to the gifts, skills and abilities of their followers (Winston and Patterson, 2006 cited in Govender, 2017). The absence of driven, decisive and delivery-oriented leaders in the public sector poorly influences the credibility of the public service (Dorasamy, 2010). This chapter discusses leadership theories such as multi-organisational level leadership, situational leadership, change leadership, holistic leadership and transformational leadership. The chapter further outlines service delivery concepts and some factors of followership which influence leadership.

2.3 LEADERSHIP THEORIES

2.3.1 Multi-organisational level leadership

Jaques (1989) describes work on various levels, the complexities thereof and the different skills required in carrying out the work and adding value on the different levels. Multi-organisational level leadership described by Hunt (1996), stems from the stratified systems approach of Jaques (1989) and emphasises direct, organisational and systems leadership with the integration of all levels for the progression of the organisation as a whole (Van Wart, 2017).

This theory provides for the effective and efficient production and maintenance of skills and equipment in the organisation by ensuring that activities in lower levels of the organisation align with the organisational goal, providing for a comprehensive

compilation and implementation of policies and procedures that assist with functional planning such as finances and human capital. This highlights the need for training, coaching and continued development interventions in an organisation which result in a contagious effect of empowered employees who act to positively impact the vision of the organisation (Bumgarner, 2016; Van Wart, 2017). Bryman et al. (2011) argue that as leadership is vast and other external forces impact on it, leadership on its own might not be a factor for overall performance in the organisation. Bryman et al. (2011) make this argument as they are of the view that there is insufficient evidence to support the idea of alignment of all these activities at all levels of management.

2.3.2 Situational leadership

Situational Leadership Theory proposed by Hersey and Blanchard (1996) and cited by Antonakis and David (2018) refers to selling, telling, participating and delegating. For this leadership style to be effective, the leader must be able to quickly analyse a situation, examine the nature of the job and the ability and willingness of the individual to execute the task at hand (Klatt and Hiebert, 2001). Emotional intelligence and intuition are vital for the leader to know exactly when to employ what style. This relates to various scenarios such as where the follower is unwilling and unable, its best to tell them what to do; or if they are unwilling and able, a more participatory style is needed from leaders; or when they are willing and unable, the leaders need to sell them ideas and when they are willing and able, the leader may delegate tasks to them (Hersey and Blanchard, 1996 as cited by Antonakis and David, 2018).

This depicting style is dependent on the follower's job characteristics and levels of psychological maturity. Key factors in the success of situational leadership are the levels of motivation, skill level of the team, subordinate or follower and the quality of the relationship that exists between the leader and follower (Novac and Bratanov, 2014). The implication of this theory for leadership in the public service, is that leaders should not be rigid in their approach to managing people but focus on individuals and manage them according to each person's level of skills, knowledge and confidence. Berry's 2010 study (as cited in Gilbert, 2013) supports this and indicates that confidence in the team and their abilities, encouraging supportive teamwork and providing some recognition for achievements are crucial leadership behaviours. Van Wart (2017) stresses the fact that

situational leadership theory gives scope to leaders being more flexible, thus adding value to their overall capacity.

The Centre of Leadership Studies (2017) outlines various benefits. Some of these are that situational leadership can potentially create a language of performance that can be understood by all and provides leverage to the leader to impact horizontal and vertical influence in the organisation for the sake of progress. As leadership can be adapted to behaviour and is task specific, it allows regression as well as development to be spotted swiftly and hence may also speed up the development process of an employee. As reiterated by Maxwell in The Centre of Leadership Studies (2017), this type of leadership enhances authentic behaviour changes and can thus impact performance throughout the organisation. This leadership style acknowledges that a leader must know their followers well and be able to critically determine when instructions need to be team or individual-based as leadership cannot always have the same approach across the board (Hersey and Blanchard, 1996 as cited by Antonakis and David, 2018).

2.3.3   Change leadership

Change leadership refers to leaders with the ability to influence and instil motivation in a team or organisation to embrace or even thrive in change, thus enabling mobilization towards a clear vision (Higgs and Rowland, 2000 as cited by Knowledge Brief, 2018). Vision, values, strategy, empowerment, motivation and inspiration are critical elements in leadership for change and if not strategically utilized, may pose a danger to the effect of change (Gill, 2003 cited by Dumas and Beinecke, 2017). The core of change leadership is the motivation of individuals and teams to progress organisations through the change process and the implementation of the new (Kotter, 1996 cited by Ghavifekr and Adewale, 2019). Pollack and Pollack (2015) further elaborate on the process of change as per Kotter's Change Model and these are the 8 steps: 1. Establishing a sense of urgency; 2. Creating the guiding coalition; 3. Developing a vision and strategy; 4. Communicating the change vision; 5. Empowering broad-based change; 6. Generating short-term wins; 7. Consolidating gains and producing more change; and 8. Anchoring new approaches in the culture.

2.3.4   Holistic leadership

Holistic leadership is a phenomenon where leaders holistically (body, mind, heart, soul and spirit) engage those whom they lead (Dhiman, 2017). Johnson (2001) concurs that a leader must do regular introspection of themselves and be aware of their consciousness to create a positive effect. The journey of holistic leadership starts with self-discovery, evolves as one lives out one's core values and ends in leaving behind a life legacy of selfless service for the greater good. This deliberate introspection from the part of the leader could effectively impact the quality of work-life of followers.

Taggart (2011) provides the four enabling elements of holistic leadership which are teaching, participating, nurturing and directing. These are discussed in detail below.

Teaching – The pursuit of continuous improvement of oneself through reflecting on others' views and opinions, being open to new ideas, information sharing, stewardship in social and environmental justice and personal mastery to become a better "self".

Directing – The strategic and visionary approach to mobilize people as a valuable resource in the organisation to achieve its goals.

Participating – Formal or informal leadership that encourages the creation of an environment that fosters collaboration, inclusion of staff, improvement of commitment and power-sharing, thus giving employees unspoken permission to live out their potential in their respective roles.

Nurturing – This is orientated around relationships and humanitarian issues that form bonds that nurture collaboration, thus enabling a culture of learning across the organisation.

2.3.5   Transformational leadership

Transformational leadership embodies visionaries who objectify the ability to drive and mobilise individuals to believe in and achieve the organisational vision by establishing clear and challenging goals, which in the case of this study is effective delivery of services to the public (Bass and Riggio, 2006 as cited by Caillier, 2014). Transformational leadership has optimistic effects on the motivation, commitment, efficiency, satisfaction and performance of their followers, teams or groups in which they

operate or lead (Wren, 2006). They provide a supporting role through restructuring in an organisation by helping to transition followers from the old to the new environment, effectively handling the grief process stemming from organisational change (Vinger and Cilliers, 2006).

Transformational leadership is similar to change leadership in that transformational leaders are futuristic as the create a compelling vision that inspires followers' commitment and acceptance of change (Bagraim et al., 2011). Some behavioural traits of a transformational leader are to articulate the vision, set high performance goals, model ideal values and behaviours, keep the momentum throughout the organisation and use their own energies and initiatives to ensure the mission stays on course (Bagraim et al., 2011).

The study describes transformational leadership as the ability of a leader to inspire change in behaviour and this is supported in the three successive stages of transformational leadership (Tichy and Devanna, 1986, as cited by Turan and Sny, 1996). In the first stage, one needs to recognize the need for revitalization due to a highly competitive environment and thus needs a swift responsiveness in the organisation and its members. The second stage is about creating a new vision by vigorously planning advanced ways to improve business and find practical ways of articulating the new vision across the board. The third stage is the institutionalization of the change and as the new vision is accepted in the organisation, it is critical to maintain high motivation amongst members by putting mechanisms in place to realign internal policies and procedures to accommodate the new changes.

Daglio, Gerson and Kitchen (2014) emphasise that the transitioning of the workplace eventually lies in the acknowledgement that public servants and leaders are fundamentally transforming ideas into practice. Therefore, this study focuses on how specifically transformational leadership practices may contribute to better delivery of services to the public.

2.3.5.1   Factors of transformational leadership

Bass (1985) in Van Wart (2017) describes four factors as part of transformation leadership:

- **Individualized consideration:** refers to treating each individual as unique, catering for their needs as they grow and mature in the organisation, taking a coach role in empowering their teams to become the best version of themselves.
- **Idealized influence:** refers to followers relating to a leader's goals and it translates into their actions. Idealized influence finds its impact in the example the leader sets to the extent that followers copy the behaviour as a sign of respect for their leaders.
- **Intellectual stimulation:** encourages innovation and creativity. It requires an environment that fosters information sharing, employee development and vision delivery. This aspect of transformational leadership again contributes to organisational change as it encourages the leader and team members to challenge their values and beliefs together with those of the company.
- **Inspirational motivation:** this element boils down to individuals in the organisation looking beyond their personal goals to what is good for the organisation by delivering high quality work with passion. The leader does not shy away from setting high individual expectations for their followers, potentially gaining greater commitment to the organisational goal. This is about creating an environment where each member is intrinsically motivated.

Based on all of the transformational elements discussed above, it provides a comprehensive perspective that all employees in an organisation need to fully participate and contribute towards organisational success.

2.3.5.2   Character traits of transformational leadership

Considering these four factors of transformational leadership, Wink (2012), provides an acronym, L-E-A-D-E-R in describing the seven traits of leadership. These are described as follows:

- Loyalty – It is the foundation of idealised influence as the leader puts the interests of others before their own. Learner – the intellectual stimulation allows the leader to inquire about many topics to build his/her own intellect and in return that of the team.

- Enthusiasm – Inspirational motivation needs enthusiasm at a level that inspires followers to act and perform to achieve the vision.

- Accountability – Leaders encourage their teams to hold them accountable and this action makes it easier for the leader to hold others accountable too. This trait is inclusive of idealised influence and inspirational motivation.

- Discipline – Discipline requires exemplary behaviour from the leader that can motivate the followers to follow the trend which embodies idealised influence.

- Empathy – Individual consideration allows for leaders to pay particular attention even to those often overlooked. Leaders find the fundamental reasons how individual mistakes happen and remedy them with paying individual attention to overcome obstacles and use these as learning experiences.

- Results – The crux of achieving results with the combination of all four factors of transformational leadership: individualized consideration, idealized influence, intellectual stimulation and inspirational motivation. Leaders realise combined effort creates results and effective systems for monitoring and evaluation as critical for desired results, thereby fostering sustainability in the organisation.

2.4 FOLLOWERSHIP

In all aspects of leadership, a leader cannot exist without followers. Drucker et al. (2011) argue that it is tough to find followers in a world of "empowered" people as most want to lead and not follow, even though followers are the ones who in essence get operations done to achieve organisational goals and leaders are in reverse the ones inspiring these actions in moving the company ahead.

Aspects of followership that determines the success of leadership are as follows:
1. Engagement levels

   This refers to the state of mind where individuals possess high energy levels and remain enthusiastic toward their work, persevere in the face of challenges and yet remain absorbed in their duties (Schaufeli, Bakker and Salanova, 2006, as cited by Caulfield and Senger, 2017), inclusive of isolates, bystanders, participants, activists and die-hards. The level of engagement determines the type of follower. Isolates are totally disconnected and need more coaching than other followers whilst bystanders differ in that they are considered to be "free-riders" who lack self-

motivation. Participants do just enough and leaders have to check up on their work to ensure they make a positive contribution. Activists are relatively engaged and strongly devoted, the leader must have strong awareness of the standpoint of the activist, to act accordingly. Die-hards have super high levels of engagement. They always act in the best interest of the organisation and will get rid of the leader if they are heading in the wrong direction. They are likely to blow the whistle.

2. Qualities of followers for effective leadership

   Followers need certain qualities to be effective, which constitute self-management referring to critical thinking individuals who function with little supervision, while viewing themselves as capable. The commitment of a follower stretches beyond themselves, but rather to the greater good of the organisation. Followers' competences and foci are vital in going the extra mile, investing in training and development to build their expertise, thus enabling impact in the organisation. They have the urgency to master their skills and abilities. In addition, courage as a quality allows followers to challenge the status quo if this will enable progression of the organisation. They firmly believe in doing things the right way. Effective followers are innovative and critical thinkers.

3. Collaboration between leaders and followers

   The world of work is in the post-bureaucratic era of leadership which steers organisations to becoming team-based. In essence, the greatness of a leader is dependent upon the greatness of the groups or teams, thus allowing every member of the organisation to add value through their talents and energies, and help leaders to carry out their roles successfully.

2.5 SERVICE DELIVERY

Better life for all – this has been the tireless goal the government of the Republic of South Africa has strived towards and for long it has seemed to be an impossible task. However, according to the Public Sector Excellence Initiative driven by Brand Leadership Academy (2010), it is achievable if every public servant assumes responsibility and accountability for their duties. The ultimate goal is to create citizen centric approaches in systems and processes in public sector institutions. Globally,

developing countries are under pressure to improve service delivery in the public sector and this alludes to the private and public sector relationship as an enabling strategy for improved delivery of services (Shah, 2005).

The Public Sector Excellence Initiative driven by Brand Leadership Academy (2010) allows for positive interaction between government and the public, as it provides a platform for the public to give feedback on how they view the services rendered, how their direct service experience has been like and where it can be improved. All of this is an attempt to build an excellence brand which is essentially a constitutional commitment from the Constitution of the Republic of South Africa (1996), Chapter 10: Public Administration under Section 195. As an intricate part of government's service delivery promise, the Batho Pele principles are briefly explained in the subsequent section below.

2.5.1   Batho Pele principles

Batho Pele is translated as "People First" and is a government mechanism to deliver services to the people by putting citizens at the centre of the planning and execution of services. A brief explanation of what the Batho Pele principles entail are outlined in Brand Leadership Academy (2010), and include concepts of consultation, setting service standards, increasing access, ensuring courtesy, providing information, openness and transparency, redress and value for money. These concepts are explained further in the following section.

Consultation – Creating critical platforms to establish comprehensiveness amongst public services delivered. It is also an effective tool in policy formulation and implementation.

Setting service standards – Citizen involvement to set standards is very important and standards must be precise and measurable to know to what extent they are achieved.

Increasing access – Increased access to services and information empowers the public and reduces inequality of service distribution.

Ensuring courtesy – It is treating the citizens with empathy and respect that one would personally expect. The promotion of thorough communication about hinderances of service standards so that the public stays informed.

Providing information – Making information available at the relevant service stations, making alternative arrangements for citizens who have distance challenges and keeping associated staff members in the loop about service delivery matters.

Openness and transparency – The public must be aware of the different spheres of government, for example national, provincial and local, how they are interdependent and who manages the processes.

Redress – Highly critical principle as swift action is needed when services plummet below standards as remedial measures are needed to restore faith in the service delivery system.

Value for money – Take time to carry out decent explanations to the public as it could be an opportunity to reduce costs.

These key concepts of Batho Pele principles outlined above, provide the key areas where performance can be focused and measured.

2.5.1.1   *Preconditions of implementation of Batho Pele principles*

This section describes the various preconditions needed before Batho Pele principles can be implemented.

Changing attitudes and behaviours - The orientation and reorientation of public managers are pivotal in embracing diverse backgrounds, cultures, value systems and personalities as these assist in inter- and intrapersonal relationships in the workplace (Bekker, 1995, as cited in Kroukamp, 1999).

Understanding transformation - Teamwork is crucial in change management, as well as in the reorientation of attitudes for the implementation of improved service delivery to the public (Davies, 1992 cited by Kroukamp, 1999).

Cherishing educational opportunities - All stakeholders such as public managers, community leaders, the private sector, educational institutions and other non-governmental organisations must be on-board for the successful implementation of the Batho Pele principles (Bekker, 1995 cited by Kroukamp, 1999). Education about the correct knowledge and skills empowers the public to act on their rights to services,

increases productivity and efficiency through enhanced literacy skills and teaches problem-solving skills.

2.5.1.2   *Enabling strategies for customer service/service delivery promise*

Price Waterhouse Coopers (2007) maintains that due to changing expectations, there is a constant need for government to refine its role, strengthen customer focus and build integrated service delivery models for effective and efficient delivery of services. Customer centricity, connected government, build capacity, deliver the promise and innovate are strategies that can enable organisations to deliver on their promises made to customers or clients, if used effectively (Price Waterhouse Coopers, 2007). These are further outlined below.

Customer centricity - Here customer service is regarded as a journey, and it is about having in-depth knowledge of customer needs, behaviours and other demographics and integrating service standards for customers.

Connected government - Still keep policies and frameworks customer-centric but dismantle the silos between agencies.

Build capacity - Strategy, leadership, organisational design, capacity and culture are integral elements in creating a paradigm shift in building capacity to enhance services.

Deliver the promise - This can only be achieved through clearly defining the core and non-core roles of government and also forming collaborative partnerships with the private and public sectors.

Innovate - Capturing best practices of other organisations can foster innovation in the public sector. Innovation and continuous improvement must however be sustainable to transformation that the public sector is embarking upon.

2.5.2   Brilliant customer service

MHI Global Empowering Growth (2015) clearly indicates that when officials are satisfied and understand their jobs and their contribution to the work-place, they can fully add value to the customer experience or journey. Furthermore, when frontline staff are sensitized towards an attitude of caring more for the value they add in the organisation,

this relates to improved ways they deal with their customers (MHI Global Empowering Growth, 2015).

Bailey (2011) asserts that there is a responsibility from leaders to empower their followers and once knowledge, skills and attitudes have been cascaded downward, to then step aside and give them the opportunity to practice or implement what they have learnt. In an attempt to align with its vision for service delivery, government has implemented PALAMA (Public Administration Leadership and Management Academy) to inculcate applicable skills and promote development and professionalism across departments (Brand Leadership Academy, 2010).

Brilliance links to holistic leadership in the sense that it refers to the attitude and behaviour of the individual always starting with themselves. Scheele (2000) provides principles of releasing natural brilliance in any individual in an attempt to reach their full potential:

Principle 1 - Tolerate ambiguity to realize your full potential and individuals can find their safety zones on any spectrum of behaviour. Other choices outside of this safety zone must be exercised to reach one's full potential. This pushing of boundaries allows individuals to grow their potential.

Principle 2 - Make small adjustments slowly to accomplish your goal. When faced with wavering situations, it is best at times to take small steps toward achieving the goal and not hastily retract, but to rather make small adjustments that will take you to the intended goal or solve the problem at hand.

Principle 3 - Achieve a state of being by being, not doing. This refers to the inner motivation one wishes to achieve when one arrives at the goal which relates to a sense of being or a sense of completeness. This shift from a state of doing to being brings one to that sense of completeness which is the ultimate goal and should best be present as one goes through the process of achieving the end goal or outcome.

Principle 4 - Maintain an outcome orientation and increase choices. An outcome oriented approach allows the imagination to manufacture a variety of opportunities to solve problems as opposed to focusing mainly on the problem which promotes a stuck mentality.

Principle 5 - Change in generative ways for the best results. This principle of natural brilliance focuses largely on problem-solving skills in that an individual learns and develops by looking at the way the problem was created initially. Thus, it is possible to find a learning opportunity in generative change in how the problem is unloaded.

Drucker et al. (2011) emphasise the need to solve customer problems and not purely focus on delighting the customer.

2.6 CONCLUSION

This chapter delved into leadership and service delivery. Under the phenomenon of leadership, the following concepts were discussed: multi-organisational, situational, change, holistic, transformational leadership and followership. As part of service delivery, Batho Pele principles, its pre-conditions, enabling strategies, customer satisfaction, together with brilliant customer service were discussed.

Chapter 3 will seek to thoroughly explain how the research was conducted and the process followed in the collection of the data and the data analysis. In particular, the following chapter will discuss the research objectives, approach, design, population, sample, data collection tool, data analysis and the ethical considerations. These are important in the study for the purpose of achieving the research objectives.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

In chapter 2, the two variables of the study were discussed. In particular, the chapter presented a literature review on leadership which was specific to multi-organisational, situational, change, holistic and transformational leadership. Leadership behaviours, traits and orientations of these leadership styles were also elaborated on. The other variable of service delivery, including that of the Batho Pele principles, preconditions that need to exist for the implementation of Batho Pele principles and the enabling strategies of service delivery, were examined.

Chapter 3 will discuss the methodology used for this study. In particular, the research approach, design, population, sample, data collection tool, data analysis and ethical considerations of the study will be presented. For clarity, the main research problem and the sub-problems are stated in the chapter.

3.2 RESEARCH APPROACH

Daly (2003) posits that research methodology is indicative of the rules and procedures that guide the research and is the standard against which the research must be evaluated. Daly (2003) is also of the view that research is the process of creating understanding and fundamentally constructing knowledge and therefore must be conducted according to certain standards. An important facet of research methodology is that ideas are generalized, as well as information about views and perceptions of a problem, including the techniques used to gather and decipher the results (Daly, 2003). O'Leary (2004) supports this definition of research methodology stating that it is a structure, outlining a set of rules and ultimately a model of how to conduct research.

Research has two broad categories, namely qualitative and quantitative. A qualitative research approach is open-ended in nature and obtains information by analysing people's actions, thoughts and intentions (Judd, Smith and Ridder, 1991 as cited by Colton and Covert, 2007). A quantitative research approach is about quantities,

frequency and amounts or totals, making use of data that is numerical or can be converted into numerical form (Colton and Covert, 2007).

Quantitative research is a research strategy that collects and analyses data in numerical form summarizing and quantifying it in graphs, charts, statistical values and analysis (Punch, 2000; Colton and Covert, 2007; Mertens, 2010; Bryman, 2012). Various statistical procedures can be used to analyse the data, and in this study, a correlation analysis was used to test the link between specific leadership behaviours and service delivery (Edmonds and Kennedy, 2017). Furthermore, data was collected by means of questionnaires and analysed to determine if a link between leadership and service delivery existed and to measure how strong or poor the link was.

Additionally, this approach advanced the study on the basis that quantitative investigations are replicable and the results can be generalized to a group beyond the sample (Creswell, 2009; Bryman, 2012). The study sought to infer the results from its selected sample, the Department of Employment and Labour in the Eastern Cape, region six to the population of the Department of Employment and Labour in the Eastern Cape. Results obtained from the research attempted to answer the following main and sub-problems of the research.

3.2.1 The main problem

The main problem of the study was formulated as:

What are the perceptions of leadership and service delivery in the public service, and specifically in the Department of Employment and Labour in the Eastern Cape Province, region six?

The following sub-problems were derived from the main problem.

Sub-problem 1
What is the role of leadership in the department?

Sub-problem 2

How can different leadership orientations contribute to achieving optimal performance?

Sub-problem 3

To what extent are different leadership orientations evident in the Department of Employment and Labour in the Eastern Cape, as perceived by employees?

Sub-problem 4

What are the main aspects of service delivery and specifically in the public sector of South Africa?

Sub-problem 5

What is the level of service delivery of employees in the Department of Employment and Labour in the Eastern Cape?

Sub-problem 6

What is the level of service delivery of managers in the Department of Employment and Labour in the Eastern Cape?

Sub-problem 7

What is the link between leadership behaviour and service delivery by employees in the Department of Employment and Labour in the Eastern Cape?

To address the main problem and the sub-problems, the following approach was adopted:

- Chapter 2 – Covered the theory of leadership which included multi-organisational, situational, change, holistic and transformational leadership behaviours, traits and orientations and followership. This assisted the researcher in compiling the questionnaire, specifically Section B. The researcher was able to derive relevant questions to collect data to answer sub-problems 1, 2, 3 and also partially sub-problem 7. The service delivery section of chapter 2, which covered the concept of Batho Pele principles, preconditions for implementing Batho Pele principles, brilliant customer service and enabling strategies for customer service excellence, assisted the researcher in deriving the relevant

questions to collect data that provided answers to sub-problems 4, 5, 6 and partially sub-problem 7.

- The questionnaire was administered to entry level officials in the Department of Employment and Labour in the Eastern Cape, region six who reported to the first level of leadership who were supervisors or team leaders, dependent in which section they were employed. Section A of the questionnaire consisted of biographical information such as gender, age, years employed and the division in which participants worked at the time of the study. In Section B of the questionnaire, they had to respond to questions related to leadership behaviours, orientations and traits as related to multi-organisational, situational, change, holistic and transformational leadership styles. In Section C, participants were exposed to questions related to service delivery that were derived from the concepts of Batho Pele principles and service delivery enabling factors. Descriptive statistics such as the mean scores and standard deviation were used to analyse the collected data. The Cronbach Alpha was used to determine the reliability of the data and these will be depicted in greater detail in chapter 4 of the research study.

3.3 RESEARCH DESIGN

A research design is a framework that provides a blueprint for the process and specific procedures of collecting, analysing and reporting data in a study (Babbie, 2014; Plano Clark and Creswell, 2015). The research design ultimately determines what the researcher wants to explore and what the best path in this exploration will be (Babbie, 2014).

With a quantitative design, the framework seeks to generate evidence about a set of standards and research questions the researcher shows an interest in (Bryman, 2012). The outcome is an experiential test that either supports or contests a knowledge claim (Mertens, 2010). The focus must be on answering the research questions and to test theories about specific variables (Plano Clark and Creswell, 2015). In the case of this study, these variables were leadership and service delivery. Quantitative research has two major or common research designs, namely experimental and non-experimental designs with the former used to clarify the impact of an intervention and test whether it

causes any results and the latter when the researcher wants to narrate information about variables without interventions or manipulating the conditions of the participants (Plano Clark and Creswell, 2015).

This study adopted a correlational research design which is a non-experimental design in which the objective is to describe the relationship between two variables (Plano Clark and Creswell, 2015), namely leadership and service delivery and the correlation which possibly exists between the two variables. A factor analysis was done to determine the correlation using a linear regression which eliminates potential influences of uncontrollable variables (Kothari, 2004). The linear regression indicated that there was correlation for all the leadership styles on services delivered as holistic and change leadership had a Variance Inflation Factor (VIF) of between 5 and 10 with VIFs above 10 for multi-organisational, transformational and change leadership styles. This meant that the correlations were too high and were cause for concern, hence the data came across as inflated. For further analysis and to dig into the crux of where the significance lies, a step-wise regression was conducted. A step-wise regression provides value in that it determines where the impact of the independent variable lies (Kothari, 2004).

3.3.1   Population

A population is the group or universe of units to whom results are applicable and from whence a sample is drawn (Babbie, 2014; Neuman, 2014; Plano Clark and Creswell, 2015). This group or universe has the same characteristics however, it is rarely studied in its entirety hence a sample representative of the entire group is drawn (Babbie, 2014; Neuman, 2014; Plano Clark and Creswell, 2015).

The population of the study consisted of the frontline and support staff in the Department of Employment and Labour in the Eastern Cape. It is noted that the population for the study was the Department of Employment and Labour in the Eastern Cape, region six. The frontline staff are the officials who deal directly with the public, offering services of Unemployment Insurance Fund (UIF), Compensation Fund (CF), Inspection and Enforcement Services (IES) and Public Employment Services (PES). The support staff are the officials who operate the assessment of claims for Unemployment Insurance Fund (UIF), Compensation Fund (CF) combined and Management Support Services

(MSS) are also considered as support staff. These officials are all on the same salary level and are entry level positions in the Department of Employment and Labour, reporting to the first level of leadership namely supervisors or team leaders of the respective sections.

3.3.2 Sampling

Sampling is a phase or method of selecting elements or a given number from a population in such a way that those elements are representative of the characteristics of the larger population being examined (Mertens, 2010; Neuman, 2014). Sampling influences the quality of the data collected and the inferences made from it (Mertens, 2010; Neuman, 2014). Therefore, a sample is a subset of a population selected for investigation and from where the researcher generalizes or makes claims pertaining to the population (Mertens, 2010; Neuman, 2014; Plano Clark and Creswell, 2015).

The sample of the study consisted of 117 frontline and support staff in the Department of Employment and Labour in the Eastern Cape, within region six as per the department's provincial structure. The province consists of two regions: five and six, however for the purposes of this study the sample was from region six.

The selection of elements of participation in a study from a population to obtain a sample involves two sampling strategies, namely probability and non-probability sampling with the former being an approach that affords each unit of the population an equal or known possibility of inclusion, while the latter does not allow the determination of this probability (Kothari, 2004; Babbie, 2014; Plano Clark and Creswell, 2015). Probability sampling largely eliminates selection bias and is more representative of the population and increases generalizability of findings resulting from a sample to the population of interest (Kothari, 2004; Neuman, 2014).

In this study, the probability sampling approach and simple random sampling were adopted. It was important to use a sampling type where all parts of the population have an equal chance of inclusion and each possible sample has the same probability of selection (Kothari, 2004). Simple random sampling is beneficial to research in that samples drawn from the population give estimates of the parameter that exists in the

total population (Babbie, 2010). The researcher sent emails to the HR department and to the officials who had access to emails to inform them about the study and its purpose, thereafter questionnaires were manually provided. The questionnaires were given manually as not all entry level staff had regular access to emails. Out of the total number of questionnaires sent, 96 were returned to the relevant HR officials who assisted in the research to keep it confidential and private.

3.3.3 Data collection

Data collection is an important part of research which seeks to gather data from a sample and to answer the research questions. This process allows the researcher to present empirical data, defend the results obtained and make recommendations (Mertens, 2010; Bryman, 2012). In this study, the researcher approached the Head Office Human Resources Section in Pretoria to obtain permission to distribute the questionnaires together with consent forms to the various labour centres in region six.

3.3.3.1 Data collection tool

In the study, questionnaires were used as a method of data collection. A questionnaire is a document containing questions and items designed to lobby information appropriate for examination (Babbie, 2010). Questionnaires are advantageous methods of data collection in that they are speedy, lack interviewer bias and have the possibility of anonymity and privacy to encourage candid responses on sensitive issues (Babbie, 2010). Additionally, they are easier to arrange, supply standardized answers and encourage pre-coded answers (Descombe, 2007). The questionnaire for the study was divided into Sections A, B and C as follows:

Section A required the participants to provide information related to their biographical data such as gender, age, years of employment in the department and the division where the officials were employed.

Section B consisted of questions related to the literature review. This provided the researcher with fundamental information that assisted in the compilation of the questionnaire as it related to multi-organisational, holistic, change, situational and

transformational leadership and the prevalent traits, behaviours and orientations of these different leadership styles.

Section C provided questions pertaining to service delivery specifically Batho Pele principles, preconditions that must exist for its implementation and enabling strategies for improved service delivery.

The questionnaire sought to answer the main research problem which was broken down into seven research questions which were also referred to as the sub-problems of the research. The aim was to determine the leadership style that was most evident in the Department of Employment and Labour, in what manner the different leadership styles contributed to service delivery and what impact the Batho Pele principles had on officials and subsequently on service they provided to the public.

The researcher ensured that the data was collected voluntarily and anonymously. In any research study, it is important that the study participants must participate voluntarily with a clear and full understanding of what the study entails (Babbie, 2010). The risk in this study was low, as questionnaires were completed anonymously and reporting was done in a professional manner. The researcher is a master's student in the field of labour relations and human resources with considerable work experience in the Human Resources Management field with knowledge in terms of professional reporting of HR-related information, hence the researcher has substantial understanding of the rules of confidentiality and privacy. Participation was strictly by the consent of each participant and comprehensive information was provided about the purpose of the questionnaire. The consent form formed part of the questionnaire and printing and completion of the questionnaire, after reading and fully understanding the purpose of the study on the information/consent form attached with the questionnaire, constituted automatic consent from the participant. Further measures included providing a sealed drop-off box with a narrow slit, in which participants could anonymously return the completed questionnaires.

As the study was conducted anonymously, the researcher and readers of the research findings would not be able to match a response to a specific respondent. Babbie (2010) reiterates the importance of this aspect in research. The information requested in the

biographical information of the study made it easy for the participants to remain anonymous as non-identifiable data was requested. At the same time, it was important to keep the content of the questions valid for the study.

3.3.3.2   *Data collection process*

The questionnaires were emailed to the HR department and officials, while some were also available manually to willing participants at each labour centre. The manual copies were provided for officials who did not have regular access to emails and this was done to assist these participants. The reason that some officials did not have email was that some only had access to the department intranet system and not to the wider internet. Therefore, it was necessary to incorporate a manual procedure for the questionnaire administration, completion and submission. This included the provision of a sealed drop-box with a narrow slit, at the Human Resources section for the submission of completed questionnaires by the study participants. A complete explanation of the study was attached as the first page of the questionnaire and completion of the questionnaire served as consent given by the participant for the emailed and manual questionnaires.

An individual from MSS was allocated per labour centre to carefully note all questionnaires distributed and returned. Once questionnaires were returned in the drop-boxes, the designated MSS official then placed all questionnaires in a sealed envelope and couriered it for the attention of the researcher. Some participants chose to email the questionnaires to the MSS official and the MSS official then emailed it in batches to the researcher. The official was not able to track the emails for the sake of anonymity and all emails were written only from the designated MSS officials who volunteered to assist in the study. The participants were given a two-week period in which they could thoroughly complete the questionnaires. The researcher had to extend this period and gave the participants another week to complete and reminders were sent via email to the designated MSS officials.

3.3.4   **Data analysis**

Kumar (2011) explains that data analysis is the manner in which information collected, is analysed in response to each question posed in the data. Babbie (2014) further

describes the purpose of data analysis as the reduction of large-scale observations to a more manageable form and where applicable the researcher can compare the logically expected outcomes against the outcomes actually observed. In this study, after the questionnaires were received, the researcher captured the raw data from the responses and forwarded it to the statistician for further processing. Thereafter, the researcher was able to draw conclusions from the results the statistician provided and the researcher could then reflect on interests, ideas and theories that initiated the investigation (Babbie, 2010). All of the data collected was steered in the direction of the research problem which was about the influence of leadership on service delivery in a department that provides services to the public.

The study utilized statistical calculations to report quantitative research findings such as the mean, median, mode and standard deviation (Colton and Covert, 2007). The questionnaire was structured into three sections and the responses from each section were investigated by deriving information from the mean scores and the standard deviations to determine how dispersed the participants' responses were from the mean scores. Charts and tables was used to depict the results of the relationship between leadership and service delivery and the correlation which existed between the two variables. In Section A the researcher made use of charts and tables and for Sections B and C, the researcher used tables to clearly depict the results from the participants.

The study sought to examine the perceived influence of leadership on service delivery. Therefore, the purpose of the study was to determine correlation between different variables, namely leadership and service delivery. However, this was somewhat limited and it was not possible to provide specific details of the correlation as a non-experimental research design was used and cause and effect between the variables remained undetermined (Plano Clark and Creswell, 2015).

The Cronbach Alpha is used to test for reliability and validity of internal consistency in a study (Edmonds and Kennedy, 2017). If the Cronbach Alpha is above 0.8, then that is a good measure and internal consistency is said to exist between the items (Bryman, 1989). The Cronbach Alpha was used in this study to measure the items under scrutiny. The next chapter will elaborate on the Cronbach Alpha scores in this study.

3.4 ETHICAL CONSIDERATIONS

Researchers are duty bound and obligated to abide by an ethical code of conduct, shared by many professions. Ethical constraints are there to reflect ideals and values aimed at helping and not harming individuals (Babbie, 2010). During the design of the research framework, the researcher must incorporate ethical considerations as these partly govern how the research is conducted (Babbie, 2014). The research process must seek to facilitate voluntary participation, anonymity of the participants and the safe keeping of data accumulated from the study.

In this study, the researcher followed the protocols of the Department of Employment and Labour very strictly, while adhering to a research code of ethics. This included ensuring voluntary participation of the participants, guaranteeing confidentiality and agreeing to the safe keeping of the study data. In addition, the researcher obtained ethical clearance from the Nelson Mandela University (Appendix B) with the reference number H21-BES-BUS-089 allocated to this study. This meant that the researcher was given permission to conduct the research and provide a report of the research findings. In accordance with Babbie (2010), the researcher ensured an ethical obligation to fellow colleagues in the research community by disclosing the technical limitations, failures and shortcomings of the study as well as any unexpected findings of the study. These are discussed in chapter 5.

3.5 CONCLUSION

This chapter discussed how the research was conducted and provided an overview of the research approach, design, population, sample, data collection tool (a questionnaire) and the data analysis used. The chapter concluded with a discussion of the ethical considerations of the study.

In chapter 4, the data analysis is presented and discussed according to the sections of the questionnaire. The questionnaire was informed by the literature review and sought to answer some of the research sub-problems. The empirical study sought to examine the presence of possible correlation between the variables of leadership and service delivery. These results will be examined via statistical analysis in chapter 4.

CHAPTER 4: ANALYSIS AND RESULTS OF THE STUDY

4.1 INTRODUCTION

The study interrogated the perceived link between leadership and service delivery in a public department. Chapter 1 was a brief introduction to leadership and service delivery. In chapter 2, leadership theories such as transformational, change, multi-organisational, situational and holistic leadership were discussed together with Batho Pele principles as a fundamental guide to service delivery. The correlation between leadership and service delivery as two variables was tested in the study through statistical analysis and chapter 3 provided information about how the research was conducted with regards to the research approach used, the research design, the selection of the population, the data collection and analysis, as well as the ethical considerations pertaining to this study.

Chapter 4 is a presentation of the results from the data collected and the analysis of the data. This study was conducted to answer the research question pertaining to the correlation between leadership behaviour and service delivery in a public department. The demographics will be presented, followed by the research results as per the data collection tool which was a questionnaire. The relevant research questions and the sub-problems derived from them will be addressed via various statistical descriptions such as the mean, median, mode and standard deviation results received.

The questionnaire was developed from the theoretical study and was divided as follows: Section A: Biographical information - it addressed gender, age, years employed and which division participants worked in at the time of the study.

Section B: Leadership behaviours, orientations and traits were tested in this section and the section was specific to the styles of leadership namely multi-organisational, situational, change, holistic and transformational.

Section C: Service delivery questions were derived from the concepts of Batho Pele principles and service delivery enabling factors.

4.2 PRESENTATION OF BIOGRAPHICAL INFORMATION – SECTION A

Section A of the questionnaire required participants to provide their biographical information such as gender, age, years of service and division. The results are presented below.

4.2.1 Gender

Question 1 required the participants to provide their gender. The results are presented below in Chart 4.1 and Table 4.1.

Chart 4.1: Responses with regards to gender
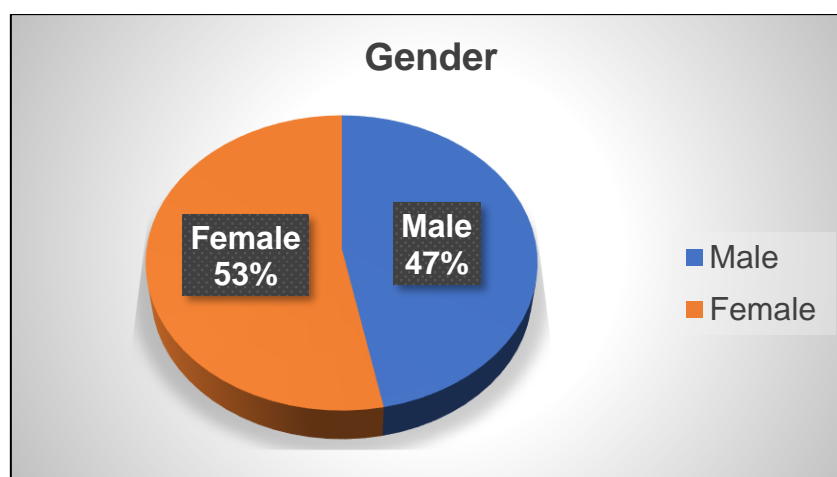
Table 4.1: Gender of participants

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	**Male**	45	46.9	46.9	46.9
	Female	51	53.1	53.1	100
	Total	96	100	100	

It is evident from Chart 4.1 and Table 4.1 that the majority of the participants were female (53.1%) and 46.9% were male. This means that from the total sample of 96 (n = 96), forty-five were male and fifty-one were female.

4.2.2   Age

Question 2 required the participants to provide their age. The results are presented below in Chart 4.2 and Table 4.2.

Chart 4.2: Responses with regards to age
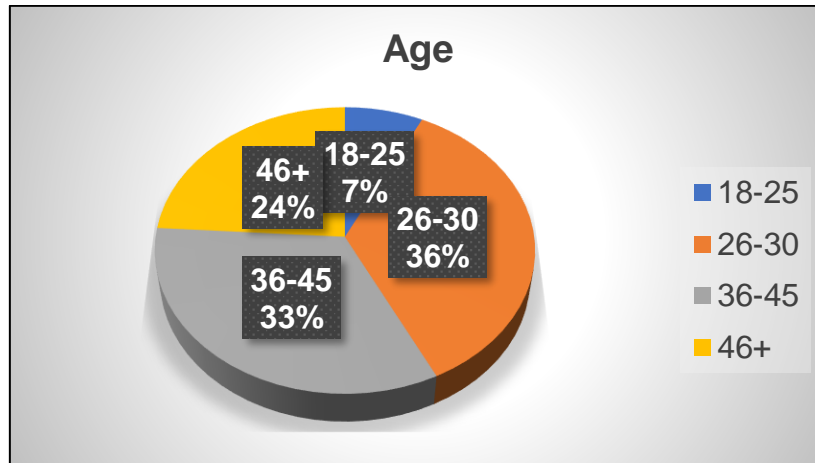
Table 4.2: Age of participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	**18-25 years old**	7	7.3	7.3	7.3
	26-35 years old	34	35.4	35.4	42.7
	36-45 years old	32	33.3	33.3	76
	46+ years old	23	24	24	100
	Total	96	100	100	

It is evident from Chart 4.2 and Table 4.2, that 7.3% of the sample were between 18-25 years of age, 35.4% were between 26-35 years of age, 33.3% were between 36-45 years of age and 24% were 46 years of age or older. This means that from the total of 96 participants, the majority of the participants were in the age group of 26-35 years old, which constituted thirty-four participants. The second largest group of participants was thirty-two and ranged between 36-45 years of age. The third largest group of participants was twenty-three and they were 46 years old and above, while the least of

the participants were between the age range of 18-25 years old and tallied at seven for that group.

4.2.3   Years employed

Question 3 required the participants to provide their years of employment with the Department of Employment and Labour. The results are presented below in Chart 4.3 and Table 4.3.

Chart 4.3: Responses with regards to years employed
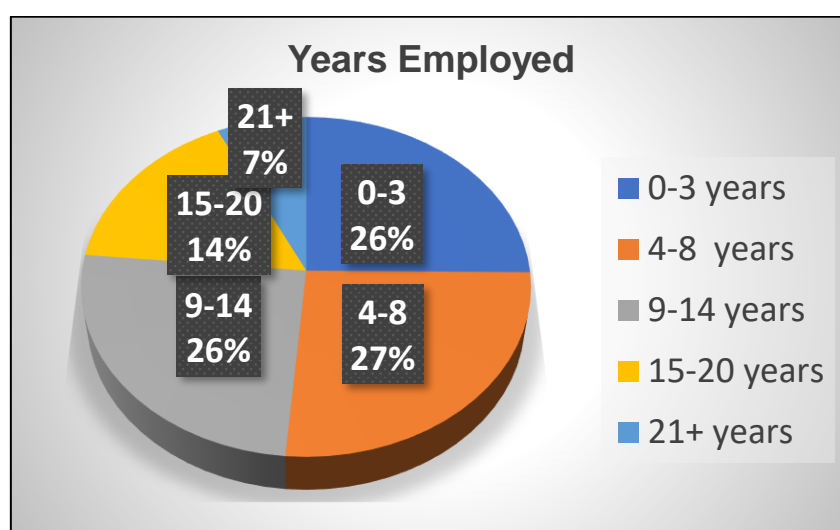
Table 4.3: Years of employment of participants

Years employed					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	**0-3 years**	25	26	26	26
	4-8 years	26	27.1	27.1	53.1
	9-14 years	25	26	26	79.2
	15-20 years	13	13.5	13.5	92.7
	21+ years	7	7.3	7.3	100
	Total	96	100	100	

It is evident from Chart 4.3 and Table 4.3 that 7.3% were employed for more than 21 years, 13.5% were employed for between 15-20 years, 26% were employed for between 9-14 years, 27.1% were employed for between 4-8 years and 26% of the sample were

employed for between 0-3 years. Therefore, the majority of the participants of 26 were employed at the department for 4-8 years and 25 participants each were employed for 0-3 years and 9-14 years, respectively. The minority of the participants formed part of the groups between 15-20 years of employment (13 participants) and 21 years and above of employment 7 (participants).

4.2.4   Division

Question 4 required the participants to provide the division in which they were employed at the Department of Employment and Labour. The results are presented below in Chart 4.4 and Table 4.4.

Chart 4.4: Responses with regards to division where participants were employed
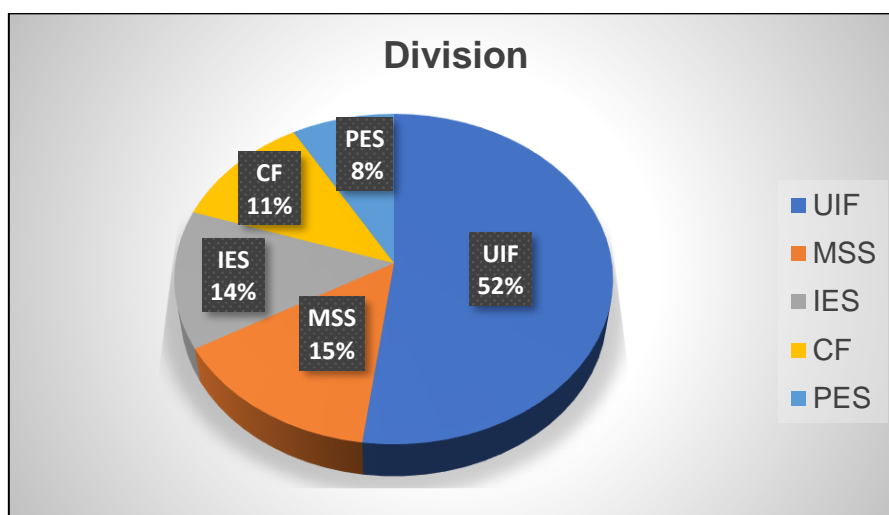
Table 4.4: Division where participants were employed

Division					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	**UIF**	50	52.1	52.1	52.1
	IES	13	13.5	13.5	65.6
	CF	11	11.5	11.5	77.1
	MSS	14	14.6	14.6	91.7
	PES	8	8.3	8.3	100
	Total	96	100	100	

It is evident from Chart 4.4 and Table 4.4, that 52.1% of the sample were employed in the UIF division, 13.5% were employed in the IES division, 11.5% were employed in the CF division, 14.5% were employed in the MSS division and 8.3% were employed in the PES division. A strong majority of participants came from the UIF division with an amount of 50 participants followed by an intermediate majority of only 14 which was from the MSS division. The other divisions were IES, CF and PES which had a significantly lower number of participants compared with the large group of UIF participants and their numbers were 13, 11 and 8, respectively.

4.3 PRESENTATION OF LEADERSHIP BEHAVIOURS AND TRAITS – SECTION B

This section will depict the results from Section B of the questionnaire as it relates to different leadership behaviours and orientations.

4.3.1 Transformational leadership traits

The following section consists of the descriptive statistics, namely the mean scores and SD for responses to transformational leadership traits as presented in Table 4.5.

Table 4.5: Descriptive statistics of transformational leader traits

No.	Traits of transformational leaders	Valid N	Mean	SD
1	Loyal to their team by putting their interests first	96	1.13	0.332
2	Learning in order to build his/her own intellect and that of the team	96	1.17	0.375
3	Enthusiastic and inspires the team to act accordingly to achieve the vision	96	1.17	0.375
4	My leader fosters a culture of accountability	96	1.18	0.384
5	Disciplined and his/her behaviour motivates others to follow	96	1.21	0.408
6	Pays careful attention towards individuals to help them overcome obstacles	96	1.19	0.392
7	Results driven, combining all efforts in the organisation to achieve sustainable results	96	1.17	0.375

Sub-problem 1

What is the role of leadership in the department?

Sub-problem 1 sought to answer what was the role of leadership. The overall answers to these traits leaned toward a mean score of 1. Question number 1 (Loyal to their team by putting their interests first), indicated a mean score of 1.13 and question number 4 (My leader fosters a culture of accountability) had a mean score of 1.18 which meant more participants indicated yes to these items than any other items in Table 4.5. The mean scores for question number 2 (Learning in order to build his/her own intellect and that of the team), question number 3 (Enthusiastic and inspires the team to act accordingly to achieve the vision) and question number 7 (Results driven, combining all efforts in the organisation to achieve sustainable results) were significant in that they achieved the same mean score of 1.17, indicating that those traits were equally important for leadership to thrive. It is also mentioned by Hall and Barrett (2006), that the role of leaders is to take responsibility of the group's path by instigating influence. The roles of responsibility and instigating influence were evident in traits seen in the results of loyalty, building a learning culture and accountability, enthusiasm, discipline, overcoming obstacles and achieving sustainable results.

The standard deviation for the items mentioned previously are for question number 1 (Loyal to their team by putting their interests first) – 0.332, questions number 4 (My leader fosters a culture of accountability) – 0.384, question number 2 (Learning in order to build his/her own intellect and that of the team), 3 (Enthusiastic and inspires the team to act accordingly to achieve the vision) and 7 (Results driven, combining all efforts in the organisation to achieve sustainable results) – 0.375 respectively. These low standard deviations clearly indicated consistency in the participants' answers and there was a low level of dispersion in the answers provided.

4.3.2 Leadership behaviours and orientations

This section consists of the descriptive statistics, namely the mean scores and standard deviations for responses to leadership behaviours and orientations as presented in Table 4.6. It formed part of Section B of the questionnaire and indicated the different behaviours and orientations of leaders that may arise in transformational, situational,

multi-organisational, holistic and change leadership styles. Sub-problem 2 (How can different leadership orientations contribute to achieving optimal performance?) and sub-problem 3 (To what extent are different leadership orientations evident in the selected organisation?) will be addressed in the following section.

Table 4.6: Descriptive statistics for leader behaviours and orientations

	No.	Leadership Behaviours and Orientations Descriptive Statistics	Valid N	Mean	SD
Transformational	B1	Has compassion and empathy for his/her subordinates	96	3.22	0.728
	B4	Encourages teamwork in the sections or groups	95	3.26	0.703
	B6	Motivates and nurtures his/her teams/groups	96	3.09	0.809
	B7	Carries out his/her tasks with enthusiasm	95	3.16	0.748
	B8	Communicates effectively and efficiently with his/her subordinates	95	3.12	0.77
	B9	Impresses on the quality of work	96	3.19	0.701
	B24	Provides platforms for joint problem solving	95	2.97	0.818
	B25	Inspires positive change in the work environment to achieve targets	96	3.06	0.792
	B26	Takes responsibility for his/her actions.	96	3.06	0.818
	B28	Allows me to give my input on daily work activities	95	3.14	0.766
	B29	Prioritises the vision of the department at the forefront of business practices and operations daily	96	3.17	0.675
	B31	Allows difficult conversations that challenge the status quo	96	3.05	0.8
Situational	B2	Builds confidence in teams/subordinates	95	3.07	0.747
	B5	Caters to the individual needs of subordinates	94	3.11	0.74
	B22	Delegates duties to subordinates	96	3.19	0.701

	No.	Leadership Behaviours and Orientations Descriptive Statistics	Valid N	Mean	SD
	LO6	Adjusts his/her leadership style to give more direction to less experienced employees	96	3.06	0.779
	LO7	Adjusts his/her leadership style to involve experienced employees in decision making	96	3.01	0.84
	LO8	Adjusts his/her leadership style to empower highly experienced employees to shared leadership	96	3.1	0.788
	LO9	Uses performance management effectively to correct poor performance	95	3.11	0.765
	LO10	Appreciates and recognises the input of employees who excel	96	3.1	0.801
Multi-organisational	B3	Mobilizes individuals and resources to achieve organisational goals and vision	96	3.1	0.732
	B12	Commits to and takes responsibility for the decisions that he/she makes toward achieving the organisational goals	96	3.05	0.716
	B14	Passionate and consistent in his/her duties	95	3.11	0.722
	B17	Has clear and unambiguous roles and responsibilities	96	3.15	0.74
	B18	Implements systems that foster accountability and discipline amongst teams in carrying out their duties	94	3.12	0.701
	B21	Encourages development among subordinates	95	3.11	0.691
	B30	Supports operations daily	96	3.17	0.691
	LO1	Collaborates with other departments to ensure overall effectiveness of the organisation	94	3.12	0.774
	LO2	Ensures alignment of activities with overall vision	96	3.15	0.696

	No.	Leadership Behaviours and Orientations Descriptive Statistics	Valid N	Mean	SD
	LO3	Coordinates purposeful training aimed at ensuring excellence in overall departmental activities	96	2.96	0.82
	LO4	Highlights standard operating procedures aimed at ensuring excellence in client services	96	3.02	0.846
	LO5	Empowers employees at lower levels to act and mobilise the vision of the department	96	3.06	0.831
Holistic	B10	Provides opportunities for learning, training and development	96	2.99	0.788
	B15	Reflects on his/her behaviour on a regular basis	96	3.08	0.749
	B19	Enables good conduct	94	3.19	0.723
	B20	Provides opportunities for new, positive and productive behaviours to flourish	94	3.14	0.712
	LO16	Engages employees fully by leading with heart	93	3.12	0.764
	LO17	Is mindful of how his/her actions may impact the immediate team or unit	95	3	0.838
	LO18	Is reflective of his/her actions and provides a recourse if their actions cause negative impact in operations	96	3.05	0.863
	LO19	Inspires employees to learn more, be more and become more	96	3.05	0.786
	LO20	Provides a positive example in their way of life as it impacts their effectiveness in their duties	96	3.17	0.79
Change	B11	Empowers his/her subordinates	95	3.08	0.724
	B13	Is open to new ideas and the sharing of ideas	95	3.05	0.817

	No.	Leadership Behaviours and Orientations Descriptive Statistics	Valid N	Mean	SD
	B16	Collaborates and participates in the workplace	96	3.17	0.735
	B23	There is consistent information sharing in my unit that supports the vision and mission of the department	96	2.97	0.864
	B27	My leader ensures that training of changes occurs pertaining to my work as it happens to ensure continuous improvement	96	2.98	0.846
	LO11	Encourages a culture that embraces change	95	3.14	0.752
	LO12	Inspires and values my individual inputs about changes implemented	96	3.08	0.763
	LO13	Employs strategies that sustain high levels of motivation throughout change processes	96	3.02	0.74
	LO14	Invites the relevant parties to the change to also make their valuable contributions	95	3.08	0.767
	LO15	Ensures that changes embarked on add value to achieving the vision of department	96	3.04	0.753

Sub-problem 2

How can different leadership orientations contribute to achieving optimal performance?

For transformational leadership, the responses to item B1 (Has compassion and empathy for his/her subordinates), the mean score was 3.22 indicating that participants agreed that leaders had compassion and empathy for his/her subordinates. This is in line with Wink (2012) and Brand Leadership Academy (2010) discussions about the importance of leaders being able to express compassion and empathy to their teams and also to their external clients as this ensures courtesy and improved performance. Item number B4 (Encourages teamwork in the sections or groups) with a mean score of 3.26 indicated that participants agreed that teamwork contributed to good leadership. As stated by Davies (1992) as cited by Kroukamp (1999), teamwork is a crucial part of improved service and is a precondition for the implementation of Batho Pele principles.

Item number B9 (Impresses on the quality of work) had a mean score of 3.19 indicating that participants agreed that leaders need to impress on the quality of work which forms part of inspirational motivation as a factor of transformational leadership (Van Wart, 2017). The standard deviations for the items highlighted for transformational leadership were 0.728 for item 1, 0.703 for item 4, and 0.701 for item 9. This indicated a good level of consistency in the answers from participants because the standard deviations were below 0.8, so the answers were not widely dispersed from the mean.

Situational leadership contributed optimally to performance in that item B5 (Caters to the individual needs of subordinates) had a mean score of 3.11, item B22 (Delegates duties to subordinates) had a mean score of 3.19, item LO9 (Uses performance management effectively to correct poor performance) had a mean score of 3.11. With item B22 as the highest mean score, it indicated that most participants agreed that delegating tasks might contribute positively to performance. In summary, based on the responses, it indicated that situational leadership contributed to performance by catering to individual needs, delegating tasks and proper recognition in the achievement of performance (Novac and Bratanov, 2014). The standard deviation for these items for situational leadership was 0.74 for item B5, 0.701 for B22, and 0.765 for item LO9. The standard deviations were below 0.8 hence there was consistency in the answers and they were not widely dispersed from the mean.

Multi-organisational leadership contributed optimally to performance as evident in item B17 (Has clear and unambiguous roles and responsibilities) with a mean score of 3.15, item B30 (Supports operations daily) with a mean score of 3.17 and item LO2 (Ensures alignment of activities with overall vision) with a mean score of 3.15. Based on the means scores, the responses indicated that multi-organisational leadership had positive contributions to performance as vision alignment assists in each official knowing what their contribution is towards achieving the vision by having clear, unambiguous roles and responsibilities with daily support in terms of operations (Van Wart, 2017). The standard deviations for these items were 0.74 for B17, 0.691 for item B30 and 0.696 for item LO2. These indicated good levels of consistency in the responses from the participants with regards to the items with the highest means.

Holistic leadership added value to performance in that item B19 (Enables good conduct) had a mean score of 3.19, item B20 (Provides opportunities for new, positive and productive behaviour to flourish) had a mean score of 3.14 and item LO20 (Provides a positive example in their way of life as it impacts their effectiveness in their duties) had a mean score of 3.17. Enabling good conduct had the highest mean score which meant that participants believed it is crucial for a leader to create an environment that enables good conduct which is in line with Taggart (2011) who explained that by teaching, participating, nurturing and directing, leaders create opportunities for new, positive and productive behaviours to flourish, thus empowering employees and enabling good conduct throughout the organisation. The standard deviation for item B19 was 0.723, for item B20 it was 0.712 and for item LO20 it was 0.79. These indicated good consistency in the answers received from respondents as the standard deviations were all below 0.8.

Change leadership contributed positively to performance as item B11 (Empowers his/her subordinates), item LO12 (Inspires and values my individual inputs about changes implemented), together with item LO14 (Invites the relevant parties to the change to also make their valuable contributions) had a mean score of 3.08, item B16 (Collaborates and participants in the workplace) had a mean score of 3.17, and item LO11 (Encourages a culture that embraces change) had a mean score of 3.14. Based on the results, most participants indicated that collaboration amongst employees in the workplace may optimally contribute to performance. This is reiterated by Oracle (2012). The standard deviations for items discussed under change leadership were 0.724 for item B11, 0.735 for item B16, 0.752 for item LO11, 0.763 for item LO12 and 0.757 for item LO14. These indicated good levels of consistency as they were below 0.8. In the cases where standard deviations were between 0.724 and 0.763, the responses were not too widely spread from the mean. In essence, these are the specific activities in which the different leadership styles or orientations contributed to optimally affecting performance in service delivery in the Department of Employment and Labour in the Eastern Cape. In the following section, sub-problem 4 will be discussed as per the results to determine the extent to which leadership orientations were evident at the time of the study.

Sub-problem 3

To what extent are different leadership orientations evident in the Department of Employment and Labour in the Eastern Cape, as perceived by employees?

Table 4.6 and sub-problem 2 above described how leadership orientations contributed optimally to performance, while this section will examine the results to determine the extent to which the different leadership orientations were evident in the selected organisation as perceived by the employees. Table 4.6 depicted the specific behavioural traits and orientations of leaders that added value to the performance of individuals and teams and ultimately added value to services delivered to the public. Table 4.7 below depicts the results of the extent to which leadership impacts serviced delivery.

Table 4.7: Coefficients of dependent variable: Service delivery

Coefficients							
Model	Unstd Coefficients		Std Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	0.634	0.21		3.023	0.003		
Situational	0.072	0.184	0.073	0.393	0.695	0.113	8.832
Trans-formational	-0.213	0.218	-0.211	-0.975	0.332	0.084	11.963
Multi-organisational	0.063	0.276	0.06	0.228	0.82	0.057	17.542
Holistic	0.156	0.188	0.16	0.831	0.408	0.105	9.496
Change	0.699	0.213	0.723	3.273	0.002	0.08	12.439

From Table 4.7, situational, transformational, multi-organisational, holistic and change leadership styles were significant predictors of service delivery. Due to this significance, a linear regression was performed. It was determined that the factor change leadership was the only significant predictor of service delivery ($\beta = 0.699$, $t = 3.273$, $sig = 0.002$). However, an area of concern was the fact that the VIF (Variation Inflation Factor) was high. This indicated multicollinearity between the predictor variables. To combat this issue, a stepwise regression was performed where the most significant predictor was

initially included in the model, and the iterative process was repeated to test whether variables should be included in the model.

Table 4.8: Stepwise regression results (Dependent Variable: Service delivery)

		Coefficientsa						
	Model	Unstd Coefficients		Std Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	0.634	0.187		3.391	0.001		
	Change	0.773	0.06	0.8	12.931	<.001	1	1

Table 4.8 presents the results of the stepwise regression indicating that the only predictor to be included was the change leadership factor (β = 0.773, t = 12.931, sig < 0.001). This indicated that a one-unit increase in change leadership resulted in an increase of 0.773 in service delivery. This means that change leadership is a significant predictor of service delivery as it improves when change is embraced and collaboration is encouraged amongst internal and external stakeholders. It made sense that change leadership was a significant predictor of service delivery, taking into cognizance the ways it added value in service delivery in sub-problem 2 as well (Higgs and Rowland, 2000 as cited by Knowledge Brief, 2018).

In the following section, the results from the questions relating to service delivery and Batho Pele principles are presented.

Sub-problem 4

What are the main aspects of service delivery and specifically in the public sector of South Africa?

The main aspects of service delivery in the public sector stems from the Batho Pele principles which include concepts of consultation, setting service standards, increasing access, ensuring courtesy, providing information, openness and transparency, redress and value for money (Brand Leadership Academy, 2010).

Table 4.9: Descriptive statistics for Section C (Factors enabling service delivery)

No.	Enabling service delivery	Valid N	Mean	Std. Deviation
ESD1	Training opportunities on customer service excellence are provided	96	1.26	0.441
ESD2	If provided, the training is clear, concise and helpful to carry out my duties	96	1.29	0.457
ESD3	Training provided adds value to the services delivered	95	1.21	0.41
ESD4	The impact of training and development is monitored and evaluated	96	1.35	0.481
ESD5	Sufficient resources (technology, human capital) as support are available to implement and create impact of training	96	1.4	0.492
ESD6	Obstacles that may prohibit implementation of training are addressed	96	1.33	0.474

Table 4.9 adds value to sub-problem 4 as it explores enabling strategies that make the Batho Pele principles achievable in the public sector and specifically in the department. The enabling strategies leaned toward one which was yes in this case. In Table 4.9, it can be seen that mean scores closest to one which was yes are item ESD1 (Training opportunities on customer service excellence are provided) with a mean score of 1.26, item ESD2 (If provided, the training is clear, concise and helpful to carry out my duties) with a mean score of 1.29 and item ESD3 (Training provided adds value to the services delivered) with a mean score of 1.21. Most participants responded yes to training added value to services delivered. Item ESD5 (Sufficient resources - technology, human capital - as support are available to implement and create impact of training) had a mean score of 1.4 which was the highest mean score for factors enabling service delivery, indicating that most participants responded no to this question, creating opportunity for future growth. Price Waterhouse Coopers (2007) discussed these strategies as closing the gap between organisations and their customers, namely customer centricity, connected government, build capacity, deliver the promise and innovation as enabling strategies to delivering services promised. The standard deviation for these items discussed were 0.441 for item ESD1, 0.457 for item ESD2, 0.41 for item ESD3 and 0.492 for item ESD5. With standard deviations lower than 0.8, it indicated that the

participants responded in a consistent manner and these answers were not widespread from the means.

4.4 SERVICE DELIVERY – SECTION C

The following section consists of results from Section C (service delivery) of the questionnaire. The results in Table 4.10 are indicative of sub-problem five - What is the level of service delivery of employees in the Department of Employment and Labour in the Eastern Cape? and sub-problem six - What is the level of service delivery of managers in the Department of Employment and Labour in the Eastern Cape?

Table 4.10: Descriptive statistics for Section C (Service delivery)

No.	Service delivery	Valid N	Mean	Std. Deviation
SD1	There are continuous innovations to support service delivery in my section	96	2.97	0.876
SD2	Clients are consistently and continuously educated about services rendered	96	2.98	0.821
SD3	Clients are treated with courtesy and consideration	96	3.11	0.78
SD4	My unit embodies openness and transparency with each other and the clients	96	3.07	0.771
SD5	Redress measures are taken into account when clients do not receive promised services within the set standards	95	3.13	0.733
SD6	My unit provides regular information campaigns to the public about services rendered	93	2.96	0.779
SD7	My unit meets the standards of service of the department	96	3.08	0.721
SD8	Best practices of service delivery are adopted	96	3.01	0.814

No.	Service delivery	Valid N	Mean	Std. Deviation
SD9	Systems in my unit/section are customer centric and user friendly	95	2.81	0.949
SD10	Clients are given the opportunity to rate services delivered	95	2.82	0.887
SD11	Operations in my unit are centred around good service delivery	92	2.93	0.768
SD12	Differences in culture, background and value systems of clients are embraced and assistance is offered to the illiterate and challenged	96	2.99	0.788
SD13	There is positive interaction between the department and the public	96	2.95	0.826
SD14	Feedback is communicated to subordinates with regards to the standard of services delivered	96	3	0.846
SD15	Client feedback is used to positively impact service delivery operations	96	2.88	0.874
SD16	My leader is exemplary in his/her behaviour of effective and efficient service delivery	95	3.08	0.808
SD17	My leader consults with subordinates regarding service delivery operations	96	3.04	0.82
SD18	My leader gives direction to achieve service delivery targets	96	3.04	0.82
SD19	My leader displays empathy toward clients	96	3.15	0.781

Sub-problem 5

What is the level of service delivery of employees in the Department of Employment and Labour in the Eastern Cape?

The perceived levels of service delivery by employees in the Department of Employment and Labour were determined by means a Likert scale with possible responses of strongly disagree, disagree, agree and strongly agree (Plano Clark and Creswell, 2015).

This method of data collection is mainly used to measure the attitude of participants toward the factors under scrutiny, which in this study related to service delivery in a public sector.

Item SD3 (Clients are treated with courtesy and consideration) had a mean score of 3.11, and item SD4 (My unit embodies openness and transparency with each other and the clients) had a mean score of 3.07. Item SD5 (Redress measures are taken into account when clients do not receive promised services within the set standards) had a mean score of 3.13, and item SD7 (My unit meets the standards of service of the department) had a mean score of 3.08. These indicated that participants agreed that in their unit there was courtesy, openness, transparency and redress, and that service standards were met (Brand Leadership Academy, 2010). However, participants were more in agreement with the Batho Pele principles of courtesy and redress as they had the highest mean scores of 3.11 and 3.13, respectively. The standard deviations for the highlighted were 0.78 for item SD3, 0.771 for item SD4, 0.733 for item SD5 and 0.721 for SD7, achieving a good level of consistency as they were all below 0.8. However, it can be noted that participants agreed that services delivered in their section by entry level officials were agreeably satisfactory as the standard deviation indicated that answers were not widely dispersed from the mean scores.

Sub-problem 6

What is the level of service delivery of managers in the Department of Employment and Labour in the Eastern Cape?

The perceived level of services delivered by management in the Department of Employment and Labour was tested by using a Likert scale with possible responses of strongly disagree, disagree, agree and strongly agree. Participants leaned toward 'agree,' meaning they were agreeably satisfied with management's behaviour with regards to services delivered. Item SD16 (My leader is exemplary in his/her behaviour of effective and efficient service delivery) had a mean score of 3.08, item SD17 (My leader consults with subordinates regarding service delivery operations) and item SD18 (My leader gives direction to achieve service delivery targets) both had a mean score of 3.04 and item SD19 (My leader displays empathy toward clients) had a mean score of 3.15. Item SD19 had the highest mean score meaning more participants agreed with

the empathy factor in service delivery in comparison with exemplary behaviour, consultation by leaders and direction displayed in the behaviour of leaders (Brand Leadership Academy, 2010).

The standard deviation for Item SD16 was 0.808, for both items SD17 and SD18 it was 0.82 and for SD19 it was 0.781. The overall standard deviation for management behaviour indicated inconsistency as per the participants' views as the acceptable standard deviation is 0.8 and only item SD9 scored below that mark at 0.781, hence the responses were widely dispersed from the means from item SD16 to item SD18. The only consistent response was the empathy displayed by leaders toward clients (Wink, 2012; Brand Leadership Academy, 2010).

Sub-problem 7

What is the link between leadership behaviour and service delivery by employees in the Department of Employment and Labour in the Eastern Cape?

This section sought to determine if there was a link between leadership behaviour and services delivered by employees. A Welch Robust Test was used to assess whether there was any significant difference in the average score for transformational leadership according to division. The results of the one-way Welch Robust Test indicated that there was an overall significant difference (Welch = 3.89, df = 4, sig = 0.014). The Games-Howell Test was used to determine where the differences were.

Table 4.11: Multiple Comparison, Welch Robust Test

Multiple Comparisons							
Dependent Variable	**(I) Division**	**(J) Division**	**Mean Difference (I-J)**	**Std. Error**	**Sig.**	**95% Confidence Interval**	
						Lower Bound	**Upper Bound**
Trans-formational	UIF	IES	.33183*	0.11303	0.04	0.0104	0.6533
		CF	0.2221	0.25387	0.901	-0.5811	1.0253
		MSS	-0.14154	0.14063	0.85	-0.5501	0.2671
		PES	0.49308	0.33224	0.598	-0.6551	1.6412
	IES	UIF	-.33183*	0.11303	0.04	-0.6533	-0.0104

Multiple Comparisons							
Dependent Variable	(I) Division	(J) Division	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
		CF	-0.10974	0.25106	0.991	-0.9102	0.6907
		MSS	-.47337*	0.13549	0.016	-0.8748	-0.072
		PES	0.16124	0.3301	0.986	-0.9872	1.3097
	CF	UIF	-0.2221	0.25387	0.901	-1.0253	0.5811
		IES	0.10974	0.25106	0.991	-0.6907	0.9102
		MSS	-0.36364	0.26464	0.652	-1.1854	0.4581
		PES	0.27098	0.4008	0.958	-0.9788	1.5207
	MSS	UIF	0.14154	0.14063	0.85	-0.2671	0.5501
		IES	.47337*	0.13549	0.016	0.072	0.8748
		CF	0.36364	0.26464	0.652	-0.4581	1.1854
		PES	0.63462	0.34054	0.4	-0.5175	1.7867
	PES	UIF	-0.49308	0.33224	0.598	-1.6412	0.6551
		IES	-0.16124	0.3301	0.986	-1.3097	0.9872
		CF	-0.27098	0.4008	0.958	-1.5207	0.9788
		MSS	-0.63462	0.34054	0.4	-1.7867	0.5175

It is evident from Table 4.11, that the mean scores of transformational leadership for participants in the UIF division and those in the IES division had a significant difference (sig = 0.04). It was clear that the mean scores of transformational leadership for participants in the IES division and those in the MSS division had a significant difference (sig = 0.016) as well. The fact that a statistical significance exists here is not merely by chance, but rather it indicates significance in transformational leadership in the IES and UI sections, as well as in the MSS and IES divisions. These sig values are below 0.05, which means a link between the sections of transformational leadership and service delivery.

Table 4.12: Descriptive analysis (Inter-division mean comparison)

		N	Mean	Std. Deviation	SE	95% CI for Mean		Min	Max
						LB	UB		
Trans-formational	UIF	50	3.2431	0.59571	0.08425	3.0738	3.4124	1.92	4
	IES	13	2.9112	0.27169	0.07535	2.7471	3.0754	2.15	3.23
	CF	11	3.021	0.79428	0.23948	2.4874	3.5546	1.85	4
	MSS	14	3.3846	0.42133	0.1126	3.1413	3.6279	2.62	4
	PES	8	2.75	0.909	0.32138	1.9901	3.5099	1.08	3.69
	Total	96	3.1522	0.61629	0.0629	3.0274	3.2771	1.08	4
Multi-organisational	UIF	50	3.1817	0.59326	0.0839	3.0131	3.3503	1.75	4
	IES	13	2.8718	0.20586	0.0571	2.7474	2.9962	2.5	3.25
	CF	11	2.9394	0.77826	0.23465	2.4166	3.4622	1.83	4
	MSS	14	3.2917	0.40923	0.10937	3.0554	3.5279	2.67	4
	PES	8	2.7396	0.78986	0.27926	2.0792	3.3999	1.08	3.67
	Total	96	3.0911	0.59112	0.06033	2.9714	3.2109	1.08	4
Service Delivery	UIF	50	3.0095	0.68999	0.09758	2.8134	3.2056	1.16	4
	IES	13	2.8097	0.22074	0.06122	2.6763	2.9431	2.47	3.21
	CF	11	3.0957	0.6594	0.19882	2.6527	3.5387	2	4
	MSS	14	3.2068	0.32996	0.08818	3.0163	3.3973	2.58	3.79
	PES	8	2.7632	0.87166	0.30818	2.0344	3.4919	1	3.79
	Total	96	3.0005	0.62085	0.06336	2.8748	3.1263	1	4

It is important to note as per Table 4.12, that the participants in the UIF division had a significantly higher score for transformational leadership for UIF (mean = 3.2431) in comparison with the participants in the IES division (mean = 2.9112). It can also be noted that the participants in the MSS division had a significantly higher score for transformational leadership (mean = 3.3846) compared with the participants in the IES division (mean = 2.9112). For transformational leadership, the mean scores were significantly higher for the MSS and UIF divisions, hence participants in these sections perceived their leaders to have more of these traits, behaviours and orientations as opposed to the leaders in the IES division with a significantly lower mean score of 2.9112.

Transformational leadership as a variable for the UIF division had a standard deviation of 0.59571 in comparison with the participants who were in the IES division with a

standard deviation of 0.27169. It can also be noted that the participants who were in the MSS division had a standard deviation of 0.42133 for transformational leadership compared with the participants who were in the IES division with a standard deviation of 0.27169. This indicated that the responses from the IES officials were closer to the mean scores than the responses of the officials in the UIF and MSS divisions. The standard deviation for all of these sections that stood out were still consistent as the standard deviation was lower than 0.8.

Significance was also found in the UIF, IES and MSS divisions for multi-organisational leadership and is reported as follows. The UIF division had a significantly higher score for multi-organisational leadership (mean = 3.1817) in comparison with the participants who were in the IES division (mean = 2.8718). It can also be noted that the participants who were in the MSS division had a significantly higher score for multi-organisational leadership (mean = 3.2917) compared with the participants who were in the IES division (mean = 2.8718). Participants clearly perceived that more multi-organisational behaviours, traits and orientations were present in the UIF and MSS divisions compared with the IES division with an overall lower mean score of 2.8718.

The standard deviation of the UIF division for the component of multi-organisational leadership was 0.59326 in comparison with the participants who were in the IES division with a standard deviation of 0.20586. Participants from the MSS division for multi-organisational leadership had a standard deviation of 0.40923 compared with the participants who were in the IES division with a standard deviation of 0.20586. The standard deviation of all three sections that had significance for multi-organisational leadership had standard deviations lower than 0.8 and this meant that the data was not widely spread and that there was consistency. However, there was greater consistency in responses from the IES division compared with that of the UIF and MSS divisions.

The results determined that there was significance between the mean scores for the IES and MSS divisions with response to the service delivery. The MSS division had a significantly higher score for service delivery (mean = 3.2068) in comparison with the participants who were in the IES division (mean = 2.8097). This indicated that the Batho Pele principles, it's preconditions and enabling strategies were more present in the MSS division compared with the IES division. This significance of service delivery objectified

the ability to drive and mobilize individuals to believe in and achieve the organisational vision by establishing clear and challenging goals, which in the case of this study is effective delivery of services to the public (Bass and Riggio, 2006 as cited by Caillier, 2014).

The standard deviation for the MSS division was 0.32996 in comparison with the participants of the IES division which was 0.22074. This meant that the data analysed was consistent and the standard deviations were below 0.8, with the IES achieving a higher level of consistency.

4.5   RELIABILITY OF THE RESULTS

The Cronbach Alpha was used to assess the reliability of the data collected from the instrument which was the questionnaire (Vanderstoep and Johnston, 2009). It helped in testing the relatedness of items tested in the sample. The closer the Cronbach value is to 1, the more indicative it is of a strong relationship between items tested. The Cronbach values of the items tested are presented below and it is thus evident that there was high levels of relatedness between factors analysed and that the research was reliable.

Table 4.13: Reliability of results (Cronbach Alpha)

Reliability Statistics		
	Cronbach's Alpha	**N of Items**
Situational	0.928	8
Transformational	0.945	13
Multi-organisational	0.946	12
Holistic	0.94	9
Change	0.949	10
Service delivery	0.96	19

4.6   CONCLUSION

Chapter 4 contained the results of the study and presented the data obtained from the responses of the study participants. Charts and tables were used to display the results

obtained in Section A. These answers provided clarity about the gender, age, number of years employed at the Department of Employment and Labour and also the section where the participants were employed, at the time of the study. Section B of the results focused on the views and perceptions of the participants related to leadership behaviours, traits and orientations and what they regarded as prevalent at the time the study was conducted. Section C of the results focused on the service delivery aspect of the study and sought to answer questions about Batho Pele principles, preconditions to Batho Pele principles and enabling strategies of customer satisfaction.

The next chapter will discuss the results presented in chapter 4 and provide recommendations for improvements to the perceived impact of leadership on service delivery. The chapter will present theoretical provisions made to mitigate issues of leadership as this and perceptions of leadership impact on service delivery. Chapter 5 will conclude the research study.

CHAPTER 5: DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter 1 provided an introduction to the study, as well as overview of the main problem and sub-problems. The chapter also discussed leadership as a phenomenon, defined key concepts relevant to the study and outlined the research methodology used in the study. The chapter concluded with a framework of the structure of the study. Chapter 2 was the literature review and described the key constructs of the study such as leadership, transformational leadership, multi-level leadership, situational leadership, change leadership, holistic leadership, Batho Pele principles and brilliant customer service. Chapter 3 explained the research methodology used in the study and this included the research approach, objectives, design, population, sample, data collection, data analysis and the ethical considerations. Chapter 4 presented the results via the use of graphs and tables, and the statistical analysis with the use of mean scores, standard deviations and the Cronbach Alpha.

Chapter 5 will include a summary of the study, including how each of the sub-problems were responded to in the study. Recommendations based on an overview of the data and what the researcher deemed most pertinent are further expounded on in this chapter. These recommendations are thought to add value to the existing body of knowledge on service delivery. The chapter will include a discussion of the problems and limitations experienced in the study and ends with a conclusion derived from the data collected during the study.

5.2 SUMMARY OF THE STUDY

The study tested two variables of leadership and service delivery and the perceived impact of leadership on service delivery. Specific leadership theories discussed were multi-organisational, situational, change, holistic and transformational leadership together with followership. In terms of service delivery, the Batho Pele principles, preconditions to its implementation, brilliant customer service and enabling strategies of service delivery were examined. The participants were mainly females, the largest

age group was between the ages of 26 to 35 years, most were employed in the department for a period of between four to eight years and the majority of the participants were from the UIF division.

The study discussion was based on the perceptions of this group of individuals and these were the views that were significant. It should be noted that leadership as a phenomenon is diverse and evolving (Bryman et al., 2011) and always involves problem-solving and distinct behaviours, traits, views of individuals or teams.

The main problem of the study, as presented in chapter 1, was:

What are the perceptions of leadership and service delivery in the public service, and specifically in the Department of Employment and Labour in the Eastern Cape Province, region six?

In summary, this section will briefly outline a discussion on each sub-problem as it integrated with the main research problem.

Sub-problem 1

What is the role of leadership in the department?

Evidence from the study indicated the importance of leadership as placing the team's interests first, creating a culture of learning, accountability and achieving results or targets. Berry's 2010 study (as cited in Gilbert, 2013) supported this and indicated that building confidence in the team and their abilities, encouraging supportive teamwork and providing some recognition for achievements are crucial leadership behaviours that may add value to an organisation.

Sub-problem 2

How can different leadership orientations contribute to achieving optimal performance?

The following points of how leadership behaviours, traits and orientations are significant for different leadership styles and optimal performance are outlined:
- Transformational - The leader encourages teamwork in the sections or groups.

- Situational - The leader delegates duties to subordinates.
- Multi-organisational - The leader supports operations daily.
- Holistic - The leader enables good conduct.
- Change - The leader encourages collaboration and participation in the workplace.

Sub-problem 3

To what extent are different leadership orientations evident in the Department of Employment and Labour in the Eastern Cape, as perceived by employees?

Of all the leadership styles tested, the style that had the greatest impact on the second variable was change leadership. This meant that if the department employed an overall style of change leadership with regards to behaviours, traits or orientations, then service delivery could potentially be further impacted. Some of the other activities for change leadership were tested, which meant they were implemented by some leaders. These were as follows:

- Empowers his/her subordinates.
- Is open to new ideas and the sharing of ideas.
- There is consistent information sharing in my unit that supports the vision and mission of the department.
- My leader ensures that training of changes occurs pertaining to my work as it happens, in order to ensure continuous improvement.
- Encourages a culture that embraces change.
- Inspires and values my individual inputs about changes implemented.
- Employs strategies to sustain high levels of motivation throughout change processes.
- Invites the relevant parties to the change to also make their valuable contributions.
- Ensure that changes embarked on add value to achieving the vision of the department.

It was evident in the research that change leadership was the most significant predictor of service delivery. This meant that if these activities of change leadership could be

further intensified, then service delivery could become further effective and efficient for clients of public services.

Sub-problem 4

What are the main aspects of service delivery and specifically in the public sector of South Africa?

The main aspects of service delivery in the public sector include concepts of consultation, setting service standards, increasing access, ensuring courtesy, providing information, openness and transparency, redress and value for money (Brand Leadership Academy, 2010). Together with these, training opportunities for customer service excellence are important. Training must be clear, concise and helpful for employees to carry out their duties in a way to add value to the services delivered. Price Waterhouse Coopers (2007), referred to these training opportunities as closing the gap between an organisation and the client base. Participants agreed that training was very important, however, they displayed reluctance in the response about sufficient resources to carry out the specific tasks.

Sub-problem 5

What is the level of service delivery of employees in the Department of Employment and Labour in the Eastern Cape?

In the study, service delivery was discussed from the premise of Batho Pele principles, their role in achieving service delivery, the implementation of the preconditions of Batho Pele principles as well as the enabling strategies. Redress measures were taken into account if the client did not receive promised services within the set standards. The participants alluded that clients were treated with courtesy and respect (Brand Leadership Academy, 2010). There was good consistency among the questions pertaining to Batho Pele principles, indicating that these two Batho Pele principles were quite prevalent among the participants.

Sub-problem 6

What is the level of service delivery of managers in the Department of Employment and Labour in the Eastern Cape?

The level of service delivery of managers indicated that managers led by example in displaying good behaviour towards teams or groups and in how the managers treated clients. In addition, managers displayed empathy toward clients (Brand Leadership Academy, 2010). However, low levels of consistency were indicated in the answers, meaning not all of the participants agreed to the same level of service delivery of managers.

Sub-problem 7

What is the link between leadership behaviour and service delivery by employees in the Department of Employment and Labour in the Eastern Cape?

There was overall significance in the results from the UIF, IES and MSS divisions for transformational leadership and multi-organisational leadership. When these scores were compared with the average mean scores, it was noted that there was significance in the UIF and MSS divisions compared with the IES division, as their average mean scores were always higher. Furthermore, the standard deviations indicated consistency, meaning participants responses were not widely dispersed from the mean scores. It can be deduced that transformational leadership and multi-organisational leadership had more impact on services delivered in the UIF and MSS divisions. This significance of service delivery objictified the ability to drive and mobilize individuals to believe in and achieve the organisational vision by establishing clear and challenging goals, which for this study is effective delivery of services to the public (Bass and Riggio, 2006 as cited by Caillier, 2014).

5.3   RECOMMENDATIONS

In light of the results gleaned from the data, the various divisions can emulate important details of leadership from each other. An important recommendation from this study is that each division can formulate a clearly integrated plan of action whereby frontline supervisors, support supervisors and team leaders collaborate in a technical team and cross-pollinate ideas to improve and strengthen leadership strategies. A highlight of this study was the fact that change leadership showed significance in the step-wise regression of the factor analysis and indicated that it impacts on service delivery. In acknowledgement of this, the researcher recommends that change leadership be

encouraged in the department and concepts related to change management be advocated amongst workers and other relevant stakeholders.

5.3.1 Eight steps of Kotter's Change Model

Pollack and Pollack (2015) elaborated on the process of change as per Kotter's (1996) change model as follows:

1. Establishing a sense of urgency – Kotter (1996) believed change must start with combating complacency in the workplace, thus creating a sense of urgency to make changes or be gone in a sense. This could even be the reviewing of staff placement. For example, reviewing rotations or deployment to have people placed in divisions where they may potentially add more value or be more productive if there are underlying challenges. The idea is to optimally use resources, including human capital. If there is sufficient urgency to change, it would be practical to establish a powerful change team that possesses the required credibility to lead change. The idea around creating urgency to change can be seen in companies that seize the moment and use every opportunity presented. Fundamentally, it is critical for the leader to appeal to the head and heart of each official as the department embarks on much-needed change.

2. Creating the guiding coalition – This aspect is crucial in the leadership of a department. In building a coalition, it is vital to select energised individuals who are able to affect the urgent change. Particular attention has to be given to from where the change agent is selected in the organisation for the coalition. In the case of the department, leaders would have to consider selecting at least one in each division. Emphasis must be on individuals who possess the character, integrity and influence needed to instigate change amongst fellow stakeholders and employees. For the impact needed in the department, it can even be considered to have two teams of guiding coalitions. One team may be more technical and the other team strategic in nature, but communication is key amongst teams for them to remain updated with any changes.

3. Develop a vision and strategy – This is the opportunity to create the direction that the department needs to embark upon. With the constant change in client needs, could there be a potential need for creating a new, updated and relevant vision? There is such

great pressure on government departments to deliver services, but with limited resources what format would the potential new vision take? There are further questions about creating an exciting environment for the coalition to understand that they have the opportunity to utilise this and move forward in service delivery. Staff need to be motivated and coordinated in their actions to align with this vision, have clear initiatives along the path that maintains the momentum of change with a clear picture of what the future could look like. It may even just be the creation of a new image depicting the service quality the department aspires to deliver. Knowledge sharing amongst team-members and the organisation is a critical element to encourage change at this stage.

4. Communicating the change vision – Effective and consistent communication is important for the change to be implemented as planned and objectives to be achieved. How, who and where communication is done must also be considered as a priority as it works better to have influencers at the fore-front of change to obtain the favour of other members of the department. Road shows, employer advocacy sessions, school visitations, local community outreaches, initiatives for compliance for companies, radio shows and interaction with other departments as stakeholders for example, Home Affairs, SASSA and local municipalities need to be targeted. Achievements must be clearly communicated as well and recognition given to maintain the motivation levels of the individuals and teams on-board with the change in keeping the change process attractive for further recruits for future projects of change. Keep channels of communication open between divisions for integration between divisions and to prevent divisions from working in silos. This could also help individuals from different divisions to know exactly the extent to which their actions may impact and the value they can add in any given opportunity.

5. Empowering broad-based change – This involves the action of removing barriers to affect real change. As mentioned before in step 4, remove the silos to create new ways of doing the same thing as many times it is not brand-new ideas but rather just some small changes that can mean a great improvement. Removing barriers can even be structures, systems, policies, rules and procedures that do not serve the new vision. This could constitute any attitudes, culture or behaviours in the workplace. An example may be to emphasise further on quality and not quantity. Queue management systems that might not serve the new vision or consider non-compliance and be stricter on the

enforcement of the law already in place, but its actual implementation is not fully enforced. Bringing in new and improved methods can yield vast results. Care has to be taken in this step that employees are given rewards and recognition for not resisting change and not wanting old systems or operations to change.

6. Generating short-term wins – Sometimes underrated, celebrating wins can go the distance. The reason for celebrating wins is simple as it reinforces and encourages individuals and teams towards future wins in the change process as a tangible result. The celebration of these short-term wins help the teams keep the momentum of the change by allowing the whole organisation and even stakeholders to see the gains of the change. These wins may be behavioural, procedural, production, lessons learnt and new skills acquired. It can relate to any win or gain as long as it positively contributes to change. Improved customer service celebrated by an individual or the team may make such an impact that another labour centre may become interested in how they too can achieve and hence it must be an act or service that can be replicated.

7. Consolidating gains and producing more change – In this step of change you are fully immersed in the change process as it is evident that the change can happen and it adds value. Previous wins are evident of that. With the win celebrated, now there is a stronger credibility amongst peers and so others who were previously resistant to change, may at this point get on-board and even make valuable contributions. After the first win there can be a potential drop in momentum and so it is important to again emphasise the urgency for change. Validate the vision once again and strengthen relationships internally and externally of the organisation and get more individuals and teams involved in the implementation of the change. Keep a lookout for unplanned barriers and this may be things like the change resistors that may want to sabotage the change or unintended consequences to the change such as new policies. This is a good time to consider where re-evaluation may be needed and to implement the necessary changes before step 8 as step 7 and 8 can run concurrently to each other, while some considerations may overlap.

8. Anchoring new approaches in the culture – An opportunity exists here to strike a balance between the old and the new. Anchor fresh, new changes with the traditional and existing approaches, but also make the necessary changes as change does not

have to be huge for it to succeed. It is important is to make the changes permanent and sustain the new behaviours, structures, systems, rules and procedures implemented as part of the change.

5.3.2 Individual brilliance to brilliance in the work-place

Another recommendation that could potentially add value in the department is the move of focus from the tedious idea of work to individual brilliance (Scheele, 2000) and the focus of the department on the individual may improve service delivery. Concepts such as trust and care shown by the employer for individual employees, may trigger an improved sense of individual self and thus the employee is encouraged to produce better service delivery and a higher quality of work. This can be achieved by the following principles:

Principle 1 - Tolerate ambiguity to realize your full potential. Push past the boundaries of safety to allow individual growth.

Principle 2 - Make small adjustments slowly to accomplish your goal. Take small steps and make small adjustments toward achieving your goal or to solve the problem at hand.

Principle 3 - Achieve a state of being by being, not doing. Reaching the sense of achievement and completeness whilst on the journey to achieving the goal.

Principle 4 - Maintain an outcome orientation and increase choices. An outcome oriented approach allows the imagination to manufacture a variety of opportunities to solve problems as opposed to focusing mainly on the problem which promotes a stuck mentality.

Principle 5 - Change in generative ways for the best results. Build on critical problem-solving skills in that an individual learns and develops by looking at the way the problem was created initially and unloads the problem in a different manner.

In providing these recommendations pertaining to Kotter's (1996) change model and brilliance, the researcher wishes to add that at the time of this research, the department considered embarking on a greater path of developing individual brilliance among employees. The department sought to investigate how it could develop individual brilliance to an extent that it could greatly impact the quality of work provided by

individuals. It is important for individuals to perceive their role as value-adding and important and thus are encouraged to do even more.

It is thus recommended that future research be embark upon that give emphasis to tailor-made leadership interventions specifically aimed at influencing service delivery. With the idea of tailor-made interventions these leaders together with public servants then given the opportunity to actively reflect on their current style employed, improvements to be implemented and using this feedback to wholistically improve systems and process to affect change that positively improve service delivery.

5.4   PROBLEMS AND LIMITATIONS OF THE STUDY

The timeframes for obtaining approval for the study were longer than the researcher anticipated and in the time period while awaiting approval for the research, the department changed from a Provincial function to a Head Office function which caused further unplanned delays. Another challenge was relying greatly on the MSS officials in more offices than were anticipated, plus the need to have hard copies as some offices presented with resource challenges. These challenges were present in the data collection process.

Another limitation is that many other external factors impact leadership and service delivery, especially considering leadership is a vast field of study (Bryman et al., 2011). Bryman et al. (2011) further stated that there is a lack of sufficient evidence to support all of the activities of alignment at all levels of management to influence organisational performance. This may impact overall performance in the organisation. Hence as a study limitation, this does not consider all of the factors influencing leadership and service delivery and this study only focused on the factors investigated in the study.

5.5   CONCLUSION

Change leadership can interlink with brilliance as the principle of brilliance may prepare an individual for dealing with change effectively, as they first learn to deal with themselves as an individual and in so doing can make valuable contributions. Leadership cannot exist without these individuals and hence leadership cannot impact service delivery without impacting individuals, officials or teams first.

In the department leadership is present, however in this study it was found that change leadership may create better impact than the other leadership styles tested.

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APPENDIX A - QUESTIONNAIRE

SECTION A – BIOGRAPHICAL INFORMATION

Please provide the following information by making an (✗) in the appropriate block.

1. What is your gender?

Male	
Female	

2. What is your age?

18 – 25	
26 – 35	
36 – 45	
46+	

3. How many years have you been employed by the Department of Employment and Labour?

0 – 3 years	
4 – 8 years	
9 – 14 years	
15 – 20 years	
21 years and above	

4. Please indicate which division you are in:

UIF		IES		CF		MSS		PES	

SECTION B – TRANSFORMATIONAL LEADERSHIP TRAITS AND BEHAVIOURS

Please indicate YES or NO with an (🗵), the extent to which the following statements reflect the manager's leadership and behaviour:

No	Traits of transformational leaders – my leader/manager is:	YES	NO
1	Loyal to their team by putting their interests first		
2	Learning in order to build his/her own intellect and that of the team		
3	Enthusiastic and inspires the team to act accordingly to achieve the vision		
4	My leader fosters a culture of accountability		
5	Disciplined and his/her behaviour motivates others to follow		
6	Pays careful attention towards individuals to help them overcome obstacles		
7	Results driven, combining all efforts in the organisation to achieve sustainable results		

Please indicate with an (🗵), the extent to which the following statements reflect the leadership behaviour:

No	Behaviours	Strongly disagree	Disagree	Agree	Strongly agree
1	Has compassion and empathy for his/her subordinates	1	2	3	4
2	Builds confidence in teams/subordinates	1	2	3	4
3	Mobilizes individuals and resources to achieve organisational goals and vision	1	2	3	4
4	Encourages teamwork in the sections or groups	1	2	3	4
5	Caters to the individual needs of subordinates	1	2	3	4
6	Motivates and nurtures his/her teams/groups	1	2	3	4
7	Carries out his/her tasks with enthusiasm	1	2	3	4

No	Behaviours	Strongly disagree	Disagree	Agree	Strongly agree
8	Communicates effectively and efficiently with his/her subordinates	1	2	3	4
9	Impresses on the quality of work	1	2	3	4
10	Provides opportunities for learning, training and development	1	2	3	4
11	Empowers his/her subordinates	1	2	3	4
12	Commits to and takes responsibility for the decisions that he/she makes toward achieving the organisational goals	1	2	3	4
13	Is open to new ideas and the sharing of ideas	1	2	3	4
14	Passionate and consistent in his/her duties	1	2	3	4
15	Reflects on his/her behaviour on a regular basis	1	2	3	4
16	Collaborates and participates in the workplace	1	2	3	4
17	Has clear and unambiguous roles and responsibilities	1	2	3	4
18	Implements systems that foster accountability and discipline amongst teams in carrying out their duties	1	2	3	4
19	Enables good conduct	1	2	3	4
20	Provides opportunities for new, positive and productive behaviour to flourish	1	2	3	4
21	Encourages development among subordinates	1	2	3	4
22	Delegates duties to subordinates	1	2	3	4
23	There is consistent information sharing in my unit that supports the vision and mission of the department	1	2	3	4
24	Provides platforms for joint problem solving	1	2	3	4
25	Inspires positive change in the work environment to achieve targets	1	2	3	4
26	Takes responsibility for his/her actions	1	2	3	4
27	My leader ensures that training for change occurs pertaining to my work as it happens, in order to ensure continuous improvement	1	2	3	4
28	Allows me to give my input on daily work activities	1	2	3	4
29	Prioritises the vision of the department at the forefront of business practices and operations daily	1	2	3	4
30	Supports operations daily	1	2	3	4

No	Behaviours	Strongly disagree	Disagree	Agree	Strongly agree
31	Allows difficult conversations that challenge the status quo	1	2	3	4

Please indicate with an (X), the extent to which you agree with the following leader orientation:

No	Leadership Orientations My direct supervisor / manager:	Strongly disagree	Disagree	Agree	Strongly agree
1	Collaborates with other departments to ensure overall effectiveness of the organisation	1	2	3	4
2	Ensures alignment of activities with overall vision	1	2	3	4
3	Coordinates purposeful training aimed at ensuring excellence in overall departmental activities	1	2	3	4
4	Highlights standard operating procedures aimed at ensuring excellence in client services	1	2	3	4
5	Empowers employees at lower levels to act and mobilise the vision of the department	1	2	3	4
6	Adjusts his/her leadership style to give more direction to less experienced employees	1	2	3	4
7	Adjusts his/her leadership style to involve experienced employees in decision making	1	2	3	4
8	Adjusts his/her leadership style to empower highly experienced employees to shared leadership	1	2	3	4
9	Uses performance management effectively to correct poor performance	1	2	3	4
10	Appreciates and recognises the input of employees who excel	1	2	3	4
11	Encourages a culture that embraces change	1	2	3	4
12	Inspires and values my individual input about changes implemented	1	2	3	4
13	Employs strategies that sustain high levels of motivation throughout change processes	1	2	3	4

No	Leadership Orientations My direct supervisor / manager:	Strongly disagree	Disagree	Agree	Strongly agree
14	Invites the relevant parties in the change to also make their valuable contributions	1	2	3	4
15	Ensures that changes embarked on add value to achieving the vision of department	1	2	3	4
16	Engage employees fully by leading with heart	1	2	3	4
17	Is mindful of how his/her actions may impact the immediate team or unit	1	2	3	4
18	Is reflective of his/her actions and provides a recourse if their actions cause negative impact on operations	1	2	3	4
19	Inspires employees to learn more, be more and become more	1	2	3	4
20	Provides a positive example in their way of life as it impacts their effectiveness in their duties	1	2	3	4

SECTION C – SERVICE DELIVERY

Please indicate with an (☒) the extent to which you agree with the following service delivery:

No	Service Delivery	Strongly disagree	Disagree	Agree	Strongly agree
1	There are continuous innovations to support service delivery in my section	1	2	3	4
2	Clients are consistently and continuously educated about services rendered	1	2	3	4
3	Clients are treated with courtesy and consideration	1	2	3	4
4	My unit embodies openness and transparency with each other and the clients	1	2	3	4
5	Redress measures are taken into account when clients do not receive promised services within the set standards	1	2	3	4
6	My unit provides regular information campaigns to the public about services rendered	1	2	3	4

No	Service Delivery	Strongly disagree	Disagree	Agree	Strongly agree
7	My unit meets the standards of service of the department	1	2	3	4
8	Best practices of service delivery are adopted	1	2	3	4
9	Systems in my unit/section are customer centric and user friendly	1	2	3	4
10	Clients are given the opportunity to rate services delivered	1	2	3	4
11	Operations in my unit are centred around good service delivery	1	2	3	4
12	Differences in culture, background and value systems of clients are embraced and assistance is offered to the illiterate and challenged	1	2	3	4
13	There is positive interaction between the department and the public	1	2	3	4
14	Feedback is communicated to subordinates with regards to the standard of services delivered	1	2	3	4
15	Client feedback is used to positively impact service delivery operations	1	2	3	4
16	My leader is exemplary in his/her behaviour of effective and efficient service delivery	1	2	3	4
17	My leader consults with subordinates regarding service delivery operations	1	2	3	4
18	My leader gives direction to achieve service delivery targets	1	2	3	4
19	My leader displays empathy toward clients	1	2	3	4

Please indicate YES or NO with an (X) if you believe the following may enable service delivery:

No	Enabling Service Delivery	YES	NO
1	Training opportunities on customer service excellence are provided		
2	If provided, the training is clear, concise and helpful to carry out my duties		

3	Training provided adds value to the services delivered		
4	The impact of training and development is monitored and evaluated		
5	Sufficient resources (technology, human capital) as support are available to implement and create impact of training		
6	Obstacles that may prohibit implementation of training are addressed		

APPENDIX B - ETHICS CLEARANCE FROM NELSON MANDELA UNIVERSITY

NELSON MANDELA

UNIVERSITY

PO Box 77000, Nelson Mandela University, Port Elizabeth, 6031, South Africa   mandela.ac.za

Chairperson: Faculty Research Ethics Committee (Human)

Tel: +27 (0)41 504 2906

Ref: [H21-BES-IOP-090] / Approval]

31 August 2021

Ms Y Dube

Department: IOP

Dear Ms Dube,

TITLE OF STUDY: THE INFLUENCE OF LEADERSHIP ON SERVICE DELIVERY IN THE DEPARTMENT OF EMPLOYMENT AND LABOUR, EASTERN CAPE (MASTERS) (H21-BES-IOP-090

PRP: Ms Y Dube

PI: O Sebia

Your above-entitled application served at the *Faculty Ethics Committee of the Faculty of Business and Economic Science, (9 June 2021)* for approval. The study is classified as a negligible/low risk study. The ethics clearance reference number is **H21-BES-BUS-089** and approval is subject to the following conditions:

1. The immediate completion and return of the attached acknowledgement to lindie@mandela.ac.za, the date of receipt of such returned acknowledgement determining the final date of approval for the study where after data collection may commence.

2. Approval for data collection is for 1 calendar year from date of receipt of above mentioned acknowledgement.

3. The submission of an annual progress report by the PRP on the data collection activities of the study (form RECH-004 to be made available shortly on Research Ethics Committee (Human) portal) by 15 December this year for studies approved/extended in the period October of the previous year up to and including September of this year, or 15 December next year for studies approved/extended after September this year.

4. In the event of a requirement to extend the period of data collection (i.e. for a period in excess of 1 calendar year from date of approval), completion of an extension request is required (form RECH-005 to be made available shortly on Research Ethics Committee (Human) portal)

5. In the event of any changes made to the study (excluding extension of the study), completion of an amendments form is required (form RECH-006 to be made available shortly on Research Ethics Committee (Human) portal).

6. In the event of any changes made to the study (excluding extension of the study), RECH will have to approve such amendments and completion of an amendments form is required PRIOR to implementation (form RECH-006 available on Research Ethics Committee (Human) portal).

7. Immediate submission (and possible discontinuation of the study in the case of serious events) of the relevant report to RECH (form RECH-007 to be made available shortly on Research Ethics Committee (Human) portal) in the event of any unanticipated problems, serious incidents or adverse events observed during the course of the study.

8. Immediate submission of a Study Termination Report to RECH (form RECH-008 to be made available shortly on Research Ethics Committee (Human) portal) upon unexpected closure/termination of study.

9. Immediate submission of a Study Exception Report of RECH (form RECH-009 to be made available shortly on Research Ethics Committee (Human) portal) in the event of any study deviations, violations and/or exceptions.

10. Acknowledgement that the study could be subjected to passive and/or active monitoring without prior notice at the discretion of Research Ethics Committee (Human)

Please quote the ethics clearance reference number in all correspondence and enquiries related to the study. For speedy processing of email queries (to be directed to lindie@mandela.ac.za), it is recommended that the ethics clearance reference number together with an indication of the query appear in the subject line of the email.

We wish you well with the study.

Yours sincerely

Prof S Mago
Cc: Department of Research Capacity Development
Faculty Research Co-ordinator: Lindie van Rensburg

ACKNOWLEDGEMENT OF CONDITIONS FOR ETHICS APPROVAL

I, **Ms Y Dube** (PRP) of the study **THE INFLUENCE OF LEADERSHIP ON SERVICE DELIVERY IN THE DEPARTMENT OF EMPLOYMENT AND LABOUR, EASTERN CAPE (MASTERS) (H21-BES-IOP-090)** do hereby agree to the following approval conditions:

1. The submission of an annual progress report by myself on the data collection activities of the study by 15 December this year for studies approved in the period October of the previous year up to and including September of this year, or 15 December next year for studies approved after September this year. It is noted that there will be no call for the submission thereof. The onus for submission of the annual report by the stipulated date rests on myself.

2. Submission of the relevant request to Faculty RECH in the event of any amendments to the study for approval by Faculty RECH prior to any partial or full implementation thereof.

3. Submission of the relevant request to Faculty RECH in the event of any extension to the study for approval by Faculty RECH prior to the implementation thereof.

4. Immediate submission of the relevant report to Faculty RECH in the event of any unanticipated problems, serious incidents or adverse events.

5. Immediate discontinuation of the study in the event of any serious unanticipated problems, serious incidents or serious adverse events.

6. Immediate submission of the relevant report to Faculty RECH in the event of the unexpected closure/discontinuation of the study (for example, de-registration of the PI).

7. Immediate submission of the relevant report to Faculty RECH in the event of study deviations, violations and/or exceptions.

8. Acknowledgement that the study could be subjected to passive and/or active monitoring without prior notice at the discretion of Faculty RECH.

Signed: _Y.O.L Dube_   Date: 31/08/2021

APPENDIX C - LETTER OF APPROVAL: DEPARTMENT OF EMPLOYMENT AND LABOUR

Private Bag X117, PRETORIA, 0001, Laboria House, 215 Francis Baard Street, PRETORIA
Tel: (012) 309 7963, Fax: (012) 309 4532

11 October 2021

Enquiries: TN Dire
Telephone: 012 3094186

Ms. O Maleiba
Department of Employment and Labour
EASTERN CAPE

Dear Ms Maleiba

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN THE DEPARTMENT OF EMPLOYMENT AND LABOUR

Your signed letter requesting permission to conduct research refers.

Please be advised that your request to conduct research in the Department of Employment and Labour is approved.

Please be advised that you will treat the information derived from your research in the Department for the execution of your research as completely anonymous and confidential. Furthermore, the information will not be used for the purposes of victimizing the Department in any way. In addition, you must at all times be obliged to safeguard the confidential information in pursuant of your research. It must also be emphasised that no information must be used, reproduced, disclosed or disseminated to any organ of state, firm, corporation, person, including third parties, except with the express prior consent of the Department.

Private Bag X117, PRETORIA, 0001, Laboria House, 215 Francis Baard Street, PRETORIA

Tel: (012) 309 7963, Fax: (012) 309 4532

Furthermore, no data may be modified or merged with any other data, use it for any purpose or do any other thing that may in any manner whatsoever, affect the integrity, security or confidentiality of such data. You are further not to permit any third party to read, copy or use the data other than may be specifically required in terms of your request.

There can be no publication of articles in any journal or book or the like based on your research without the consent of the Department.

The research and its findings are to be made available to the Department.

You must sign the attached Undertaking in order that effect is given to the Department's approval.

We trust that the above is in order.

Yours sincerely,

Mr Thobile Lamati
Director-General: Labour
Date: 08/11/2021

APPENDIX D - INFORMED CONSENT FORM

Leadership and service delivery survey

Dear Participant

I am a student of Nelson Mandela University, currently enrolled for a Master's Degree in Human Resources and Labour Relations. One of the modules I must complete for the masters is a research project (EIB510). The topic of my research is **the influence of leadership on service delivery in the Department of Employment and Labour**. The following questionnaire was designed addressing aspects relating to this topic. I would really appreciate if you could spend a few minutes of your time completing this questionnaire. Completing the questionnaire by following the instructions, such as printing, completing and submitting the questionnaire in a sealed box with a slit to the human resources section, is considered as consent to participate in the study. Please note that commencement of the questionnaire will serve as consent by yourself to participate in the study.

The survey is anonymous therefore no personal identifying information is required. In addition, the results are only for academic purposes and only a summary of all the data received will be presented. Except for the researcher and the research supervisor, no other party will have access to the data collected.

Thank you for your co-operation and assistance as I anticipate your response.

Olivia Maleiba
CONTACT DETAILS
Tell (w): **041 506 5011**
Cell: **063 529 8133**
Email: Olivia.Maleiba@labour.gov.za

APPENDIX E - GATEKEEPER ADDRESS

Deputy Director: Human Resources Management
Department of Employment and Labour
(W) 043 703 4111 (C) 078 123 4567 (E) Siyabulele.Joko@labour.gov.za
Date: 11.08.2021

Ref: Leadership and service delivery survey

Dear Mr Joko

This is a request for your assistance in a research study as part of my master's class. The topic of this research is **the influence of leadership on service delivery in the Department of Employment and Labour, Eastern Cape Region**. The following questionnaire was designed, addressing aspects relating to this topic. I would need you to send the questionnaire via email to entry level positions up to level 6 serving the public as frontline and support staff.

As consent by the participant, they will be required to print, complete and submit the questionnaire in a secure drop-box that will be allocated at the human resources section of your labour centre. The study is anonymous and confidential as no personal identifying information is requested in the questionnaire; therefore, it is important to note that the study is low risk and has obtained ethical clearance from the Nelson Mandela University. You have the right to raise concerns regarding the study and report any problems during the study, to the researcher. Telephone numbers of the researcher are provided. Please feel free to call these numbers.

In addition, the results are only for academic purposes and only a summary of the all the data received will be presented. Except for the researcher and the research supervisor, no other party will have access to the data collected.

Thank you for your co-operation and assistance as I anticipate your response.

Olivia Maleiba (The Researcher)
CONTACT DETAILS
Tell (w): **041 506 5011**
Cell: **063 529 8133**
Email: Olivia.Maleiba@labour.gov.za

APPENDIX F - CONCEPTUAL MODEL

Leadership and service delivery

- Multi-level leadership
- Situational leadership
- Change leadership
- Holistic leadership
- Transformational leadership

Service delivery by managers

Service delivery by employees