

**UNIVERSITY OF KWAZULU-NATAL**

**IDENTIFYING LEADERSHIP STYLES FOR MANAGING EMPLOYEES AT A  
DURBAN ARCHITECTURAL FIRM**

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A dissertation submitted in partial fulfillment of the requirements for the degree of  
Master of Business Administration

Graduate School of Business and Leadership  
College of Law and Management Studies

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2014

## DECLARATION

I, Dean N. Wenlock, declare that:

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## **ACKNOWLEDGEMENTS**

I wish to express my sincere appreciation and gratitude to the following individuals, without whose assistance, this study would not have been possible:

- My supervisor, Ms Cecile Proches, for all her professional advice and guidance throughout the research.
- My family, for their support throughout my studies.
- My girlfriend, for her encouragement.
- The architectural firm, for allowing the research to be conducted at the firm.
- All the interview respondents, who participated in this research study.

## **ABSTRACT**

Architectural firms have owners who are rarely trained in management and how to manage employees. Managing an architectural firm requires the managers of the firm to have effective leadership styles for managing creative employees. This study proposed to identify what leadership styles managers should practice and how these leadership styles impact employees. The results of the study are intended to contribute to the development of managers into successful leaders. The aim of the study was to advance knowledge and assess the impact and importance of leadership in architectural firms. Managers and employees in architectural firms will benefit from the study. The theoretical areas that were used in the study included various leadership theories, traits, behavioural theories, contingency theories, and motivation theories. The objectives of the study were to indicate what leadership style works best in an architectural firm; to assess if creative employees of an architectural firm should be led differently; to find out what motivates employees at an architectural firm; and to study the effect of leadership styles on creative employees' job satisfaction. The qualitative research approach was used, with in-depth, semi-structured interviews being conducted with 14 current/former employees and two managers from a Durban-based architectural firm. Judgmental sampling was employed and thematic analysis and interpretation was used to analyse the data. The results of the study revealed that the managers use an informal, consultative leadership style that encourages employees to contribute and make decisions. The findings identified that the managers can implement a distributed, participative, and team leadership style. The findings also indicated that the respondents are intrinsically motivated by enjoyment of their architectural work and it was found that the respondents get job satisfaction from their passion for architecture.

## GLOSSARY

The following terms apply in this study:

- **BBBEE** - Broad-Based Black Economic Empowerment.
- **ISAA** - Institute of South African Architects.
- **KWIC** - Key Words In Context.
- **KZNIA** - KwaZulu-Natal Institute of Architects.
- **R** - Respondent.
- **SACAP** - South African Council for the Architectural Profession.
- **UKZN** - University of KwaZulu-Natal.

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# **CHAPTER ONE: INTRODUCTION TO THE RESEARCH**

## **1.1 Introduction**

The topic of the research study was leadership styles in a Durban architectural firm and the employees' preference of style. The study looked at research and theories based on leadership, leadership styles, leading creative employees, employee motivation, and employee job satisfaction. Managers must lead employees effectively and understand the importance of leadership, as the leadership style of managers has an impact on employees' motivation, job satisfaction, efficiency and effectiveness. Effective leadership styles will ensure that the firm has competent leaders that have the appropriate leadership skills to meet the demands of the architectural profession and to lead creative architectural employees. Due to confidentiality reasons the name of the Durban-based architectural firm will not be mentioned in the study. This chapter presents an overview of the architectural firm, the motivation and focus for the study, the problem statement, the aim and objectives of the study, the research questions, a preliminary literature review, the contribution of the study, the research methodology, the limitations of the study, and an outline of the chapters.

## **1.2 Background**

The architectural firm was founded in 1967, and is based in Durban, KwaZulu-Natal. The firm has widespread experience and knowledge in a variety of building types and development solutions (Architectural Firm, 2013).

Two partners manage the firm, which consists of professionals with over 35 years of knowledge in the building industry who take immense delight in successfully completing every building project. The structure and size of the business guarantees that a manager, backed by a committed group of technical and professional employees, individually administers every project (Architectural Firm, 2013).

The firm aims to provide their clients with quality building projects on time and inside budget. This is attained by properly understanding their client's necessities. The firm offers professional architectural, interior design, and project management services (Architectural Firm, 2011).

The firm also mentors students from the School of Architecture at the University of KwaZulu-Natal (UKZN) and the Architectural Department at the Durban University of Technology (Architectural Firm, 2013).

The firm consists of three architects, one consultant architect, two senior architectural technologists, three architectural technologists, a financial administrator, and a receptionist/office administrator. The firm is managed by two architects.

The firm has always had a combination of younger and older employees, which leads to different experience levels. The firm requires senior skilled and experienced employees who have bigger tasks as well as junior employees to help with less demanding work, which lets them gain experience and develop within the firm.

The firm is associated with the Institute of South African Architects (ISAA) and the KwaZulu-Natal Institute of Architects (KZNIA). The firm has a Level One BBBEE Contributor Rating (Architectural Firm, 2011).

Currently the managers manage their employees based on their knowledge of management and years of experiencing how managers managed them.

### **1.3 Motivation for the Study**

The study was motivated by the researcher's interest in leadership. It was necessary to gather the respondents' viewpoints to find out how they perceived leadership styles, leadership, motivation, job satisfaction and what they thought was needed to

provide effective leadership in the firm. Leadership styles were defined by DuBrin (2013) as the comparatively reliable pattern of conduct that typifies a leader, while motivation was defined by Daft (2008) as the external or internal forces of a person that stimulate persistence and eagerness to follow a sure course of action. Job satisfaction was defined by Jones and George (2011) as the compilation of beliefs and feelings that managers have about their jobs. The researcher believes that an understanding of the respondents' positive and negative perceptions of the managers' leadership styles could provide useful information for solving issues and challenges in the firm. The information collected from the respondents could thus contribute to the improved performance and success of the firm. Toor and Ofori's (2008) research found that leadership can contribute to improving business performance. This study thus aims to advance knowledge and assess the impact and importance of leadership in architectural firms.

#### **1.4 Focus of the Study**

Kasapoglu (2011) stated that leaders considerably influence the performance, attitudes, and behaviours of employees. Architectural firms have partners who are not often trained in management and how to manage employees, however. Anand, Prasda, Sinha and Prakhya (2013) noted that knowledge workers are unlike others in the workforce by virtue of their rational thinking, intelligence levels, competence and higher educational background. Managing an architectural firm requires the managers of the firm to have effective leadership styles for managing more creative employees than other service professions. Drucker (1993) claimed that experience in managing knowledge workers has shown that traditional management styles do not produce the desired results. Tampoe's (1993) research has pointed out that traditional motivational theories have very limited effect on knowledge workers. The primary purpose of this study was to identify what leadership styles managers should practice and how these leadership styles impact employees.

## 1.5 Problem Statement

Toor and Ofori (2008) noted that the building industry has paid too much attention to 'management' and excluded 'leadership'. Daft (2008) defined management as the achievement of business objectives in a well-organised and effectual way through controlling, planning, directing, and organising business resources. Leadership was defined by DuBrin (2013) as the ability to encourage support and self-assurance amongst employees who are required to meet their business objectives. Management and leadership must be assimilated effectually in businesses in order to lead to high performance and attain results (Daft, 2008).

Daft (2008) further asserted that the role of a leader is to create a situation where employees' higher desires and the business' desires can be met at the same time. DuBrin (2013) stated that effective leadership attains outcomes that are desirable such as satisfaction, productivity, and quality in a given circumstance.

In the last few years, one of the managers from the architectural firm with over 40 years' experience was replaced with a young employee from the firm who had no management skills and only a few years of work experience. The organisational environment of the firm has changed and as a result two employees left the firm last year due to management issues. Enshassi and Burgess (1991) claimed that managers must be sociable, reachable, and sympathetic of their employees' traits. The leadership styles of the managers and the way they manage their employees need to be investigated, as managing employees is important to be a successful firm. This study proposes to identify leadership styles for managing employees at an architectural firm. It has been observed that the current leadership styles of the managers do not seem to be effective, there is non-existent motivation, and employees' job satisfaction is at an all-time low.

## **1.6 Aim and Objectives of the Study**

The aim of the study was to investigate the leadership styles for managing employees at a Durban-based architectural firm.

The objectives were:

- to indicate what leadership style works best in an architectural firm;
- to assess if creative employees of an architectural firm should be led differently;
- to find out what motivates employees at an architectural firm; and
- to study the effect of leadership styles on creative employees' job satisfaction.

## **1.7 Research Questions**

- What leadership style works best in an architectural firm?
- How should creative employees be led at an architectural firm?
- How can employees be effectively motivated by managers at an architectural firm?
- What is the impact of leadership styles on creative employees' job satisfaction?

## **1.8 Preliminary Literature Review**

The literature review examines leadership, effective leadership, leadership types, leadership theories, leadership styles, leadership behaviours, knowledge workers, motivation, motivation theories, and job satisfaction.

Leadership theories consist of Fiedler's contingency model, which identifies whether a leader is relationship-oriented or task-oriented and matches their leadership style to the circumstance (Daft, 2008). The contingency theory offers the most efficient analysis of intricate circumstances and boosts the probability of suitable measures to

be taken (Méndez, Muñoz and Muñoz, 2013). Hersey and Blanchard's situational theory asserted that leaders can change their relationship or task style to accommodate the willingness level of their employees (Robbins, Judge, Odendaal and Roodt, 2009).

Motivation theories: Daft (2008, p.225) stated that "Maslow's hierarchy of needs proposes that individuals satisfy lower needs before they move on to higher needs". He also noted that "Herzberg's two-factor theory holds that dissatisfiers must be removed and motivators then added to cause high motivation". McClelland's theory affirmed that "people are motivated differently depending on which needs they have acquired" (Daft, 2008, p.225).

## **1.9 Contribution of the Study**

Architectural firms, professionals, consultants in the construction industry, managers and employees in architectural firms may benefit from the study. The findings of the research are envisioned to enhance the development of managers into effective leaders. The researcher believes that the study can help raise awareness amongst managers and employees of leading architectural firms.

## **1.10 Research Methodology**

Research methodology is a technique for collecting the information required to answer the research questions. The two research methods that can be used are qualitative research and quantitative research. The research methodology chosen for this study was qualitative research, because it aimed to gain an understanding of the architectural firm by interviewing past and present employees, as well as managers of the firm. Qualitative research involves learning, generating new knowledge, respondent's experiences, human behaviour, perceptions, beliefs, opinions, needs, values, respondent's perspectives, emotions, openness, and respondents' own understanding (Mack, Woodsong, Macqueen, Guest and Namey, 2005). The sample

was the current managers and current/former employees from the architectural firm. In-depth, semi-structured interviews were conducted with 14 current/former employees and the two current managers from the architectural firm. In-depth interviews aim at understanding respondents' viewpoints on their experiences and situations conveyed in their own words. Judgmental sampling was used, which is when a sample is selected according to the respondents' ability to provide the required data for the researcher's study.

Ethical Clearance Approval (Appendix 3) was obtained from UKZN before the interviews could be conducted. Before each interview commenced, an Informed Consent Letter (Appendix 2) was signed by all of the respondents, which consisted of employees and managers. The informed consent letter was required for ethical reasons by UKZN.

The data collected from the interviews was transcribed and then analysed utilising thematic analysis and interpretation. Thematic analysis addresses the researcher's questions, recognising pertinent ideas, patterns, and themes. The data was analysed by coding, identifying themes, making comparisons, categorising information, and explaining experiences. Similarities and differences in the findings were noted.

### **1.11 Limitations of the Study**

The study was limited to the current and former employees and managers from the Durban-based architectural firm. It would have been beneficial if the study had also investigated managers and employees from other architectural firms in Durban for comparison purposes, as the bigger the sample the more diverse the responses may have been. The amount of time it took to conduct the interviews and transcribe the interviews was surprising. Trustworthiness and triangulation was a limitation to the study.



Factors such as experience and knowledge could affect managers' and employees' abilities in the firm. Organisational factors are difficult to control and can affect leaders' abilities, knowledge, and skills. The researcher and his supervisor decided to limit the study to interviewing 16 respondents at the architectural firm due to the time allowed for this research study, the required depth of qualitative research and the analysis of results.

## **1.12 Structure of the Dissertation**

### **Chapter One: Introduction**

The chapter presents an overview of the architectural firm; the motivation and focus for the study; the problem statement, aim and objectives of the study; the research questions; a preliminary literature review; the contribution of the study; the research methodology; the limitations of the study, and an outline of the chapters.

### **Chapter Two: Literature Review**

The chapter presents a review of the literature on leadership, effective leadership, leadership types, leadership theories, leadership styles, leadership behaviours, knowledge workers, motivation theories, and job satisfaction.

### **Chapter Three: Research Methodology**

The focus of this chapter is the research design, research methods used, aim and objectives of the study, participants and location of the study, data collection, data analysis, and validity and reliability.

## **Chapter Four: Results and Discussion**

The chapter concentrates on presenting the findings and discussion of the research. The discussion and interpretation of the data collected focuses on the main themes that emerged from the data analysis. This enables the researcher to determine if the purpose of the study was attained and to compare the results with previous research studies.

## **Chapter Five: Conclusion and Recommendations**

The final chapter concludes the research by presenting the key research findings, the implications of the research, recommendations for the architectural firm to solve the research problem, and recommendations for future research.

### **1.13 Summary**

This study looks at leadership styles in an architectural firm and also considers motivation, communication and job satisfaction amongst employees. The managers and employees form an architectural firm - not just one or the other. Both are important aspects and they need each other; when one is affected, directly or indirectly the other is influenced. Based on this, divisions in an architectural firm will not be desirable for employees, managers, and the success of the architectural firm. Unfortunately, however, architectural firms have owners who are rarely trained in management and how to manage employees.

The problem statement emphasises the issues faced by employees of the architectural firm, which led to the leadership styles of the managers and the way they manage their employees to be investigated.

The study aims to advance knowledge and assess the impact and importance of leadership in architectural firms. The study was undertaken in order to provide

valuable information to the architectural firm. The research objectives and questions aim to identify leadership styles for managing employees at a Durban-based architectural firm. The research findings are envisioned to improve the development of managers into effective leaders, and will be useful for making recommendations to the managers and employees.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

The chapter presents a review of the literature on leadership, effective leadership, leadership types, leadership theories, leadership styles, leadership behaviours, knowledge workers, motivation, motivation theories, and job satisfaction. The literature review consists of primary data from books and academic journals. Previous research study results on leadership styles and leadership are also examined and the author's viewpoints on leadership styles and leadership are established. Finally, the literature review looks at leadership styles employed in the construction industry.

### **2.2 Leadership**

DuBrin (2013) defined leadership as the aptitude to encourage support and self-assurance between the employees who are required to attain the business objectives, while Kohnen (2003) stated that leadership is an affiliation among employees to encourage and inspire them. Jones and George (2011) believed that leadership is the procedure by which a leader influences employees by motivating, inspiring, and directing their work activities to help achieve business ambitions.

Daft (2008) defined management as the achievement of business objectives in a well-organised and effectual way through controlling, planning, directing, and organising business resources. DuBrin (2013) also added that managers organise, control, and plan.

DuBrin (2013) noted that leadership deals with motivation, change, influence, and inspiration; while management deals with upholding equilibrium and the status quo. Leadership is cooperation between followers and leaders, and it is necessary for a business to have a vision of what it can develop into and rally individuals to achieve it.

Table 2.1 compares management to leadership in the following areas: building relationships, creating leader outcomes, developing personal qualities, providing direction, and aligning followers who are important to business performance.

**Table 2.1: Comparing Management and Leadership**

	Management	Leadership
Direction:	Planning and budgeting Keeping eye on bottom line	Creating vision and strategy Keeping eye on horizon
Alignment:	Organizing and staffing Directing and controlling Creating boundaries	Creating shared culture and values Helping others grow Reducing boundaries
Relationships:	Focusing on objects – producing/selling goods and services Based on position power Acting as boss.	Focusing on people – inspiring and motivating followers Based on personal power Acting as coach, facilitator, servant
Personal Qualities:	Emotional distance Expert mind Talking Conformity Insight into organization	Emotional connections (Heart) Open mind (Mindfulness) Listening (Communication) Nonconformity (Courage) Insight into self (Character)
Outcomes:	Maintains stability; creates culture of efficiency	Creates change and a culture of integrity

Source: Daft (2008, p.16)

Daft (2008) claimed that management and leadership must be assimilated effectually into businesses in order to lead to high performance and attain results, and leadership must add to management and not replace management. He further commented that management strives to improve effectiveness and uphold steadiness, while leadership is about motivating and inspiring followers, creating

change within a culture of integrity, creating a vision for the future, and developing personal qualities. Daft (2008) believed that businesses must be led and managed and that leadership can be developed and learned.

DuBrin (2013) claimed that numerous businesses have substitutes for leadership that provide incentives and guidance to perform, which makes the role of the leader practically unnecessary. These factors are highly trained cohesive teams; employees who are intrinsically satisfied by their work; and employees integrating professional norms.

Leaders persuade employees to discover significance and value in their jobs and make an environment where employees can thrive. Daft (2008) noted that when employees are completely engaged with their work, job satisfaction increases. Leaders also create an atmosphere that determines employee engagement.

DeVries and Bakker-Pieper's (2010) research showed that human-orientated leadership and charismatic leadership are mostly communicative, while task-orientated leadership is less communicative. Tabassi and Bakar (2010) identified the following elements that are essential to leadership: influence, perseverance and intelligence; a procedure; entails goal achievement on time and within budget; intercedes in personal expansion and exploration; and arises within a group context.

Pearce (2004) said that usually leadership is envisioned around the thought that one individual is 'in charge' while the rest of the individuals are followers, but added that recent research points out that leadership can be communal amongst team individuals, who turn to the individual with the main skills, abilities, and knowledge for any particular concerns facing the group at any given moment.

Toor and Ofori (2008) noted that the building industry has placed too much attention on 'management' and excluded 'leadership'. Their study stated that there has been a rising acknowledgment of the significance of leadership and the function it plays in

delivering successful building projects in recent years, and found that leadership can contribute to improving business performance.

Yuan and Lee (2011) said that leadership is a significant executive task helping to maximise competence, effectiveness and attain business goals. Amar, Hentrich and Hlupic (2009) found that leadership involves instilling in employees a sense of responsibility for the organisation and assisting employees to feel engaged and empowered.

Amar, Hentrich, Bastani and Hlupic (2012) suggested that leadership should be shared with employees; involve employees in the process of making decisions; and encourage employees to become leaders and achieve business objectives. They claimed that leaders can develop innovation by drawing on employees' experience, knowledge, and abilities to better react to the business environment. The authors also recommended that leaders make employees feel empowered at work and engaged with the business; and build a character of responsibility with shared values to bond employees. Amar et al., (2012) further believed that managers have to discard their logic of uncertainty and manage for achievement by unleashing limitless growth and efficiency from innovation. They claimed that managers must learn how to diffuse leadership if they cannot do the work themselves.

Hyatt, Hyatt, and Hyatt (2007) commented that leaders must show leadership of a high level that will lead to effective interpersonal relationships with employees, while Ivancevich, Konopaske and Matteson (2005) stated that the variables every leader must deal with are the work environment in which the employees and the job exist; the employees being led; and the tasks the employees are executing.

Kasapoglu (2011) believed that the leader considerably influences the performance, attitudes, and behaviour of employees, while Callahan, Fleenor, and Knudson (1986) noted that traditional leadership activities establish the direction for employees and communicate the direction for employees to move in. Kohnen (2003) commented that

leadership is a connection between individuals, and even though technology can help, clarify, or ease the means of communication, it cannot produce autonomous thought that will encourage, motivate or change behaviour.

DeRue and Wellman (2009), Kolb (1984), McCall (1998) and Petriglieri (2011) found that the skills, learning from experience, talent and experience of leading and following are ways through which leaders develop.

Lawler III (2008) believed that managers must guarantee that they realise their competent employees' needs and concerns, and commented that managers must listen to employees, gather direct feedback from them, and have weekly meetings with employees where suggestions, ideas, feedback, complaints, and recommendations can be voiced.

Lawler III (2008) noted that managers have to create an open-door policy so that employees know that they can talk to them if they have an issue, and managers must assure employees in person that it is safe to do this and feedback will be taken critically. Lawler III suggested that managers should aim to engage employees emotionally and intellectually so that they can enjoy doing their best work there.

Pollack (2013) said that learning from colleagues, completing good design work, and improving one's professional efforts are certainly vital to future success, while Buschmann (2012, p.96) stated that "the only feasible way for architects to balance all their duties is through leadership". Daft (2008) suggested that in order to have a good impact, leaders must build relationships with employees; listen to their goals and desires; and encourage teamwork. Robbins et al., (2009) believed that numerous individuals with leadership prospective can enhance their skills through coaching, rotating job responsibilities, mentoring, and formal courses/workshops.



### **2.3 Effective Leadership**

Effective leadership depends on being flexible and developing analytic abilities. Daft (2008, p.321) claimed that “effective leaders exhibit both transactional and transformational leadership patterns”, and commented that the role of the leader is to create circumstances in which employees' higher desires and the business' desires can be met at the same time.

DuBrin (2013) commented that effective leadership attains outcomes that are desirable such as satisfaction, productivity, and quality in a given circumstance. Effective leaders also display a degree of flexibility and versatility. DuBrin stated that the cognitive factors that are significant for effective leadership are creativity, knowledge of the business, insight into situations and employees, practical competence, and analytical intelligence.

Jones and George (2011) believed that leaders escalate their businesses' probabilities of success by exerting influence over employees to assist them to meet their objectives. DuBrin (2013) commented that leading by example is an effectual technique to influence employees, and added that effective leaders help employees achieve good quality, job satisfaction, customer gratification, and output. Daft (2008) noted that group performance is attributed to the leader developing an optimistic affiliation with every employee.

DuBrin (2013) claimed that effective leaders are exceptional motivators and coaches, and that the role of the manager and leader emphasises coaching. He suggested that the right attitude, behaviours, and abilities are required for effective leadership. Robbins et al., (2009) commented that effective managers must build trusting relationships with their employees.

DuBrin (2013) defined emotional intelligence as understanding people, having the aptitude to comprehend people's feelings, and being able to regulate a person's

feelings to add to their quality of life. The emotions and moods leaders experience at work and their ability to efficiently control these feelings can affect their efficiency as leaders. Supporting and encouraging creativity among employees are ways in which emotional intelligence can contribute to leadership effectiveness (Jones and George, 2011). DuBrin (2013, p.97) commented that emotional intelligence encompasses the following traits: “self-awareness, self-management, social awareness and relationship management”.

Leadership effectiveness is reliant on the following variables: the leadership style and behaviour of the leader; the external and internal environment; the characteristics of the employees; and the traits and characteristics of the leader (DuBrin, 2013).

Personality traits linked with effective leadership are trustworthiness; extraversion; self-confidence; enthusiasm; kindness; humility; optimism; core self-evaluations; a sense of humour; authenticity; assertiveness; courage; an internal locus of control; passion for the work and employees; adaptability and flexibility; and emotional intelligence (DuBrin, 2013). These personality traits are related to task achievement. Hawkins (2009), meanwhile, believed that leaders must include systems thinking within their businesses, display specific work practices and engage employees.

## **2.4 Leadership Types**

### **2.4.1 Transactional Leadership**

Ozorovskaja, Voordijk and Wilderom (2007), Daft (2008) and Chan and Chan (2005) asserted that transactional leadership is a deal or barter procedure amongst leaders and employees. It simplifies the task and role necessities of employees, supplies suitable rewards, and creates structure. Transactional leadership includes management by exemption and contingent reward conduct.

According to Chan and Chan (2005), the most important behaviour used under transactional leadership is contingent reward. Elkins and Keller (2003), Judge and Piccolo (2004), and Bono and Judge (2004) agreed that transactional leaders persuade employees with contingent rewards in exchange for their hard work, administer employees intently and obtain remedial action when required, or inertly administer employees and take measures when necessary.

Chan and Chan (2005) argued that transactional leaders put out a list of accomplishments and performance instructions for their employees, against which compensation such as promotions, money, and commendations are given in return. Robbins et al., (2009) asserted that transactional leaders have the following characteristics: contingent reward; evade decision-making; relinquish responsibilities; manage by exception; and only intervene if standards are not met.

#### **2.4.2 Transformational Leadership**

Caldwell, Dixon, Floyd, Chaundoin, Post and Gaynor (2012) defined transformational leadership as an extremely moral standard of leadership that gains the admiration of society and employees. Ozorovskaja, Voordijk and Wilderom (2007) and Jones and George (2011) said that transformational leadership is founded on the thought of motivating employees to do more than they at first considered likely or planned, and is comprised of idealised traits and conduct, intellectual stimulation, inspirational motivation, and individualised thought.

Burns (1978) believed that transformational leadership allows leaders to respect synergistic obligations due to both businesses and individuals. Caldwell et al., (2012) noted that transformational leadership motivates followers who are dedicated to quality and to individuals who search for ethical solutions. According to Lowe, Kroeck and Sivasubramanian (1996), transformational leadership is connected to motivation and employee contentment.

Chan and Chan (2005, p.420) found that “building professionals use transformational leadership more frequently than transactional leadership in their work”. The study also found that “under transformational leadership, the most prominent behaviour used is inspirational motivation” (Chan and Chan, 2005, p.420). Transformational leadership works best in the building industry because the nature of work is characterised by constant changes in the working environment. The norm for professionals has always been meeting stringent requirements of quality, time, safety and cost (Chan and Chan, 2005).

Rehman and Waheed (2012) asserted that transformational leaders aim to make a vision of the future; are trusted, valued, admired and charismatic; are role models for their followers; push for creativity from followers; and motivate followers to question the status quo.

Tabassi and Bakar (2010, p.245) found that research depicts “the level of leaders’ orientation for people and task in their leadership style as well as their transformational leadership qualities in regards of developing followers into leaders, inspire followers to go beyond their own self-interest and give employees empowerment”. Tabassi and Bakar (2010, p.248) noted further that “transformational leadership leans on intangible objectives such as vision, shared values and ideas for the purpose of developing relationships, giving wide sense to the individual activities”. The authors further suggested that transformational leadership is frequently based on the individual qualities, values, morals, and beliefs of the leader.

Judge and Piccolo (2004) pointed out that many research studies have looked at transformational leadership behaviours and have highlighted their efficiency in directing followers’ hard work.

Chan and Chan (2005, p.414) said that “transformational leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality”. Burns (1978) noted that

transformational leaders may be able to lift employees from a lower level of needs to a higher level of needs in accordance with Maslow's hierarchy of needs.

Keller (1992) commented that transformational leaders frequently serve as a teacher, mentor, and coach to add a sense of devotion and allegiance from their followers. Hawkins (2009) said that transformational leaders focus on building reliance with their employees, while Burns (1978) and Bass (1985) agreed that transformational leaders are distinguished through lifting the level of alertness of followers about the significance of attaining the necessary strategy, vision, and outcomes; getting followers to ascend above their personal self-interest for the benefit of the business; and intensifying followers' collection of desires by elevating their alertness to improve themselves and what they are trying to achieve.

Bass (1985) asserted that transformational leadership is significant in that it stimulates transcendental happiness in followers and lifts their aspiration and desire levels, which will ultimately create greater employee value and satisfaction. Kollenscher, Ronen and Farjoun (2009) noted that transformational leadership focuses on interpersonal influence meant to uplift employees' prospects. "Transformational leadership elevates the concerns of followers from lower level physical needs (such as safety and security) to higher-level psychological needs (such as self-esteem and self-actualization)" (Daft, 2008, p.321).

Chan and Chan (2005) and Daft (2008) claimed that transformational leadership motivates followers to go further than their own self-interests for the good of the business; transformational leaders inspire followers to believe in the vision and to follow them. They also build trust, adopt a long-range perspective, are strong on ethical reasoning, and commit to greatness (DuBrin, 2013). Transformational leaders are extraverted, charismatic, encourage individual employee development, provide supportive leadership, and create a vision. DuBrin (2013) noted that importance is placed on leading by example, empowerment, and innovative thinking. Robbins et al., (2009) commented that transformational leaders have the following characteristics:

offer vision; inspire pride; gain admiration and trust; inspire and motivate; stimulate; are intelligent; cautious; solve problems rationally; and give employees personal attention.

Transformational leadership can engage employees in positive behaviour and can lift employees to a greater level of thinking. Transformational leadership is linked to employee job satisfaction, employee motivation, leader job performance, leader satisfaction, leader efficiency, and business performance (DuBrin, 2013). Chan and Chan (2005) suggested that transformational leadership can enhance transactional leadership by creating better levels of employee job satisfaction. Ozorovskaja, Voordijk and Wilderom (2007) found that current leadership research states that combining transactional leadership and transformational leadership is extremely important and can create effective leaders, i.e. transactional leadership and transformational leadership complement each other.

### **2.4.3 Servant Leadership**

Daft (2008) defined servant leadership as leaders who go beyond self-interest to serve the desires of other individuals, assist employees develop, and provide opportunities for other individuals to gain emotionally and materially. Jones and George (2011) said that servant leaders have an aspiration to work and serve for the benefit of other individuals.

Servant leaders are dedicated to helping employees fairly rather than attaining their personal goals. DuBrin (2013) noted that the features of servant leadership are listening to employees, stimulating trust by being dependable, inserting service ahead of self-interest, lending a hand, and focusing on what is practical to attain.

Hawkins (2009) commented that servant leaders concentrate on motivating employees and teamwork. They primarily care about the desires of employees and focus on comprehending what those are, and then they work towards improving their

well-being. Servant leaders have sympathy and a logic of consciousness for what is happening around them. They undertake the role of peace-maker and assess what has happened previously and what is happening currently in the business.

#### **2.4.4 Hands-On Leadership**

Boykins, Campbell, Moore and Nayyar (2013) saw hands-on leaders as having the ability to assume a leadership role, steering from the front, and being able to work with employees to achieve the objectives of the business.

Hands-on leaders create a modeling behaviour and vision. Hands-on leadership involves a combination of guidance with management, provides consistent feedback, establishing coaching sessions with employees, leads by example, and has open communication with employees (Boykins et al., 2013). These leaders are involved with their employees working on jobs and are engaged in similar work as their employees, and are aware of employees that require training or coaching (Boykins et al., 2013). Hands-on leaders get involved in the processes and details of operating the business directly (DuBrin, 2013).

#### **2.4.5 Democratic Leadership**

Val and Kemp (n.d.) asserted that democratic leadership is about leaders who take a relaxed but controlled approach to leading employees. They hold discussions with their employees when they approach a problem, consider their suggestions and then make the final decision as to what approach is appropriate. Daft (2008) commented that a democratic leader inspires involvement, depends on knowledge from employees for tasks to be completed, and is contingent on employee admiration for impact. Daft (2008) and DuBrin (2013) believed that a democratic leader controls and delegates authority to employees.

Boykins et al., (2013) claimed that democratic leadership highlights the significance of employee participation and is about improving employee consensus. According to DuBrin (2013) and Boykins et al., (2013), democratic leaders include employees in the decision-making process. DuBrin (2013) added that democratic leadership is for managing competent employees who are willing to take responsibility, while Boykins et al., (2013) noted that democratic leaders encourage ingenuity amongst employees and employees are extremely engaged in projects. DuBrin (2013) commented that democratic leadership is mentioned as being laissez-faire leadership because it is extreme macro management. He added that research has found that employees managed by a laissez-faire leader experience role vagueness.

Val and Kemp (n.d.) noted that leaders get suggestions from other employees to come to an agreement when trying to solve an issue. The leaders then consult each other and come to a verdict as to what they will do.

#### **2.4.6 Charismatic Leadership**

Caldwell et al., (2012) commented that charismatic leaders create a leader-employee association in which leaders make a strong individual connection with employees. Yuan and Lee (2011) and DuBrin (2013) noted that charismatic leaders are creative thinkers and have astounding behaviour, a strong belief, superb communication abilities, high self-confidence, and a strong need for power. Daft (2008) and DuBrin (2013) believed that charismatic leaders express a vision for the future, are tactful, motivate confidence and trust, have self-promoting traits, and often undertake personal risks to influence employees. Jones and George (2011) commented that a charismatic leader is an enthusiastic leader who is capable of communicating their vision for the future, while Daft (2008) asserted that charismatic leaders have the aptitude to inspire followers to perform more than they would normally.

Robbins et al., (2009) stated that charismatic leaders have the following significant characteristics: are articulate; have vision; take on individual risk; engage in



unconventional behaviours; and are sensitive to employees' needs. DuBrin (2013) suggested that an individual can add to their charisma by recalling individual's names; being positive, honest, eager, rationally importunate, and vigorous; exhibiting an in-your-face attitude; and making visions for followers.

#### **2.4.7 Autocratic Leadership**

Val and Kemp (n.d.) asserted that autocratic leadership is when the leader comes up with a solution and makes decisions for the employees based on their observations, needs and importance. Daft (2008) and Val and Kemp (n.d.) commented that when an autocratic leader is required to make a decision, they come up with a solution on their own. They also resolve problems and make decisions for the group based on what the leader feels is necessary or most significant for the majority of group members (Val and Kemp, n.d.).

Daft (2008) said that autocratic leaders tend to derive power and centralise authority from coercion, position, and control of rewards. Followers have no say in creating purpose and meaning of their work, and have no option as to how they do their work (Daft, 2008). The mindset of autocratic leadership accentuates tightfitting, top down power; follower specialisation and standardisation; and management by impersonal analysis and measurement (Daft, 2008).

Daft (2008) and DuBrin (2013) commented that autocratic leaders retain nearly all of the power for themselves and make decisions confidently. Daft (2008) noted that autocratic leaders are believed to be task-oriented because emphasis is heavily placed on getting tasks completed, while DuBrin (2013) asserted that autocratic behaviours comprise of telling individuals what to do, affirming power, and helping as an ideal for group members.

#### **2.4.8 Command and Control Leadership**

Boykins et al., (2013) believed that command and control leadership is functional in circumstances where the leader is more knowledgeable about what is required to carry out an objective. Command and control leadership is used mostly when working with uninformed people about a particular task or when there is a crisis. Command and control leaders work best when employees expect direct leadership.

Boykins et al., (2013) noted that command and control leadership can be accommodating in getting a business back on the correct path. Command and control leaders are exceptional at solving problems, dealing with challenges, and finding answers or alternate methods of handling circumstances. Command and control is also focused on retaining control over procedures and individuals within a business.

#### **2.4.9 Coalitional Leadership**

Daft (2008) said that coalitional leadership entails assembling an alliance of individuals who follow the objectives of the leader and can help persuade others to apply the decisions of the leader and attain the objectives. Coalitional leaders visit clients and other stakeholders; break down obstacles and encourage cross-silo collaboration; conduct informal interviews with employees; and find out which employees support the strategies and objectives for the business.

#### **2.4.10 Relations-Oriented Leadership**

Boykins et al., (2013) noted that relations-oriented leadership focuses on motivating employees as well as looking out for their overall interests, and the leaders try to make themselves available as often as possible for employees who require advice. The authors added that relations-oriented leaders encourage involvement and operating as a team to achieve aims; encourage teamwork; inspire robust communication; and motivate the use of good cooperation. Relations-oriented leaders

are friendly and treat team members equally (Boykins et al., 2013).

#### **2.4.11 Laissez-faire Leadership**

DuBrin (2013) claimed that laissez-faire leadership provides team members with the liberty to essentially do what they desire with nearly no guidance. He found that laissez-faire leadership was connected with negative outcomes in preceding research. Val and Kemp (n.d.) commented that laissez-faire leadership is when employees are able to work problems out and make their way through a journey without too much additional supervision.

Chan and Chan's (2005) study found that laissez-faire leadership is not used often in the building profession, and laissez-faire leaders frequently do not make decisions, do not give feedback or rewards, and do not participate with colleagues in discussions. Laissez-faire is the nonexistence of leadership and these leaders evade responsibility. Val and Kemp (n.d.) noted that laissez-faire leadership occurs when employees are able to work out project issues without a great deal of guidance; laissez-faire leaders allow employees to come up with decisions on their own. The leader encourages employees to solve problems and think critically without letting employees depend on them for the final decision.

#### **2.4.12 Coaching Leadership**

Boykins et al., (2013) said that coaching leadership assists with long-term employee growth, increases morale, is extremely effective, and is emotionally intelligent. Coaching leaders help team members build long-term individual strengths, encourage capability and self-assurance, promote team and employee excellence, develop a high commitment to shared aims and produce leaders of value.

DuBrin (2013) suggested that successful coaching concentrates on the growth of individuals; necessitates having talented employees; and relies on a great amount of

relational trust and risk on the part of both people in the affiliation. Coaching leaders are capable of increasing group members' morale by finding their areas of strength and weakness and tying these in with their job objectives, and are also capable of assigning tasks that are challenging (Boykins et al., 2013).

#### **2.4.13 Participative Leadership**

These leaders are approachable, welcoming, make work enjoyable for employees, impart confidence and make it easy for employees to take part in decision-making (Kasapoglu, 2011).

Daft (2008) stated that the mindset of participative leaders is paternalistic because the objectives and purpose are determined by them; the rewards are decided by them; and the final decisions are made by them. He added that followers are expected to make suggestions for quality improvements, act as group performers, and take more accountability for their own work, but they are not permitted to be partners in the business. Daft asserted that participative leaders are accountable for results and can act as coaches and mentors, and claimed that participative leaders give up some of their power, but they are still accountable for the performance, morale and emotional well-being of employees. DuBrin (2013) noted that participative leaders share in decision-making with team members. Participative/collaborative leadership is appropriate for managing capable individuals who are enthusiastic to presume accountability (DuBrin, 2013).

#### **2.4.14 Spiritual Leadership**

Daft (2008) defined spiritual leadership as displaying the behaviours, values, and attitudes essential for inspiring followers and oneself. He claimed that many leaders who perform spiritual leadership are good leaders, and that business performance and the well-being of employees can be improved by the values of spiritual leadership.

#### **2.4.15 Ethical Leadership**

Toor and Ofori (2009) believed that ethical leadership is linked to employee satisfaction with the leader, employee readiness to put in additional effort, transformational leadership, and leader efficiency. Ethical leaders are required to display high ethical standards and conduct. Elci, Sener, Aksoy and Alpkın's (2012) study found that leader effectiveness and ethical leadership both at the same time assists in reducing employees' turnover intention and work related stress. Elci et al., (2012) claim ethical leaders engage in communicating, transparency, promote ethical behaviour between employees, and reward employee ethical behaviour. Tabassi and Bakar (2009) comments leadership must be ethical to be successful and effective in the long term. Weiss (2002) believes ethical leadership can help form businesses, and teams that care for ethical behaviour.

#### **2.4.16 Empowering Leadership**

Chuang, Jackson and Jiang (2010) believed that empowering leadership is mainly applicable in knowledge intense situations and that empowering leadership complements knowledge employees who frequently address intricate, unclear problems that need imaginative solutions and personal judgment.

#### **2.4.17 Architectural Leadership**

Kollenscher, Ronen and Farjoun (2009) believed that architectural leadership is an innovative approach to leadership which aims to help executives attain performance enhancement, overcome barriers, improve value, and implement strategies. The authors stated that architectural leadership is founded on extensive knowledge and has been successfully applied in businesses, governmental organisations, and a variety of industries as a means of creating value and competitive advantage.

Kollenscher et al., (2009) established the principles of architectural leadership that executives can apply, depending on the situations, as:

- *Alignment and drive* - Leadership accountability and focusing on adding value.
- *Design and execution* - Teamwork, systematic analysis and operation, continuous improvement, and lateral cooperation.
- *Implementation support and follow up* - Using support systems, applying performance measures, and getting ready for the transition period.

Kollenscher et al., (2009) claimed that architectural leadership adds to organisational growth, harnesses employees to achieve the business' goals, values improvement, encourages initiatives, and nurtures leadership. Kasapoglu (2011, p.362) stated that "employer architect leadership and the relationship of the leader architect with the team members is directly related to the achievement of the design project", and asserted that "it is dependent on the leader architect to create a team spirit and an atmosphere that encourages employee architects to excel".

#### **2.4.18 Contingency Models**

Daft (2008, p.60) defined contingency models of leadership as methods that look to delineate the characteristics of followers and circumstances and scrutinise the leadership styles that can be used successfully. Jones and George (2011) explained the focus and key contingencies of the three contingency models of leadership in Table 2.2 below.

**Table 2.2: Contingency Models of Leadership**

Model	Focus	Key Contingencies
Fiedler's contingency model	Describes two leader styles, relationship oriented and task-oriented, and the kinds of situations in which each kind of leader will be most effective.	Whether a relationship-oriented or a task-oriented leader is effective is contingent on the situation.
House's path-goal theory	Describes how effective leaders motivate their followers.	The behaviors that managers should engage in to be effective leaders are contingent on the nature of the subordinates and the work they do.
Leader substitutes model	Describes when leadership is unnecessary.	Whether leadership is necessary for subordinates to perform highly is contingent on characteristics of the subordinates and the situation.

Source: Jones and George (2011, p.441)

Jones and George (2011) claimed that the Path-Goal Theory says that managers can motivate employees by engaging in: *Directive behaviours* - assigning tasks, setting goals, taking actual steps to improving performance, demonstrating to employees how to complete tasks; *Supportive behaviours* - looking out for employees' best interests and expressing concern for employees; *Participative behaviours* - providing employees with a say in decisions and issues that have an effect on them; and *Achievement-oriented behaviours* - believing in employees, setting challenging goals

and expecting that they will be met.

Jones and George (2011) suggested that the Path-Goal Theory provides a manager with the following guidelines to be an effective leader: find out what results your employees are attempting to achieve for the business and from their jobs; compensate employees for high levels of performance and achievement of objectives with the desired outcomes; and make the paths clear for employees to attain goals, eliminate any hurdles to high levels of performance, and express self-assurance in employees' competencies.

Daft (2008) said that Fiedler's contingency model is intended to identify whether a leader is relationship-oriented or task-oriented, and match their leadership style to the circumstance. Jones and George (2011) claimed relationship-oriented leaders develop decent affiliations with employees, and that task-oriented leaders ensure that followers concentrate on task attainment and execute at a high level.

Méndez, Muñoz and Muñoz (2013) commented that the contingency theory/situational leadership offers the most efficient analysis of intricate circumstances and boosts the probability of suitable measures to be taken. Situational leaders analyse the nature of the situation and then identify the important factors of the circumstance. Hersey and Blanchard's situational theory asserted that leaders can change their relationship or task style to accommodate the willingness level of their employees. The Path-Goal Theory affirms that leaders can use a style that fittingly explains the path to preferred rewards, while the Vroom-Jago model points out that leaders can select a participative decision style founded on contingencies such as commitment requirement, quality requirement, or the leader's expertise and knowledge. The Substitutes-for-leadership concept advises that leaders alter their style to provide resources not otherwise given in the business circumstance (Daft, 2008).



## 2.5 Leadership Styles

DuBrin (2013) defined leadership styles as the comparatively reliable pattern of conduct that typifies a leader, while Mills (2007) said that leaders must encourage employees to contribute to the firm. Without employees managers cannot complete anything, and they must recognise that employees are required to achieve activities in the firm. Leaders can gain respect and dedication from their employees by integrating the human element into the problem solving process; it is essential to collect and guide employees' energy in order to achieve business objectives and goals. Mills (2007) claimed that successful leaders realise that their employees might know answers that they do not and use an assortment of leadership styles which they adapt to the circumstances to achieve effective results. DuBrin (2013) noted that in order to be effective, managers are advised to analyse the circumstances and then make a decision on a suitable leadership style to match them.

Randeree and Chaudhry (2012, p. 62) defined leadership style as “a leader's combination of attitude and behaviour, which leads to certain regularity and predictability in dealing with group members and is the relatively consistent pattern of behaviour that characterises a leader”. The study by Randeree and Chaudhry (2012, p. 77) found that “the uniqueness of construction projects and distinct critical factors on every project makes it difficult to determine the best leadership style”.

Mills (2007) stated that business leadership styles include coaching, pacesetter, affiliative, autocratic/coercive, democratic and authoritative. Coaching teaches the behaviours, techniques and methods necessary for the success of the business and their employees, and coaching leaders are enduring and focus on employee development and growth. Pacesetter leaders anticipate elevated performance from themselves and their employees. They continually drive their employees to attain better performance, inspiration and dedication. Affiliative leaders are compassionate and willingly give advice, which enhances employees' dedication and devotion to the leader. They put their employees first and encourage them to actively contribute and

complete work tasks using their creativity and ability. Mills (2007) believed that the affiliative leadership style is an effective team building instrument. Affiliative leaders are concerned with the happiness of employees, are pardoning, and encourage communication amongst team members. Autocratic/coercive leaders make appropriate and critical decisions, while the democratic leadership style aims to achieve agreement through involvement and improves responsibility and flexibility. Democratic leaders are decisive, give clear direction and encourage employees to contribute in setting and attaining goals. Authoritative leaders recognise business goals and empower their employees to establish and apply the techniques necessary to achieve those goals. The authoritative leader sets an obvious path and creates the constraints within which their employees are to function. The authoritative leadership style also promotes employee motivation by allowing employees to contribute and be a creative part of the development. The authoritative leadership style can be practical in an extensive assortment of circumstances (Mills, 2007).

Yukl (1994) established that the influential factors of leadership style are the size and function of the business; employees' performance and competence; the levels of the authority hierarchy; stages in the business life cycle; technology and task characteristics; and emergency circumstances.

DuBrin (2013) explained that the entrepreneurial style comprises of a visionary perspective; the propensity to act rapidly on opportunities; reasonable risk taking; a strong achievement drive; an eye on the future; impatience and hurriedness; a high degree of enthusiasm, creativity and passion; a dislike of bureaucracy and hierarchy; and a liking for dealing with clients.

Mills (2007) claimed that leaders must use the appropriate leadership style for the circumstances, and that successful leaders change from one leadership style to another to create a flexible and effective team. Leaders must be the channels for solving problems by intentionally involving employees and pairing their employees' talents with the problems to achieve the best solution. Leaders have to balance the

degree of leadership oversight suitable for a circumstance with the level of employee participation (Mills, 2007).

## **2.6 Leadership Behaviours**

Kasapoglu's (2011, p.356) study revealed that "leadership behaviours of employer architects are directly related to the performance of the design team; therefore, effective leadership is key to a successful design process".

DuBrin (2013) commented that task-related behaviours and attitudes that are characteristic of effective leaders are: creating a vision and strategy; hands-on guidance and feedback; concentrating on employees strengths; ability to ask tough questions; taking risks and executing plans; ability to adapt to the situation; getting employees to share information with each other; and holding employees to high standards of performance.

DuBrin (2013) indicated that relationship-oriented behaviours and attitudes that are characteristic of effective leaders are: openness to the opinions of employees; satisfying higher-level needs; giving encouragement and emotional support; promoting values and principles; being a servant leader; creating visibility and inspiration; and getting employees to align and collaborate smoothly.

Sunindijo, Hadikusumo and Ogunlana (2007) stated that inspiring, listening, visioning, coaching, directing, being proactive, punishing employees who perform badly, participating, stimulating, rewarding, sharing and offering open communication, delegating, and leading by example are leadership behaviours required to influence employees.

Kasapoglu's (2011, p.356) study revealed positive connections amongst "authoritarian and task-oriented leadership, and between participative, achievement-oriented and employee oriented leadership". The study by Kasapoglu found that the

age and size of the office and the position of the leader architect are directly associated to leadership behaviours. The findings also showed that the leaders of teams prefer task-oriented leadership.

Kasapoglu (2011, p.358) commented that achievement-oriented leaders “transfer the task and share responsibility for it; they prioritize task completion over how the task is completed”. The author further noted that task-oriented leaders encourage followers to conclude the task and use close supervision so that employees carry out their jobs through satisfactory and well-timed processes. Kasapoglu believed that “employee orientation is concerned with” building teamwork, giving psychological support when required, assisting employees with their troubles, and the individual desires of the employees.

Kasapoglu (2011, p.362) further said that employees “who have an internal locus of control and believe that they have control over their work environment will prefer participative and achievement-oriented leadership styles”. He asserted that employees who think that their performance is because of chance and they have an outer locus of control are likely to be more content with authoritative leadership. He added that a leader must be well-liked and appreciated by their employees, and that an architect must be a leader and a designer.

Méndez, Muñoz and Muñoz (2013, p.49) noted that “behavioral theories on leadership styles focus on the behavior of managers and analyses what they do and how they behave in the performance of their duties”. The authors claimed that behavioural theories try “to explain leadership on the basis of what a leader” does and “explain leadership by means of the styles to exert authority”.

DuBrin (2013) noted that initiating structure and consideration are linked to the significant leadership outcome of job satisfaction. DuBrin (2013, p.266) defined consideration as “the degree to which the leader creates an environment of emotional support, friendliness, and trust”. DuBrin further argued that “initiating structure is the

degree to which the leader organizes and defines relationships in the group by such activities as assigning tasks and specifying tasks”.

DuBrin (2013) identified numerous task-related behaviours and attitudes of effective leaders, including high performance standards; risk-taking and execution of plans; organising for collaboration; direction setting; aptitude to ask hard questions; concentrating on strengths of group members; hands-on guidance and feedback; and adaptability to the circumstance.

DuBrin (2013) also identified numerous behaviours of leaders and relationship-oriented attitudes, such as fulfilling higher-level needs; being a servant leader; openness to employees' opinions; promoting values and principles; giving emotional encouragement and support; creating motivation and visibility; and aligning people.

## **2.7 Knowledge Workers**

Anand et al., (2013) noted that knowledge workers are unlike other employees due to their intelligence levels, rational thinking capability and higher educational background, while Glen (2003) said that knowledge workers shape their own insights based on their understanding and experience of the business. Drucker (1993) claimed that experience in managing knowledge workers has shown that traditional management styles do not produce the desired results.

Tampoe's (1993) research pointed out that traditional motivational theories have very limited effect on knowledge workers, while Glen (2003) stated that knowledge workers are driven by the professional satisfaction they derive out of the results and the nature of the work that they perform. Anand et al., (2013) said that a different management and leadership style is required to motivate knowledge workers, who are imperative in knowledge intensive and technology-driven industries such as the architectural profession. The authors further believed that positive identification guides an employee to identify strongly with the values and ethos of the business.

Mintzberg (1998) noted that knowledge workers react to motivation and not supervision, i.e. managerial behaviour must stimulate action in employees if they are to be successful. Mintzberg added that leadership is usually exercised at the organisational level; leaders build culture at the individual level; leaders coach, inspire, and mentor at the group level; and leaders resolve conflicts and make teams. Mintzberg further asserted that professionals need support and protection, but little supervision and direction.

Van der Kaay (2005) stated that a learning environment can be supported by inspiring a very effective workforce; learning from experience; encouraging employees to work together; showing continuing support for employees; engaging employees in solving the businesses issues; and continuously improving leadership skills through team building exercises.

Van der Kaay (2005) claimed that the benefits of knowledge allocation and coaching are that employees are taught to deal with up-and-coming issues before the circumstances become costly; and they infuse the leadership abilities that are valued by clients. Additional benefits are that they develop employees who can take on more project responsibilities and decisions; they alter the mindsets of employees to avoid issues and eradicate monotonous work; and they increase the firm's attractiveness with regard to ownership transition.

Van der Kaay (2005) stated that the steps that a business can use to speed up the knowledge progress are improving coaching abilities; exchanging knowledge; team building exercises; supporting mentoring and job shadowing; recognising knowledge and abilities gaps; evaluating knowledge precedences; and creating a learning plan.

DuBrin (2013) stated that the techniques for managing creative employees are providing creative employees with resources that let their work stand out; providing creative employees a small amount of structure and flexibility; providing gentle

feedback when turning down a suggestion; and using creative employees to evaluate and manage creative employees.

DuBrin (2013) claimed that differentiating attributes of creative employees are personality, the experience of flow, knowledge, passion for the task, and cognitive abilities. The author believed that creative employees have widespread knowledge, cerebral inquisitiveness, a broad variety of interests, good cerebral aptitude, and like working together. He stated that personality characteristics of creative employees comprise nonconformity; a constructive self-image; the aptitude to tolerate chaos and ambiguity; and tolerance for isolation. DuBrin noted that concentrated inherent motivation is allied to enthusiasm for the work and managing creative employees requires special interest.

## **2.8 Motivation**

Daft (2008) defined motivation as the external or internal forces of a person that stimulate persistence and eagerness to follow a sure course of action. Van der Kaay (2005, p.39) suggested that when employees “are highly involved and challenged, they make an extra effort to prevent problems on a project or suggest ways to save time and achieve better results”. Van der Kaay (2005) noted that employees learn best from reflecting on their every day work experience and from their interactions with others.

Forgeard and Mecklenburg (2013) found that past research has yielded extensive literature showing that the most important motivator of creative behaviour is the architect’s intrinsic interest and delight of the behaviour itself. The authors asserted that previous studies have highlighted that intrinsic motivation improves creativity, whereas extrinsic motivation can impair creativity. Intrinsic motivation is linked with achieving knowledge objectives, while extrinsic motivation involves achieving performance objectives. Circumstances that present architects with the chance to learn, advance creativity. Kasapoglu (2011) noted that leaders can motivate

employees by rewarding team or individual accomplishments with incentives.

Daft (2008) commented that a leader must guide employees' motivation for the achievement of the business' objectives and vision, and that empowerment gives employees strong motivation because it meets their higher needs. He added that motivational programmes comprise of gain sharing, job enrichment, pay for performance, pay for knowledge, and employee ownership.

DuBrin (2013) suggested that leaders use coaching and motivation techniques to assist in keeping employees engaged, and that a strong internal motivator is giving employees an opportunity to experience pride. To motivate through pride, managers must set the compass on pride and employees must be proud of their everyday achievements. He also claimed that praise and recognition motivates people.

Robbins et al., (2009) suggested that managers must be perceptive to employee differences; should not treat all employees the same; and must spend essential time with each employee to comprehend what is significant to them in order to align rewards with employees' objectives and desires. Designing jobs to align with employees' desires will maximise motivation.

Robbins et al., (2009) added that leaders must set objectives for their employees, give them feedback on how they are doing in achieving those objectives, and allow employees to contribute to decisions that have an effect on them. Letting employees choose their own benefits packages, set work goals, and solve job related issues are decisions employees can participate in, which can increase employee commitment to work goals, job satisfaction, motivation and productivity.

## **2.9 Motivation Theories**

Various theories have been written about motivation. Daft (2008, p.225) explained that "Maslow's hierarchy of needs proposes that individuals satisfy lower needs



before they move on to higher needs”, that “Herzberg's two-factor theory holds that dissatisfiers must be removed and motivators then added to cause high motivation”, and that McClelland’s theory affirms that “people are motivated differently depending on which needs they have acquired”.

Robbins et al., (2009) stated that Maslow’s theory says that within each person the following desires exist: belongingness; physiological; social; esteem; and safety. They noted that the theory claims that leaders must comprehend the level of hierarchy that an individual is currently on and concentrate on satisfying the desires at that level if leaders want to inspire that individual. They added that McClelland's theory concentrates on the following desires: need for affiliation; achievement; and power. Robbins et al., (2009, p.149) asserted that the cognitive evaluation theory recommends “that the introduction of extrinsic rewards, such as pay, for work effort that was previously intrinsically rewarding due to the pleasure associated with the content of the work itself tends to decrease overall motivation”. Robbins et al., (2009) believed that self-efficacy refers to a person's belief that a person is proficient at executing a job, and suggested that a high level of self-efficacy requires more self-assurance in the ability to do well in a task.

The use of rewards as a motivator has also come under scrutiny. Daft (2008, p.225) asserted that the “reinforcement perspective proposes that behavior can be modified by the use of rewards”, and claimed that “expectancy theory is based on the idea that a person's motivation is contingent upon his or her expectations that a given behaviour will result in desired rewards”. DuBrin (2013) stated that the expectancy theory principles for leaders are: making certain the rewards are big enough; resolving necessary performance levels; scrutinising the factors that resist the efficacy of the reward; clarifying the implications and meaning of second-level results; setting achievable performance levels; encouraging and training people; and making the connection between performance and rewards explicit.

Daft (2008, p.226) asserted that “the equity theory recommends that individuals’ motivation is affected by the rewards they receive, but also by their perceptions of how fairly they are treated in relation to others”. He added that the equity theory proposes that “people are motivated to seek equity in the rewards they receive for performance”.

Jones and George (2011, p.420) said that the “goal setting theory suggests that managers can promote high motivation and performance by ensuring that people are striving to achieve specific, difficult goals”. It is significant “for people to accept the goals, be committed to them, and receive feedback about how they are doing”. The goal setting theory consists of the following ideas: objectives that are more effectual when they are associated with rewards and feedback; precise and difficult objectives result in high performance; a learning objective orientation is more effectual than a performance objective orientation; the combination of individual and team objectives are effective; and objectives must be accepted by team members (DuBrin, 2013).

Jones and George (2011, p.420) believed that “need theories suggest that to motivate their workforces, managers should determine what needs people are trying to satisfy in organizations and then ensure that people receive outcomes that satisfy these needs when they perform at a high level and contribute to organizational effectiveness”.

Jones and George (2011, p.421) commented that “operant conditioning theory suggests that managers can motivate people to perform highly by using positive reinforcement”, such as giving employees the outcomes they desire when they perform managerially functional behaviours. The authors noted that “social learning theory suggests that people can be motivated by observing how others perform behaviors and receive rewards, by engaging in self reinforcement, and by having high levels of self-efficacy”.

DuBrin (2013) suggested that people can be motivated by providing them with praise and recognition, which can be considered a direct application of constructive reinforcement. DuBrin claimed that a strong motivator is recognition because it is a standard individual necessity to long for recognition, and employees frequently feel they do not get sufficient recognition. DuBrin (2013) comments to appeal to the recognition need, recognise commendable behaviour and then differentiate that behaviour with a material, oral, or written reward. He added that recognition must be connected to individual aims and business principles to make the most of its motivational impact, and believed that praise and recognition are low-cost or no-cost motivators that are influential.

## **2.10 Job satisfaction**

Jones and George (2011) defined job satisfaction as the compilation of beliefs and feelings that managers and employees have about their jobs, while Weiss (2002) explained job satisfaction as a mixture of rational and emotional factors with the following essential features: the certainty that one has about working circumstances and work; a goal evaluation of the job conditions at the moment compared to existing alternatives; and affective components resulting from work experiences. Robbins et al., (2009) believed that job satisfaction refers to an optimistic feeling about a job resulting from an evaluation of its characteristics.

Randeree and Chaudhry's (2012) research findings were that leadership is greatly affected by an employee's job satisfaction, which in turn is affected by the following factors: working circumstances; accomplishment; remuneration; benefits; organisational climate; job security; working within teams; co-workers; acknowledgment; office flexibility; job significance; degree of professionalism; and communication. Saari and Judge (2004), meanwhile, found that social and cultural factors; individual characteristics; and the nature of work affect job satisfaction. Finally, Miller and Monge (1986) and Hodgetts (1991) found leadership; benefits; remuneration; teams; working circumstances; and promotion to be factors which

affect job satisfaction.

Jones and George (2011) believed that people who have high levels of job satisfaction feel they are treated fairly; enjoy their jobs; are paid well; have interesting work; have pleasant co-workers; and have job security. McNeese-Smith (1999) and Ilies and Judge (2003) found the following to be sources of low job satisfaction: difficult tasks; role conflict; tensions within role expectations; poor co-worker relations; feeling overloaded; organisational and personal factors; role ambiguity; working with unsuitable or unskilled employees; increasing overtime; and repetitive duties.

Randeree and Chaudhry (2012) noted that job satisfaction encompasses the feelings of employees about an assortment of extrinsic and intrinsic elements. Their research showed that if a leader and his style are seen as being dependable the business does well, which ultimately affects employees' satisfaction. Management behaviour is also extremely important to employees' feeling of being content with and dedicated to their manager.

McNeese-Smith (1997) claimed that employees who stay on the job and are productive experience job satisfaction. Further, employees who are satisfied play a bigger role in making decisions within businesses and are more creative (Kivimaki and Kalimo, 1994). Job satisfaction is the primary link between transformational leadership and its results (Laglera, Collado and Montes de Oca, 2013).

Goodridge (2009) found that recent research demonstrates that leadership is directly associated with employee turnover, energy levels, and absenteeism. He commented that being able to enhance workplace energy provides an important competitive advantage as it helps to motivate and retain employees. Meanwhile, Robbins et al., (2009) suggested that managers should make work interesting and challenging to improve employee gratification.

Laglera, Collado and Montes de Oca (2013) claimed that internal satisfaction is linked to self-esteem, independent decision-making, and gratification with jobs which are completed. They stated that external satisfaction is influenced by opportunities of promotion, recognition, and salaries. Robbins et al., (2009) also suggested that a satisfied person embraces optimistic feelings about their job.

## **2.11 Summary**

This chapter provided an overview of the current literature on leadership styles, the findings of previous research studies and the theoretical framework of leadership. The literature indicated that the building profession uses transformational leadership more often than laissez-faire leadership, and that transactional leadership is not used often. It was found that the building profession has paid too much attention to 'management' and has excluded 'leadership'. The literature highlighted that the age and size of an architectural firm and the position of the architect leader are directly associated to leadership behaviours, and that the leaders of architectural teams favour task-oriented leadership.

The literature identified that architectural leadership has an innovative approach to leadership, with the principles of architectural leadership being alignment and drive; design and execution; and implementation support and follow up. It was also revealed that the most significant motivator of creative behaviour is the architect's intrinsic interest and delight in the behaviour itself, that intrinsic motivation improves creativity, and that creativity can be advanced by situations that present architects with the chance to learn. The next chapter presents the research methodology utilised in the study.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

The focal point of this chapter is the research methodology that was used in this research and how the study was conducted. The research methodology was chosen in order to address the aim and objectives of the research, while the research design chosen by the researcher was predicated on the research problem, the researcher's personal experiences, and the intended audience. The chapter also looks at the aim and objectives of the research, the participants and location of the research, data collection, data analysis, validity and reliability.

### **3.2 Research Design and Methods**

The main goal of a research study is to generate knowledge that will give a clear understanding of an occurrence or topic. According to Sekaran and Bougie (2013), research design is a plan for the measurement, collection, and analysis of data based on the research questions of the study, while a research method is a technique for collecting the information required to answer the research questions. The two research methods that can be used are quantitative research and qualitative research. The qualitative research approach was used for this study in order to gain an understanding of the architectural firm by interviewing past and present employees and past and present managers of the firm. Qualitative research involves learning, improvement, generating new knowledge, respondents' experiences, human behaviour, perceptions, beliefs, opinions, needs, values, respondents' perspectives, emotions, and openness (Mack et al., 2005). Focus groups, interviews, and observations are commonly used in qualitative research methods. Transcripts, audio recordings, and field notes are types of qualitative data generated by these three qualitative research methods. Qualitative research involves the analysis of data that is not readily quantifiable and descriptive in nature (Sekaran and Bougie, 2013), and qualitative research questions begin with how, what, when, where and why.

Daley (2004) defined qualitative research as an investigative procedure of comprehending based on distinct methodological traditions of inquiry that investigate a human or social problem. The researcher conducts the research in a natural setting; constructs an intricate, holistic picture; gets the detailed views of informants; and scrutinises words.

Qualitative research methods respond to questions about the how, when, where, why, who, and what of communication. According to Hynes (2012, p.467), “Qualitative research can be justified because of the opportunity it provides to get in touch with the concerns, needs, and feelings of the business community”. Qualitative research methods can therefore add important value to business and management research (Mittman, 2001).

Irvine and Gaffikin (2006) emphasised the necessity for flexibility and reflection in any qualitative research project.

The differences, according to Mack et al., (2005), between quantitative research and qualitative research are outlined in Table 3.1. Qualitative research and quantitative research differ primarily in the data format, flexibility in study design, analytical objectives, general framework, and question format.

**Table 3.1: Comparison of Quantitative and Qualitative Research Approaches**

	<b>Quantitative</b>	<b>Qualitative</b>
<b>General framework</b>	<p>Seek to confirm hypotheses about phenomena</p> <p>Instruments use more rigid style of eliciting and categorizing responses to questions</p> <p>Use highly structured methods such as questionnaires, surveys, and structured observation</p>	<p>Seek to explore phenomena</p> <p>Instruments use more flexible, iterative style of eliciting and categorizing responses to questions</p> <p>Use semi-structured methods such as in-depth interviews, focus groups, and participant observation</p>
<b>Analytical objectives</b>	<p>To quantify variation</p> <p>To predict causal relationships</p> <p>To describe characteristics of a population</p>	<p>To describe variation</p> <p>To describe and explain relationships</p> <p>To describe individual experiences</p> <p>To describe group norms</p>
<b>Question format</b>	Closed-ended	Open-ended
<b>Data format</b>	Numerical (obtained by assigning numerical values to responses)	Textual (obtained from audiotapes, videotapes, and field notes)
<b>Flexibility in study design</b>	Study design is stable from beginning to end	Some aspects of the study are flexible (for example,



	<p>Participant responses do not influence or determine how and which questions researchers ask next</p> <p>Study design is subject to statistical assumptions and conditions</p>	<p>the addition, exclusion, or wording of particular interview questions)</p> <p>Participant responses affect how and which questions researchers ask next</p> <p>Study design is iterative, that is, data collection and research questions are adjusted according to what is learned</p>
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Source: (Mack, et al., 2005, p.3)

Bansal and Corley (2012) explained that to create a convincing case for why the research question is significant and to establish the theoretical gap, qualitative researchers have to work hard. Qualitative researchers provide in-depth descriptions of their analysis and information sources, as investigating thoughts is what qualitative research is about. A characteristic of qualitative research is its ability to move theoretical insights forward and depict theoretical boundaries.

Qualitative methods aim to address and understand the perspectives, responses, attitudes, and experiences of respondents in the study (Patton and Cochran, 2002). They are characteristically more flexible because they allow superior adaptation and spontaneity in the contact between the study respondent and the researcher (Mack et al., 2005). Qualitative methods utilise mainly open-ended questions, which allow the participants to answer in their own words. This often makes the affiliation between the respondent and the researcher less formal than in quantitative research. In addition, researchers have the chance to ask probing questions and respondents have the

chance to reply in better detail and more elaborately than quantitative methods.

Sofaer's (1999) research study found that qualitative research methods are valuable in that they give a say to people whose views are not often heard; they track unexpected or unique incidents; they carry out first explorations to build up theories; they move in the direction of explanations; they provide rich descriptions of complex phenomena; they reveal the interpretation and experience of events by people with extensively contrary roles; and they generate and test hypotheses. The best qualitative research identifies evidence that disconfirms developing or first hypotheses, looks to reduce error and bias, and is accurate and methodical. Another of Sofaer's (2002) studies found that the best qualitative researchers remain open to surprises and a number of qualitative researchers gauge the efficiency of their research by how much surprise they experience when they go into the research field.

Bowen (2005) stated that the lessons learned from qualitative research are adhering to university regulations; giving details of the methodology; consulting with the experts; reading a lot; not being scared to incorporate numerical data; paying attention to trustworthiness and rigour; and preparing to publish. Emphasis must be placed on gathering data that reflects the experiences and interactions of people in relation to the identified research problem. Qualitative research generates data that provides detail and depth in order to understand lived experiences and phenomena. In qualitative research, the interactions and behaviours of the respondents are observed and they are inspired to reflect on their day-to-day experiences (Bowen, 2005).

Quantitative research compels the respondents to select from fixed answers, whereas qualitative research uses open-ended questions and probing, which provides the respondents with the opportunity to answer in their own words (Mack et al., 2005).

Open-ended questions have the ability to evoke answers that are culturally salient and meaningful to the respondent; that are explanatory and rich in nature, and which

are unexpected by the researcher. Open-ended questions allow the researcher flexibility to ask how or why, and to probe the respondent's initial answers. Mack et al., (2005) stated that the researcher has to engage with the respondents according to their personal traits, must probe the respondents' answers to encourage them to add detail to their answers, and must listen carefully to the respondents.

Qualitative methods enhance the researcher's capacity to describe events and to comprehend how and why the same events are frequently interpreted in a different, and sometimes even a conflicting, manner by various stakeholders (Sofaer, 1999).

### **3.3 Aim and Objectives of the Study**

The aim of this study was to investigate the leadership styles for managing employees at a Durban-based architectural firm.

The objectives were to:

- indicate what leadership style works best in an architectural firm;
- assess if creative employees of an architectural firm should be led differently;
- find out what motivates employees at an architectural firm; and
- study the effect of leadership styles on creative employees' job satisfaction.

### **3.4 Participants and Location of the Study**

Fourteen current and former employees and the two current managers of the firm participated in the study, because their knowledge, perspectives, experience, and perceptions of the leadership styles were required to help address the aim and objectives. The respondents consisted of professional architects, professional senior architectural technologists, architectural technologists, financial administrators, and receptionist/office administrators. The architectural firm has professionally qualified and registered employees and one of the managers has many years of experience. The study was conducted at the architectural firm.

### **3.5 Data Collection**

In-depth interviews were conducted one-on-one and face-to-face with 14 current and former employees and two current managers from the Durban-based architectural firm. The sample included the two current managers, eight current employees and six former employees of the firm. One of the current employees was a former manager of the firm.

Judgmental sampling was used in this study. Sekaran and Bougie (2013) asserted that judgmental sampling is a non-probability, purposive sampling plan in which a sample is chosen based on the respondents' ability to provide the required data for the researcher's study.

Carrying out concentrated individual interviews with a small number of participants to look at their views on a situation is known as an in-depth interview, which is a qualitative research method (Boyce and Neale, 2006). An in-depth interview collects data on the respondents' experiences and perspectives (Mack et al., 2005); provides detailed data about a respondent's behaviour, feelings, experiences, viewpoints and thoughts; and explores the research topic in-depth. Interviews also provide context to secondary information regarding what happens in the firm and why. Finally, in-depth interviews provide a relaxed environment in which information can be collected.

Miller and Glassner (1997) believed that interviews provide a one-of-a-kind opportunity to look at the points of view of the respondents, while Ehigie and Ehigie (2005) described in-depth interviews as face-to-face meetings between the respondents and the researcher, which are aimed at understanding the respondents' views on their experiences, situations or lives conveyed in their own words.

According to Riggio (2003), interviews are a strategy for gauging job satisfaction. Ehigie and Ehigie (2005) suggested that interviews provide rich information because

the interviewer can ask probing questions or ask for further explanation or elaboration for a response given about organisational behaviour. The qualitative method can concentrate on precise issues pertinent to the firm's employees to evaluate organisational behaviour.

In-depth interviews are useful when a researcher wants thorough information about an individual's behaviours and thoughts or wants to explore new issues in depth, in-depth interviews are suitable (Boyce and Neale, 2006).

Hannabuss (1996) commented that interviews are intelligible, flexible, accessible, and very illuminative of significant and frequently unseen features of human beliefs and behaviours; interviews tell us the things we cannot directly observe about the respondents.

The advantages of in-depth interviews are that they give more comprehensive data in contrast to surveys, and they provide a more comfortable ambiance in which to collect the data. The disadvantages of in-depth interviews are that they can be prone to partiality; are time-intensive; the results are not generalisable because small samples are selected; and the interviewer ought to be suitably trained in effective interviewing techniques (Boyce and Neale, 2006).

The researcher had no prior experience in conducting interviews so spent a lot of time researching and reading material on how to effectively interview respondents. When conducting the interviews the researcher listened carefully to the respondents, and probed the respondents' answers to the open-ended questions when more detail or clarity was required. The only challenge the researcher encountered was the amount of time it took to conduct the interviews and transcribe them. All of the respondents spoke openly.

There were two sets of interview questions, one for the 14 employees and one for the two managers, in that the questions were the same but they were phrased differently.

Semi-structured interviews were conducted which allowed the same set of employee questions to be used for all 14 employees and the same set of manager questions to be used for the two managers. This enabled the answers to the same set of questions to be evaluated on similar levels and made transcribing, evaluating and analysing the data simpler. The advantage of semi-structured interviews is that interaction and a conversation occurs between the interviewer (the researcher) and the interviewee (the employee or manager).

Semi-structured interviews occur when the interviewer begins the dialogue by presenting each subject by means of precise questions, and chooses when the dialogue on a subject has fulfilled the research study's objectives (Ryan, n.d.). The interviewer probes the participant's answers to the precise questions asked when clarity or more detail is required.

Open-ended interview questions were used (Appendix 1) as they allow the respondents the opportunity to describe their own experiences in their own words. Qualitative open-ended research questions allow the researcher the flexibility to ask what, how, when, where, and why. The open-ended interview questions were constructed by the researcher.

Ethical clearance was required by UKZN. Ethical clearance approval is a method that UKZN uses that guarantees that the research respondents participate of their own free will, which assists the researcher in the design of the study. It also assists the researcher to understand the significance of research ethics. The ethics review is aimed at ensuring that the research conducted by the researcher conforms with UKZN's Research Ethics Policy, and that the respondents' rights are not undermined.

Ethical Clearance Approval (Appendix 3) was obtained from UKZN before the data collection commenced, and an Informed Consent Letter (Appendix 2) was signed by all of the respondents prior to the interviews. The informed consent letter was required for ethical reasons by UKZN. The survey instrument consisted of a cover

letter with the demographic information and the informed consent letter (Appendix 2). The cover letter was given to each respondent which explained the objectives and purpose of the study, and included confirmation of the ethical clearance approval and a letter showing approval by the firm's manager for the research study. The cover letter also assured the respondents of anonymity and confidentiality.

The informed consent letter guaranteed the respondents that their confidentiality would be protected (Jiang and Cova, 2012), while the informed consent letter outlined the study objectives and the benefits to the respondents of participating in the study. It was also stated that the information from the interviews would not be revealed to the other respondents.

The interviews were conducted in English from 17 June 2014 to 2 July 2014, and lasted approximately 45 minutes to an hour. The interviews were recorded by cellphone and were then transcribed by writing down the answers of the respondents. Mittman (2001) confirmed that validity can be improved by recording interviews, and fortunately all of this study's respondents allowed the researcher to record the interview. During the interviews the researcher wrote down the interviewees' reactions to questions and observations, while making sure to maintain eye contact. Codes were used, for example "R1", in the results and discussion chapter instead of the respondents' names, in order to protect their identities. The name of the architectural firm was not used in the study in order to protect the identity of the firm.

### **3.6 Data Analysis**

Thematic analysis and interpretation was used to analyse the data collected from the interviews. Thematic analysis looks at all the respondents' information to identify the major themes and common issues, and summarises all the respondents' views (Patton and Cochran, 2002).

Data from the interviews were reviewed and transcribed by the researcher. The data was then analysed by coding, identifying themes, making comparisons, categorising information, and explaining experiences. Similarities and differences in the findings were noted.

Coding is units of data that “are compared to each other in terms of their fit in the coding scheme” (Westbrook, 1994, p.247). ‘Category’ and ‘theme’ are content analysis terms. Weber (1990) stated that the term ‘category’, which means a group of words with comparable meaning, is necessary for coding information, while the term ‘theme’ means groups of categories that are common, which is a reference to a single topic.

Ryan and Bernard (2003) stated that analysing the collected data entails determining themes and subthemes; making a decision about which themes are significant; constructing the order of codes or themes; and connecting themes into theoretical models.

According to Ryan (n.d.), when the information has been collected from the respondents, the researcher then constructs and applies codes; creates comparisons; constructs, displays, tests and validates models; identifies subthemes and themes; and describes occurrences.

The significance of any theme is linked to how frequently the theme appears; how all-encompassing the theme is across different categories of ideas; and the extent “to which the number, force, and variety of a theme’s expression is controlled by specific contexts” (Ryan and Bernard, 2003, p.87).

Once the interviews are transcribed the researcher identifies themes by looking for scrutiny techniques, which include repetitions; indigenous categories; transitions; analogies and metaphors; differences and similarities; causal and conditional relationships; what data is missing; and theory-related material (Ryan and Bernard,



2003).

Ryan and Bernard (2003) added that processing techniques are simple observations of the respondents words by means of Key Words In Context (KWIC) and word lists; identifying expressions/quotes that seem significant and then arranging them into categories; examining the correlation of previous themes to determine new themes; and the meanings of words linked to associated concepts.

### **3.7 Validity and Reliability**

To ensure reliability, the collected data and all notes and transcripts were checked thoroughly. To ensure validity, the same interview questions were asked of all 14 employees and the two managers who were interviewed. All responses were compared on the same level.

Triangulation is a method that can increase the validity of the findings by looking for evidence by comparing each of the respondents' findings (Patton and Cochran, 2002). If the findings correspond, that strengthens the confidence in having recognised significant concerns. Triangulation of the demographic questions and the interviews was done by examining the evidence that originated from these sources and then using this to make coherent themes. Triangulation makes an important contribution to achieving the objective of qualitative research, which is to interpret the study area in its entirety.

The collected data from the research study was kept confidential from the employees and managers of the architectural firm and will be stored by the UKZN for five years. The interview recordings and transcripts were kept in a secure place and the content of the interview was never disclosed to anybody (Irvine and Gaffikin, 2006).

Measures that were taken to make sure the interview questions were reliable and valid were that the questions were simple, clear, not vague and straightforward to

understand, so that the respondents would not get confused. There were no difficult, leading or closed questions. The questions were specific to the study setting.

### **3.8 Summary**

Qualitative research was the research methodology chosen for the study. Qualitative research and quantitative research were defined, compared and advantages of qualitative research were given.

By conducting interviews rather than using questionnaires, rich data was provided from the employees' and managers' perspectives, experiences and perceptions. The open-ended interview questions allowed the interviewer to be flexible when clarifying misunderstandings and questions. The perceived leadership styles were tested against the managers' actual leadership styles.

Thematic analysis and interpretation was utilised to analyse the collected data. The collection of data procedure was explained, the data analysis was presented, and the testing of the validity and reliability was clarified. Validity and reliability was partially ensured through the researcher being in the architectural industry, which gave him an understanding of the research topic and the industry. The firm volunteering to participate in the study also provided material to authenticate the reliability of the data. During the research it was noted that every study has limitations; biases; and threats to dependability and validity.

## **CHAPTER FOUR: RESULTS AND DISCUSSION**

### **4.1 Introduction**

The focal point of this chapter is the presentation and discussion of the key findings of the research study. The purpose of the study was to identify the leadership styles of managing employees at a Durban-based architectural firm. Interviews were used as a suitable research technique to collect data from the respondents. Sixteen respondents consisting of the two current managers, eight current employees and six former employees from the architectural firm were interviewed. The data collected from the interviews were interpreted and analysed, and the discussion and interpretation of the data collected focused on the main themes that emerged from the data analysis. This determined whether the purpose of the study was attained and the interpreted results were compared with previous research studies.

### **4.2 Profiles of Respondents**

Table 4.1 below provides a summary of the profiles of the 16 participants. The profiles in respect of the respondents include age, gender, marital status, level of education, job title, whether they are professionally registered with the architectural council, and their years of work experience.

**Table 4.1: Respondents' Profiles**

Item		Respondents
Age in years	18-25	1
	26-35	6
	36-45	2
	46-55	1
	>56	6
Gender	Female	6
	Male	10
Marital Status	Married	11
	Single	4
	Divorced	1
	Widowed	0
Level of Education	Matric	2
	Certificate	1
	Diploma	6
	Degree	7
Job Title	Architect	5
	Senior Architectural Technologist	2
	Architectural Technologist	5
	Financial Administrator	2
	Receptionist/Office Administrator	2
Professionally Registered	Yes	6
	No	10
Work experience in years	< a year	0
	1-2	1
	3-5	2
	6-9	3
	10-14	2
	15-19	1
	20-24	3
	25-29	0
	30-34	0
	35-39	3
	> 40 years	1

### 4.3 Demographic Information of Respondents

#### Age

The percentage of respondents in each age group category is depicted in Figure 4.1 below: 37.5% of respondents were 56 years or older; 37.5% were between 26 and 35 years old; 12.5% were between 36 and 45 years old; 6.25% were between 46 and 55 years old; and 6.25% were between 18 and 25 years old. The results corresponded with the architectural firm’s practice profile which stated that the firm has always had a combination of younger and older employees.

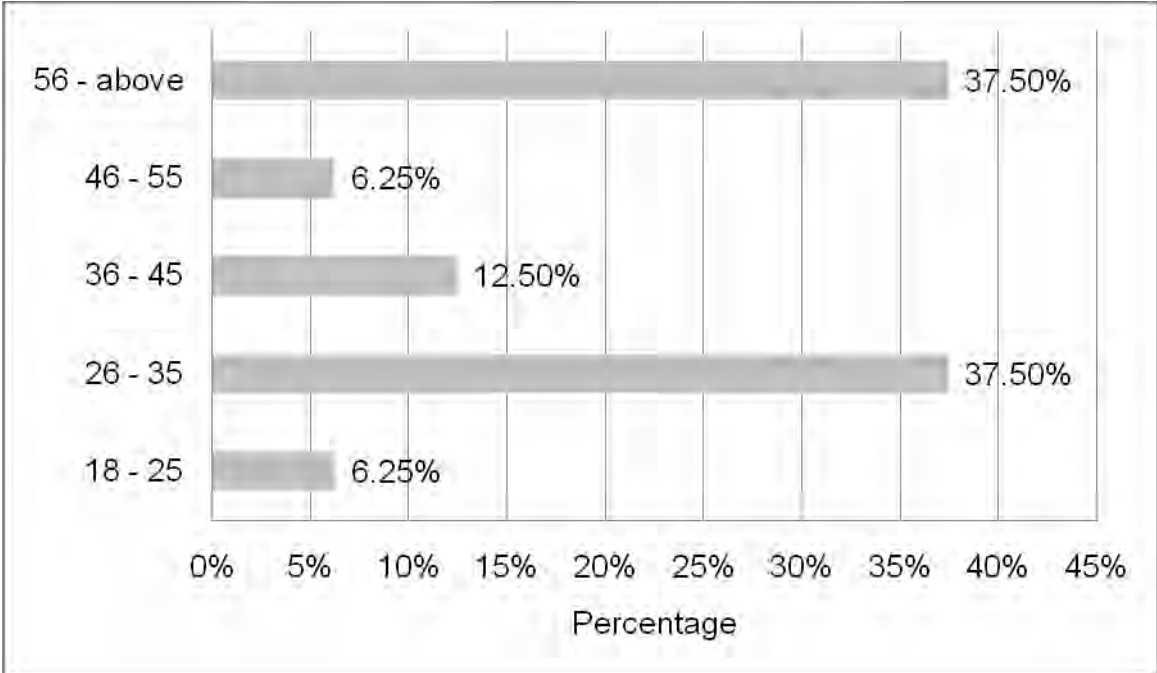
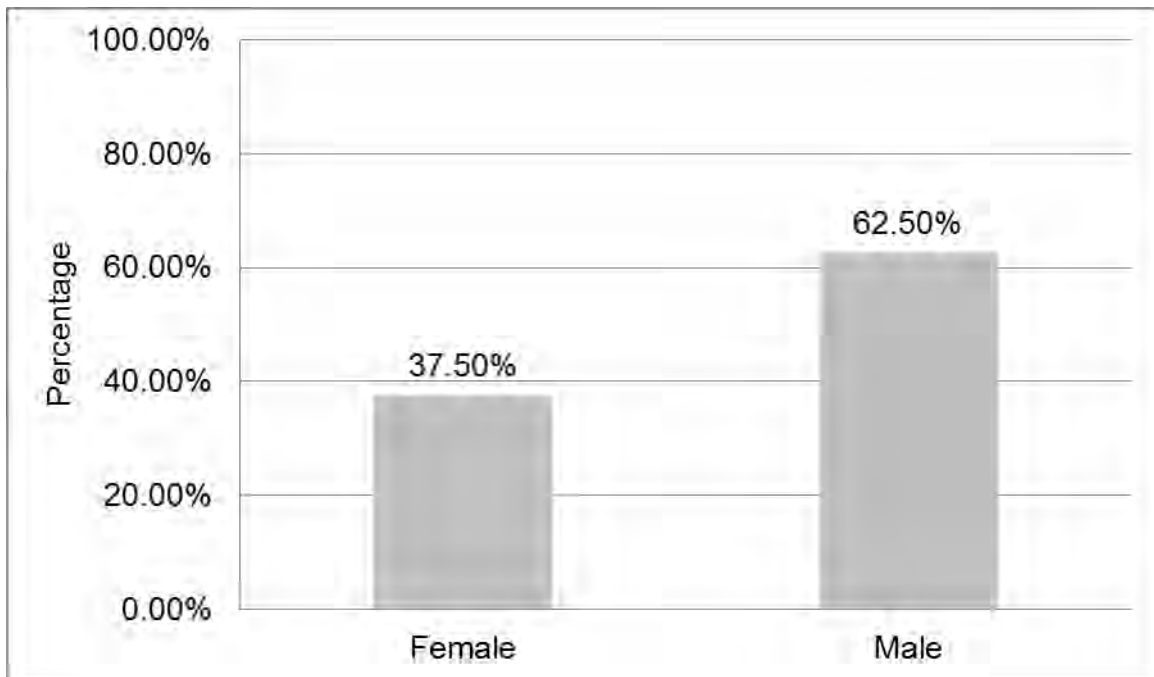


Figure 4.1: Respondents’ Ages

#### Gender

Figure 4.2 portrays that there were 62.5% male respondents compared to 37.5% female respondents. This ratio reflects that more than half of the respondents who participated were males. The results indicate that more males have worked and currently work at the firm than females. This finding could be related to the

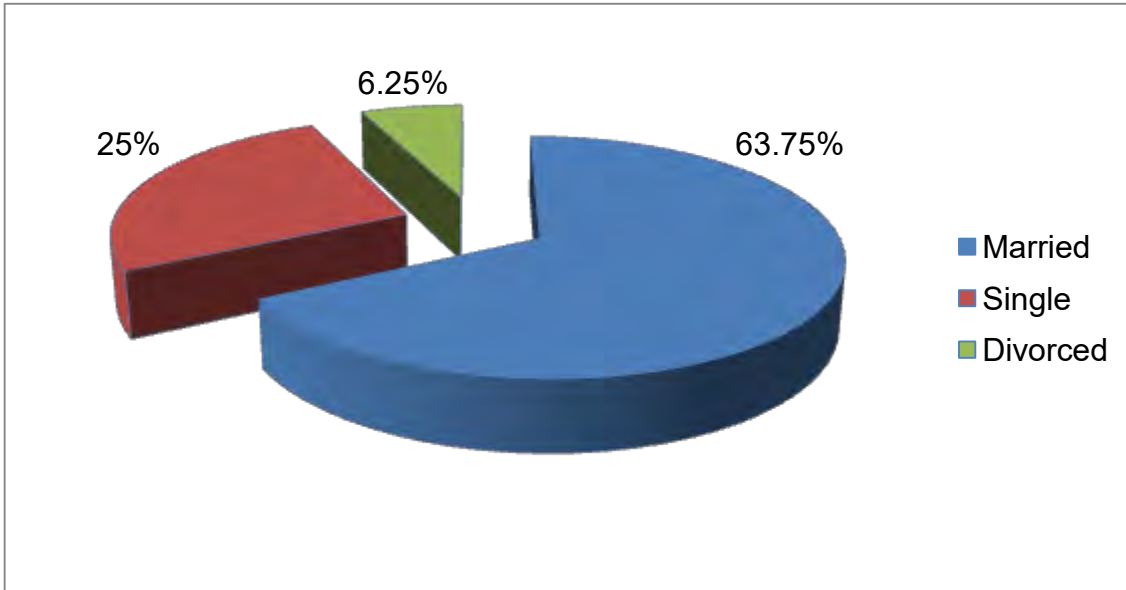
architectural industry being male dominated.



**Figure 4.2: Gender of Respondents**

### **Marital Status**

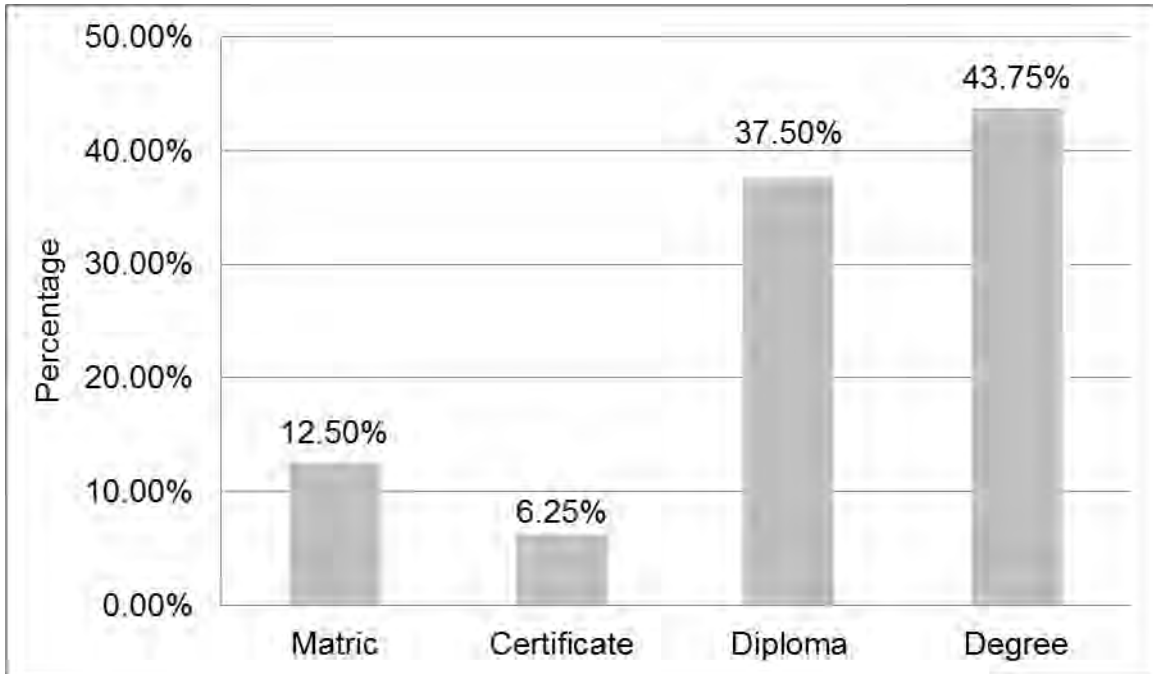
The pie graph below (Figure. 4.3) shows the respondents' marital statuses: 63.75% of the respondents were married; 25% were single; and 6.25% were divorced. The pie graph illustrates that the majority of respondents from the firm are married.



**Figure 4.3: Respondents' Marital Status**

#### **Level of Education**

Figure 4.4 below shows the percentage of the participant's level of education: 43.75% of respondents had degrees; 37.5% had diplomas; 12.5% had a matric certificate; and 6.25% had certificates for short courses done after completing matric. The results show that the firm has a competent workforce with mostly higher qualifications.

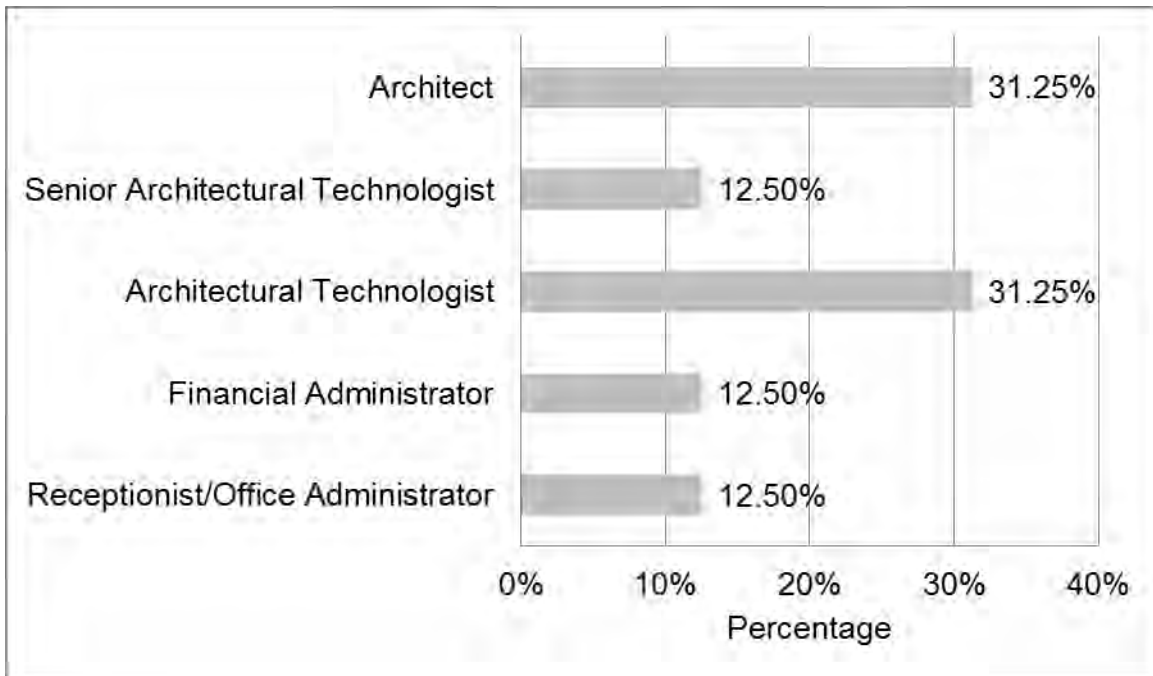


**Figure 4.4: Level of Education of Respondents**

### **Job Title**

The percentage of respondents according to their job titles is represented in Figure 4.5 below: 31.25% were Architects; 31.25% were Architectural Technologists; 12.5% were Senior Architectural Technologists; 12.5% were Financial Administrators; and 12.5% were Receptionists/Office Administrators. The results reveal that 43.75% of the respondents were technologists compared to 31.25% who were architects. The managers were also architects. The results relate to the architectural firm's practice profile, which asserts that the firm consists of employees who are technologists and architects.

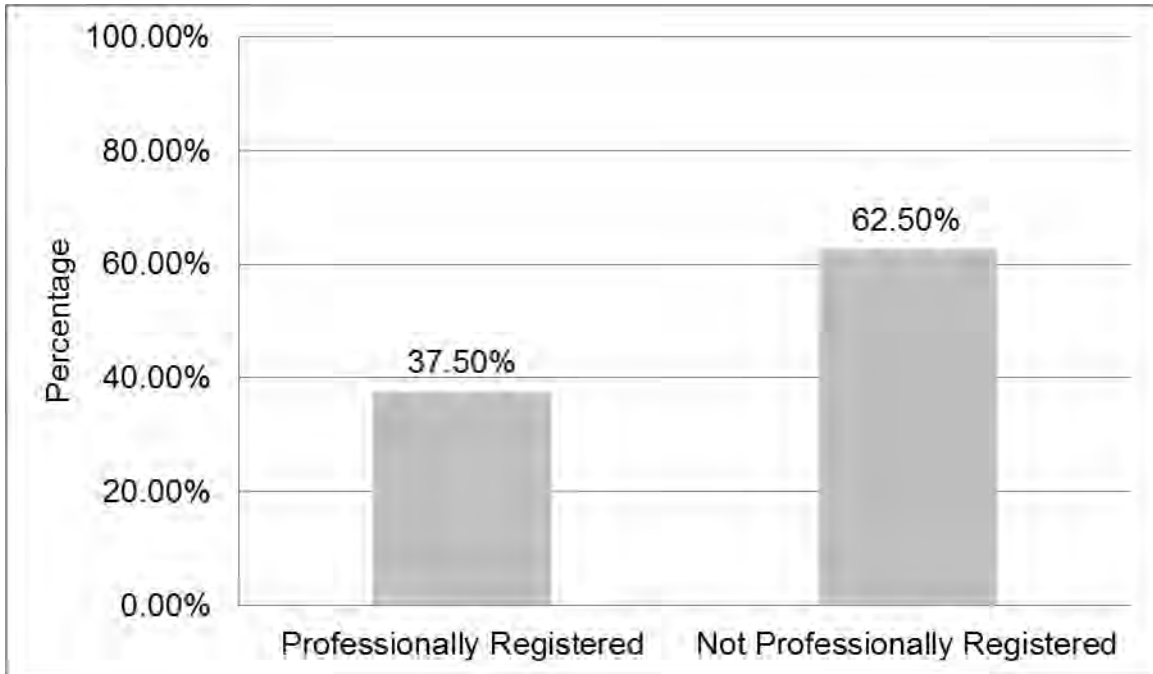




**Figure 4.5: Respondents' Job Titles**

### **Professionally Registered**

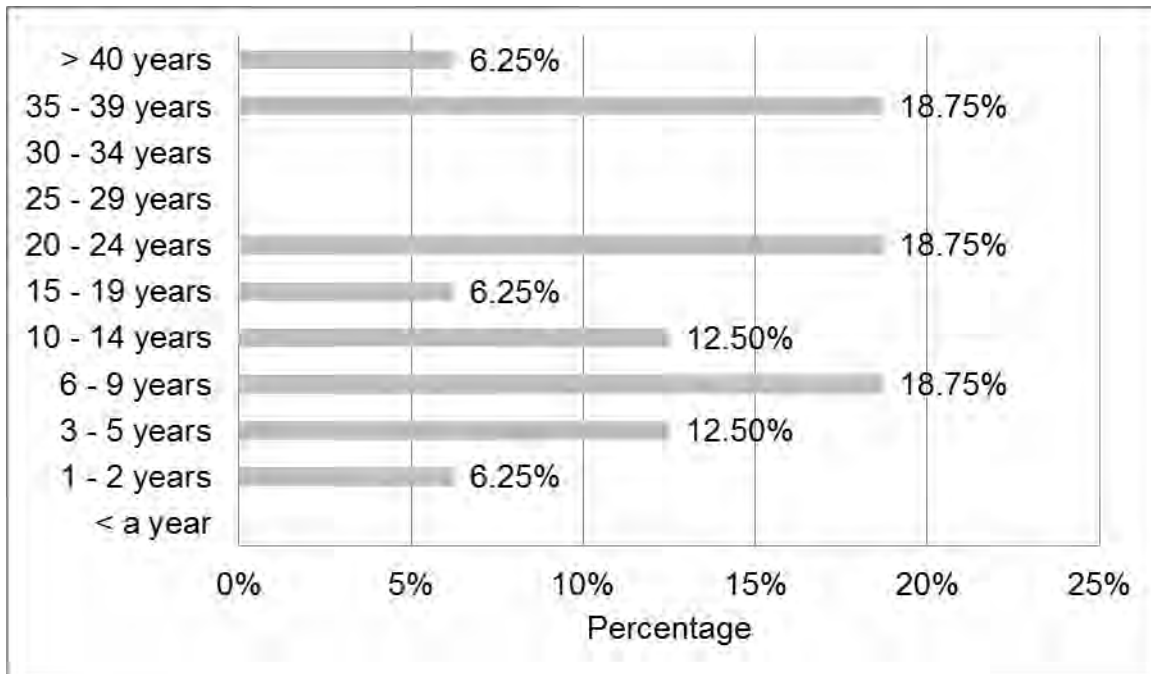
Figure 4.6 depicts that 62.5% of the respondents were not professionally registered and 37.5% of the respondents interviewed were. To be professionally registered an architect must meet the requirements of registration and have passed the South African Council for the Architectural Profession (SACAP) professional practice exam. The findings established that the majority of respondents were not professionally registered with SACAP.



**Figure 4.6: Professionally Registered Respondents**

### **Work experience**

The percentage of the respondents' work experience is shown in Figure. 4.7 below, where 18.75% of the participants had between 35 and 39 years of work experience; 18.75% from 20 to 24 years; 18.75% from six to nine years; 12.5% from 10 to 14 years; 12.5% from three to five years; 6.25% more than 40 years; 6.25% from 15 to 19 years; and 6.25% from one to two years. The findings revealed that the firm has employees with many years of experience in the architectural profession. This corresponds with the architectural firm's practice profile which says that the firm has always had a combination of younger and older employees, which relates to different levels of work experience. The younger employees develop within the firm by helping and learning from the senior employees who work on large projects.



**Figure 4.7: Respondents' work experience**

#### **4.3.1 Theme 1: Leadership**

Employees considered communication to be an important aspect of leadership and advised the managers to communicate with employees, have open communication channels, and communicate decisions. The employees also advised management to look closely at their employees, understand them, interact more with them, and attempt to know what employees go through. Employees suggested that managers should improve their time management; have regular meetings with their employees; define employees' roles; and convey how important their roles are to the firm.

The employees also indicated that management should set realistic deadlines; be more hands on; not inform employees ten minutes before a meeting that the managers need something for that meeting; and that there should be sufficient guidance from management. They also indicated that the managers should spread the work load; give employees work appropriate to their work experience and their abilities; give praise; give feedback; and have respect for employees. This is similar to the work of Daft (2008), who stated that active listening, discernment, an open

communication climate, dialogue, and asking questions facilitate strategic conversations. DuBrin (2013) also claimed that open communication between employees and leaders assists a business to achieve success and overcome difficulties. One respondent advised the managers to work as a team with employees, work within teams, and understand how the teams work. These findings confirmed those of Daft (2008), who stated that team leadership comprises of recognising the significance of shared values and purpose, building consensus, acknowledging mistakes, and providing coaching and support to team members.

Employees also suggested the managers go back to a style that includes employees, treats employees according to their personality, and communicates the 'why' about certain circumstances.

*'...go back to a style....where it includes the staff...'* (R14)

*'...treat staff according to their character but also don't have favourites...'* (R13)

*'...communicate the why about certain situations...'* (R7)

A respondent indicated that tasks should be established from the beginning and that managers should remain calm with employees when discussing their tasks.

*'...duties are always to be established up front....As a manager, you are to remain calm at all times, especially when dealing with your staff, you may not understand their work issue...'* (R5)

The findings of the study correlate with the work of Daft (2008, p.141) and DuBrin (2013, p.97), who asserted that "self-awareness, self-management, social awareness, and relationship management" are emotional intelligence components. Daft (2008) also noted that emotionally intelligent leaders help employees develop, grow, and learn; create a sense of meaning and purpose; instill team spirit and unity; and

establish relationships built on respect and trust, which allows employees to contribute to the business. Daft (2008) commented that team emotional intelligence can be created by fostering a robust team identity, instilling conviction between employees that they can thrive and be effective as a team, and building trust between employees.

This is similar to the work of Lawler III (2008), who stated that managers must listen to employees; gather direct feedback from employees; and have weekly meetings with employees where suggestions, ideas, feedback, complaints, and recommendations can be voiced. Daft (2008) asserted that team performance contributes to the leader developing an optimistic affiliation with every employee, that businesses must be led and managed, and that leadership must add to management. Toor and Ofori (2008) noted that the building industry has paid too much attention to 'management' and excluded 'leadership'.

#### **4.3.1.1 Leadership Characteristics**

Employees revealed that the following are important characteristics: knowledge, knowing all the duties involved with the firm, competence, communication, being interactive, empathetic, understanding one's team, being pleasant, leading by example, assertiveness, confidence and giving accurate information. Employees also indicated that decisiveness, accepting advice, giving feedback, being a good listener, honesty, integrity, encouraging, inspiring and motivating are significant characteristics.

*'Honesty, empathy, and hardworking and generally take an interest in whoever it is that you are leading and understanding your team.'* (R11)

*'Knowledge of your product or profession, experience and strong willed. Decisive, accurate information and a good listener.'* (R15)

*‘A leader that’s knowledgeable of what his workers are doing, a leader that gives guidance, a leader that gives feedback, a leader that encourages...’ (R12)*

This is similar to the work of Daft (2008), who confirmed that trait research has acknowledged that knowledge, confidence, honesty, charisma, integrity, and decisiveness are individual traits of leaders, and claimed that integrity, confidence, and honesty are traits that are considered significant for leadership. DuBrin (2013) stated that knowledge is a significant cognitive factor for effective leadership and that an effective technique of influencing employees is leading by example. The author further asserted that self-confidence and assertiveness are personality traits that are linked with efficient leadership. The findings correlate to the research of Lawler III (2008), who asserted that managers must listen to their employees and must gather direct feedback from them. Daft (2008) and Jones and George (2011) commented that leadership is about motivating and inspiring followers, while Kohnen (2003) and DuBrin (2013) noted that leadership is the ability to encourage employees, therefore the literature concurs with the respondents’ comments regarding the characteristics of good leadership.

The employees highlighted that the managers of the firm have the following leadership characteristics: knowledge; communicate well; good relationships; interactivity; experience; honesty; empathy; and good listeners.

*‘...they have a little bit of each...’ (R11)*

*‘...knowledge definitely, experience...’ (R15)*

When it came to the managers’ comments on the characteristics they have, one manager indicated they treat the employees well, there is always room for improvement, and the manager never stops learning. The other manager highlighted that they are willing to listen to employees’ ideas on a project, and are willing to accept their experience in a particular direction, whether it is technical experience or

experience with a particular client or particular consultants. The manager explained that if the employees have already paved the way for doing something more efficiently or in a way that allows the group to work more efficiently, then the manager is willing to listen to that and will shape their role within that situation.

#### **4.3.1.2 Leadership Challenges**

The employees indicated that the challenges faced by the employees were unrealistic deadlines, a lack of communication, delaying/putting off doing tasks, no follow through, and time management. Employees emphasised that when management is out of the office there is no one for employees to go to if a decision is required immediately. It was found that with limited information the respondents had to make decisions themselves in order to attain deadlines set by management and then the managers' change what the employees have decided so the work has to be redone by the employees.

*'...at some point there is almost no one to go to, to discuss things. When management is out of the office....there is no one to make decisions....there is no communication...'* (R6)

*'...If there is no information coming and you know that you still have a deadline to meet you have to take decisions yourself, so you take those decisions and base it as best you can on experience, but obviously as in our profession there are so many ways of doing it...so you always have this feeling that what you are doing is not going to satisfy the manager because he or she will change what you have done, so it gets quite frustrating....you have to redo it as a result of inefficient management input.'* (R15)

*'...the number of times work was redone....there was an accumulation of ideas....it was frustrating...'* (R12)

A respondent revealed that management does not get involved in issues between employees.

*'...managers did not get involved in work related issues in terms of interactions between staff, bullying...'* (R8)

One of the managers indicated that the past managers at the firm were good tutors and the current managers' leadership style has evolved from how they handled things. The manager appreciated the way the past managers of the firm handled things so the manager thought the employees would appreciate a similar approach. The manager has no leadership training in terms of courses, and has just watched, learnt and tried to adapt a style around what he observed. The other manager pointed out that the firm consists of architects, technologists and administrative employees, so management has to identify and clearly define what those roles are. The manager highlighted that everyone needs to understand their value and work within the firm.

The findings of the study correlated to the research of DuBrin (2013), who asserted that leaders collect knowledge during their career. He also stated that management and leadership development consists of self-development, self-awareness, individual development experiences, skills training, coaching, feedback-intensive programmes, leadership experience, leadership succession, learning from work problems (action learning), mentoring, and education. DeRue and Wellman (2009), Kolb (1984), McCall (1998) and Petriglieri (2011) found that researchers concur that skills, learning from experience, talent and experience of leading and following are ways through which leaders develop.

#### **4.3.1.3 Leadership Styles**

The employees indicated that the managers have different leadership styles, a hands-off approach, a laid back approach at times, aloof, autocratic, authoritarian and laissez-faire leadership. It was also revealed that one of the managers does not have



much experience in managing.

*'...a style that gives you very little confidence as an employee. There is no consistency in their management styles....on the one side there is a serious lack of experience...'* (R15)

*'The one tends to be aloof and distant then all of a sudden is autocratic....all of a sudden interested and engaged and responds with information when it's required. The other I would say is struggling with a move from a peer level relationship management to a hierarchy management, trying to establish a position in that regard.'* (R7)

*'...manager one is to a degree authoritarian and also paternalistic and manager two is just authoritarian.'* (R5)

This is dissimilar to the work of Chan and Chan (2005), who asserted that laissez-faire leadership is not used often in the building profession. Chan and Chan (2005) stated that laissez-faire is a nonexistence of leadership and evades responsibility. DuBrin (2013) claimed that previous researchers found that laissez-faire leadership was connected with negative outcomes, while his research found that employees managed by a laissez-faire leader experienced role vagueness. The findings of this study are similar to the work of DuBrin (2013), who noted that democratic leadership is mentioned as being laissez-faire leadership because it has an extremely macro view.

Yuan and Lee's (2011) research found that democratic leadership is chosen more often than other leadership types, while Val and Kemp (n.d.) asserted that democratic leadership is about leaders who take a relaxed but controlled approach to leading employees. The findings of the study correlate to the research of DuBrin (2013), who noted that autocratic behaviours comprise of telling individuals what to do.

The findings of the study correlate to the research of Yukl (1994), who established that the influential factors of leadership styles are size and function of the business; employees' performance and competence; level in the authority hierarchy; and technology and task characteristics. A study by Kasapoglu (2011) found that the age and size of the architectural office, as well as the position of the lead architect, are directly associated to leadership behaviours.

Half of the employees indicated that the managers should execute inclusiveness and incorporate different leadership styles and regular interaction. They also advised the managers to encourage employees; improve their time management; and be clear and inform employees as to what they require from each of them. The employees explained that management should understand the pressures that employees go through; understand their employees; understand the drawing programmes they use; and realise how long it takes employees to do the work. They further highlighted that the managers should be decisive; be open to where the firm is going and how it is performing; and have regular meetings. Finally, they emphasised that management should have full involvement regarding projects; reduce or avoid excessive design changes; and give regular feedback.

*'...an individually based leadership style....'* (R6)

*'Time management and better communication.'* (R1)

*'...They must be proactive....lead by example...'* (R11)

*'A bit more considerate of staff...'* (R8)

This is similar to the work of Mills (2007), who stated that leaders must recognise that employees are required to achieve activities in the firm, and that without employees managers cannot complete anything. Mills (2007) also asserted that leaders must have respect and dedication for their employees, which can be achieved by

integrating the human element into their leadership style. DuBrin (2013) advised managers to analyse the circumstances and then make a decision on a suitable leadership style to match, and a leader should be capable of adapting their style to the circumstances to be effective. Mills (2007) also noted that leaders must use the appropriate leadership style for the circumstances, and claimed that successful leaders change from one leadership style to another to create a flexible and effective team. Finally, leaders have to balance the degree of leadership oversight suitable for the circumstance with the level of employee participation (Mills, 2007).

The employees indicated that the managers should be proactive leaders; have better communication; lead by example; and listen to employees. The findings of the study correlate to the work of Sunindijo, Hadikusumo and Ogunlana (2007), who confirmed that listening, being proactive, having open communication, and leading by example are leadership behaviours required to influence employees. DuBrin (2013) and Amar et al., (2012) all agreed that leading by example is an effectual technique to influence employees.

The employees indicated that management should get to know the employees on a personal level, which is a similar finding to the research of Daft (2008) who suggested that leaders develop optimistic affiliations with every employee. DuBrin (2013) claimed that the right attitude, behaviours, and abilities are required for effective leadership, while Robbins et al., (2009) commented that effective managers must build trusting relationships with their employees.

One of the managers viewed his leadership style as being relaxed and informed, and said that he encourages employees to make their own decisions and come forward with suggestions. The manager also pointed out that participation is vital and he prefers employees to make a suggestion and then feedback can be given. These findings correlate with the research of Val and Kemp (n.d.), who asserted that democratic leaders take a relaxed but controlled approach to leading employees and consider employees' suggestions. Boykins et al., (2013) and Mills (2007) also noted

that democratic leaders encourage employees, while DuBrin (2013) and Boykins et al., (2013) commented that democratic leaders include employees in the decision-making process. The findings also highlighted the importance of participative leadership, and DuBrin (2013) noted that participative leaders share the making of decisions with employees.

The other manager viewed her leadership style as being flexible, casual, not rigid and loose, and she lets the situation dictate the response given. These findings are supported by the research of Méndez, Muñoz and Muñoz (2013), who commented that the contingency theory and situational leadership offers the most efficient analysis of intricate circumstances and boosts the probability of suitable measures to be taken, and situational leaders analyse the nature of the situation.

The employees indicated that the current leadership styles of the managers do have an impact on them, as there is non-existent leadership from one of the managers and during tough times the other manager increases productivity to get more work out in a shorter period of time, which makes the quality of, and enthusiasm for, the work decline. The employees highlighted that there is poor time management in the firm as well as inconsistency and poor communication, and the employees do not get given information on time. They also explained that the managers do not empower the employees to work efficiently, that a lot of the employees' time and hard work gets wasted, and that there is poor communication, which directly impact on the employees. This is clear from how the employees respond to their managers and from the employees' behaviours.

*'...a non-existence of leadership from one side and the other side is an ok leadership....When things are tough productivity actually gets forced up by the main manager but the quality of work drops....enthusiasm in the work drops and even with the partners...'* (R6)

*'The time management is bad in this office so it causes a lot of friction on employees because we don't get told information on time. It causes a lot of stress...'* (R1)

*'...wastage of time, wastage of effort....The leadership styles of the employers creates frustration with the employees...'* (R12)

This is similar to the work of Kasapoglu (2011), who asserted that leaders considerably influence the performance, attitudes, and behaviour of the employees. The literature thus agrees with the findings of the employees that leadership styles do have an impact on the employees.

The employees expressed diverse views regarding the leadership styles having an impact on the firm. Some indicated that the leadership styles do have an impact on the firm, highlighting that the impact of the leadership styles on the architectural firm does not improve morale and that performance is compromised. Employees explained that the impact on the firm was poor financial performance even though the employees perform well and are productive.

*'...poor financial performance....the staff that was there, were performing better than they deserved to perform...'* (R12)

*'...the firm is doing fairly well, there is still the same turnover of staff, not necessary qualified staff, that has been fairly slow compared to other firms...'* (R7)

*'...everybody is quite productive...'* (R10)

The findings of the study correlate to the work of Robbins et al., (2009), who stated that letting employees solve job related issues are decisions employees can participate in, which can increase employee commitment to work goals and productivity. Daft (2008) claimed that leadership and management must be assimilated efficiently in businesses in order to lead to high performance and good

results. The literature corresponds with the findings that leadership styles do have an impact on the firm.

A manager indicated that the impact of their leadership styles used on the employees was seen as positive. The manager admitted that he makes too many design changes throughout a building project but explained that this is the nature of the design process and it is because the manager continuously likes to refine and improve projects. The other manager explained that things are kept flexible and he tries to encourage debate and discussion. One manager indicated that there is no formal management style of management, and highlighted that the impact on the firm was that the managers are open to all kinds of development opportunities. He added that there is logic in the way the managers manage the firm.

#### **4.3.2 Theme 2: Communication**

The employees revealed that the communication between the managers and the employees was partly face-to-face, which DuBrin (2013) asserted is a strong channel of communication. The employees also pointed out that communication takes place via email, which DuBrin said is a common factor in a leader's communication. It was found that email communication is sometimes not effective, and communication is random and used for task briefing.

*'...The email approach is a soft approach, even if they read it they might not attend to it...'* (R11)

*'...communication was purely on a random basis, how is the job going....You didn't solve your problems right there and then...'* (R12)

*'...sort of task briefing....it was communication mostly on a when it was needed basis...'* (R7)

This is similar to the work of Lawler III (2008), who noted that managers have to create an open-door policy so that employees know that they can talk to them if they have an issue. DeVries and Bakker-Pieper's (2010) research showed that task-orientated leadership is less communicative and that human-orientated leadership and charismatic leadership are mostly communicative, while Kohnen (2003) commented that technology communication cannot inspire, encourage, or change behaviour. Daft (2008) commented that leaders who communicate openly with employees share all types of business information, and DuBrin (2013) asserted that open communication amongst employees and leaders assists a business to achieve accomplishments and overcome troubles.

The findings of the study correlate to the work of Daft (2008), who noted that a necessary part of leadership is effectual communication. The author claimed that leaders must lead strategic discussions that get individuals conversing across boundaries about the values, vision, and strategic topics that can assist the team or business to attain desirable outcomes. Daft (2008) added that the following components make strategic discussions possible: asking questions, discernment, an open communication climate, dialogue, and active listening. The employees advised the managers to have open communication channels, which Daft (2008) commented is necessary for building trust as it leads the way for possibilities to commune with employees, and as a result allows the business to gain the benefits of all employees' minds. The employees indicated that more direct and verbal communication is required from management. DuBrin (2013) suggested that engaging in communication that is face-to-face with information that is direct is a way of communicating that is robust for the manager and leader.

The managers' views on how the employees communicate with them and how they communicate with the employees are that it is extremely informal, and the manager would like to think they are seen as almost equal to the employees and that the employees can easily have a discussion with the managers. The managers indicated that emails are a legal requirement which has major implications as it is a record of

decisions made.

The employees suggested that the managers should communicate a lot better with employees; formalise communication; improve communication with employees; and have regular staff/progress meetings. Employees also suggested that managers should be more transparent; inform the employees about the vision of the firm and the reasoning behind why certain decisions are made; hold performance reviews approximately every four months; hold annual salary reviews; and show an interest in the employees. They further highlighted that the managers should ask employees to do things as opposed to tell them; provide employees with information regarding projects quicker; have more face-to-face communication, and be more honest.

*'...the style needs to change where you ask people, you don't tell people to do things, you ask them to do things...'* (R14)

*'...get the information a lot sooner...'* (R1)

*'...more face-to-face time with the guys individually on their particular job...'* (R9)

*'...be honest with the staff...'* (R13)

The findings of the study correlate with the work of Sunindijo, Hadikusumo and Ogunlana (2007), which stated that open communication is a leadership behaviour required to influence employees. Lawler III (2008) commented that managers must have weekly meetings with employees where suggestions, ideas, feedback, complaints, and recommendations can be voiced.

One manager indicated that meetings with everybody have to happen more often; he would like to think that everybody feels that if they have anything to say, if they need to say something in confidence, or they just want to have a casual discussion, that they know there is an open door policy at the firm.



The comments from the employees revealed that the managers use autocratic leadership, and that regular meetings between management and employees are required. The employees added that management tells employees what to do and how to do it.

*'...a style of telling as opposed to listening.'* (R15)

*'...my interactions were very much I do the work you tell me to do when you want me to do it...a yes, yes situation'* (R7)

The findings above are supported by the research DuBrin (2013), who stated that autocratic behaviours comprise of telling individuals what to do.

The respondents indicated that the managers are friendly with the employees and the managers interact well with the employees.

*'...they are friendly with everybody...'* (R16)

*'...I interact well with them...'* (R10)

*'...On a professional level it's good...'* (R6)

The findings above link to Maslow's theory regarding the need for belongingness, which states that individuals have a need for friendships. The findings also relate to McClelland's theory regarding the need for affiliation, which asserts that individuals have a need to establish warm friendships.

One manager explained that they are able to communicate with employees because the everyday work situation of the employees is similar to theirs; that they have a good understanding of what the employees are going through in terms of work; and

that their leadership comes from a position of understanding and empathy.

### **4.3.3 Theme 3: Creativity and Decision-Making**

The employees revealed that the managers allow them to be creative and make decisions.

*'...They are willing to hear out whatever solutions you may have and allow you to use your creativity....it's the delay in decision-making that lets you make decisions.'* (R6)

*'...Make decisions I did, a lot of the time because they were unavailable...'* (R9)

The findings correlate to the significance of learning in a business context and the work of DuBrin (2013), which states that to create a learning business, leaders must create a communal vision; encourage imaginative thinking; create a tactical intent to learn; encourage action learning and making mistakes; empower individuals in seeking constant improvements and decision-making; facilitate team learning; and encourage systems thinking. Forgeard and Mecklenburg (2013) stated that circumstances that present architects with the chance to learn advance creativity, while Kivimaki and Kalimo (1994) noted that employees who are satisfied play a bigger role in making decisions within businesses and are more creative.

One manager explained that they allow the employees to be creative and make decisions regarding their projects by saying to employees that they can come up with suggestions, and that they prefer employees to make their own decisions. The other manager revealed that each person in the firm usually has a project who drives it and understands it intimately. This manager indicated that the individual, whilst driving their project, has the opportunity every day to make decisions about technical and design issues, make suggestions, and communicate with consultants. The manager highlighted that the employees are therefore constantly feeding the creative and decision-making process.

#### 4.3.4 Theme 4: Motivation

The employees expressed diverse views regarding motivation, with some indicating that the managers do not motivate them to do their work, while others argued that the managers praise them. All respondents indicated that they are self-motivated, enjoy the work they do, enjoy the different challenges of their work, and have a natural passion for their job. This is similar to the findings of Glen (2003), who stated that knowledge workers are driven by the professional satisfaction they derive out of the results and the nature of the work that they perform.

The employees revealed that they are motivated by seeing other employees working hard, being paid to do their jobs, the feeling of achievement when they meet their deadlines, and producing good quality work that they are proud of.

*'...When I did my in-service I thought the motivation was seeing the other employees do their work very well, that was my motivation...'* (R6)

*'...It's merely a case of having employees paid to do work....The feeling of accomplishment that you feel yourself because you know that you have met a deadline, you've produced a set of drawings of a good quality, you are proud of your work...'* (R15)

*'...They gave me deadlines, they also paid each month which helped....Money is a good way of motivating...'* (R13)

The findings of the study relate to the Herzberg two-factor theory, as pay is a hygiene factor.

One manager revealed that he motivates employees by giving them a comfortable work environment. The findings of this link to Maslow's theory regarding the need for

safety, which claims that individuals have a desire for a safe, secure, physical, and emotional environment. The manager revealed that they encourage employees to contribute and be involved which correlates to higher level needs. The manager also highlighted that they give employees responsibility and generally make sure the right projects are allocated to the right employees based on what the employees are interested in. The other manager revealed that the work the employees do results in a building that is very visual and has a huge social impact, which is motivation in itself. In addition, for an employee to see their project being built is very satisfying.

The employees explained that they are motivated to do their work by not letting down the team, enriching themselves, the challenges of work, completing tasks, the office atmosphere, a friendly work environment, and being remunerated for doing the work.

*'...Motivation to do my work is to not be a letdown in the team....I felt I was doing it to better enrich myself...'* (R6)

This finding connects to the higher level needs of accomplishment and also relates to McClelland's theory, which states that individuals have a need to achieve something challenging, attain a high level of success, and master complex tasks.

*'...its challenges, my work can be a bit challenging at times and motivating.'* (R4)

*'Completion of my tasks...'* (R8)

The findings of the study tie in with Maslow's theory regarding the need for self-actualisation which represents the need for self-fulfillment. The findings also link into the higher level needs of accomplishment, fulfillment, and competence.

*'...the atmosphere at the office...'* (R13)

*'A friendly environment motivates me...'* (R5)

The findings of the study connect to the need for belongingness in Maslow's theory, which states that individuals have a need for friendships and good relationships with other employees. The findings also relate to McClelland's theory which asserts that individuals have the need to establish warm friendships.

*'...getting paid for the work you are doing...'* (R7)

This finding correlates with Maslow's theory regarding the physiological need which is met by an adequate salary. It was revealed that employees get motivated by different things; however, this depends on each individual's preference.

Half of the employees suggested the managers show appreciation; give praise and recognition to their employees; and give their employees incentives or rewards. The findings of the study connect to the Carrot-and-Stick Controversy. The carrot-and-stick controversy are incentive programs, such as bonuses, monetary or nonmonetary rewards, based on an employee's performance. Daft (2008, p.213) stated that an advantage of the carrot-and-stick controversy is that "giving employees bonuses or pay raises can signal that leaders value their contributions to the business". Another advantage is that "researchers assert that using money as a motivator almost always leads to higher performance" (Daft, 2008, p.213). A disadvantage of the carrot-and-stick controversy is that "extrinsic rewards are neither adequate nor productive motivators and may even work against the best interests of organizations" (Daft, 2008, p.213). Daft (2008) commented that incentives can be effective when individuals are motivated by money, rewards and incentives.

The employees suggested that the managers should arrange team building exercises for their employees, be more interested in them, constantly involve them in projects, be sympathetic to the costs of living, empower them to resolve conflicts, and encourage them to go to site meetings and be on-site at their projects. They also recommended that managers be transparent with employees regarding the vision of

the firm and the reasoning behind why certain decisions are made which have an impact on the employees and the firm.

*'...Go for a lunch....team building exercise...'* (R14)

*'...Be a little bit interested in your staff.'* (R11)

*'...constantly involve them in projects....involved with site meetings, they need to be able to watch the building grow out of the ground and become a complete project...'* (R15)

*'...Transparency....if employees understand vision and the motivation behind why certain decisions are made and the rational and the reasoning behind certain decisions....at least there is some understanding as to why certain things are done and I think that will help people deal with the situations and produce work accordingly...'* (R7)

*'...be a bit more sympathetic to the cost of living about the depressed financial situation with people....try to empower them in terms of how to deal with people....how to resolve conflict...'* (R8)

The findings correlate to the work of Jones and George (2011), who pointed out that the Path-Goal Theory stated that managers can motivate employees by engaging in supportive behaviours, i.e. looking out for employees' best interests and expressing concern for employees. These findings are similar to the work of DuBrin (2013), who claimed that managing creative employees requires special attention. Forgeard and Mecklenburg (2013) asserted that previous studies have emphasised that intrinsic motivation improves creativity. Robbins et al., (2009) suggested that managers should be perceptive to employees' differences; must not treat all employees the same; and should spend essential time with each employee to comprehend what is significant to them in order to align rewards with employees' objectives and desires.

The authors also suggested that designing jobs to align with employee desires will maximise motivation, and letting employees solve job related issues and make decisions can increase employee motivation. Goodridge (2009) commented that the ability to enhance workplace energy provides an important competitive advantage by assisting to motivate employees.

One manager explained that he would like to think that the employees are doing their jobs because they enjoy what they are doing, and emphasised that there will always be periods where the work that people are doing is not the most ideal arrangement, but people have to work their way through it if a person has chosen this profession or project. The other manager revealed that architectural work offers a huge amount of motivation, and believed that the employees of an architectural firm participate in something special.

#### **4.3.5 Theme 5: Job Satisfaction**

The employees expressed diverse views regarding job satisfaction, with some indicating that they get satisfaction because they have a natural passion for the job and they enjoy learning new things; gaining experience from the variety of projects; and developing. These findings are similar to the work of Kivimaki and Kalimo (1994), who stated that employees who are satisfied play a bigger role in making decisions within businesses and are more creative. McNeese-Smith (1997) claimed that employees who stay on the job and are productive experience job satisfaction.

*'I get a lot of satisfaction out of the freedom that's there, it's not supposed to be there, not all of it, some of it is there out of neglect...'* (R6)

*'...being a professional architect is still something that gives me job satisfaction...'*  
(R15)

The findings correlate to the research of Glen (2003), who stated that knowledge workers are driven by the professional satisfaction they derive out of the results and the nature of the work that they perform.

Other employees argued that it was not pleasant at the firm towards the end of their time there. One highlighted that they left the firm because of a lack of direction and communication, while another explained that their job satisfaction was a downward decline and said that they left because they were earning much less than they should have been, which was a burden on them. The respondent also asserted that the situation was untenable, and revealed that it was related to some extent to poor management and leadership.

One employee highlighted that the firm was one of the best firms they had worked at, while other employees suggested that managers reward employees with incentives for achieving performance goals. The findings of the study correlate to work of Randeree and Chaudhry (2012), who found that working circumstances; accomplishment; remuneration; office flexibility; and degree of professionalism influence employee job satisfaction. Saari and Judge (2004) also found that individual characteristics and the nature of work persuade job satisfaction. It was found that employees get satisfaction from enjoyment of the work as well as the variety of work. Jones and George (2011) stated that managers who have high levels of job satisfaction enjoy their jobs, and believe their jobs have many desirable characteristics such as interesting work or pleasant co-workers. Daft (2008) noted that when employees are completely engaged with their work, job satisfaction increases.

One manager explained that the fact that every architectural project is different is exciting and there is huge satisfaction in that. The manager also highlighted that learning something new every day was exciting. The employees further indicated that they get job satisfaction from finishing their work, which corresponds with research by Laglera, Collado and Montes de Oca (2013), who stated that internal job satisfaction



is linked to gratification with jobs being completed.

#### **4.4 Summary**

The study aimed to investigate the leadership styles for managing employees at a Durban-based architectural firm. The objectives were to indicate what leadership style works best in an architectural firm; to assess if creative employees of an architectural firm should be led differently; to find out what motivates employees at an architectural firm; and to study the effect of leadership styles on creative employees' job satisfaction.

The findings of the study revealed that the managers mainly use laissez-faire, hands-off, and autocratic leadership. The findings from the interview responses showed that the managers of the architectural firm are relaxed, flexible, casual, knowledgeable, allow employees to be creative, make decisions and come forward with suggestions. One manager revealed that they let the situation dictate the response, while the second manager indicated that an informal, consultative leadership style that encourages employees to contribute and make decisions works best in an architectural firm.

The study indicated that the leadership styles of the managers do have an impact on the employees and on the architectural firm. The respondents are self-motivated and have a natural passion for their work; the communication between the managers and the employees is mainly face-to-face; the managers allow the employees to be creative and make decisions; and the respondents are largely satisfied with their jobs. The firm has a variety of age groups and experience levels.

It was found from the interpretation and analysis of the interview responses that the findings of the study are mostly in-line with the existing literature.

## **CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS**

### **5.1 Introduction**

The focal point of this chapter is the conclusion and recommendations of the research study. The study aspired to investigate the leadership styles for managing employees at a Durban-based architectural firm. The focus of this study was on identifying what leadership styles managers should practice and how these leadership styles impact employees. The results of the study are intended to contribute to the development of managers into successful leaders. The literature review focused on leadership, leadership types, leadership theories, leadership styles, leadership behaviours, knowledge workers, motivation, motivation theories, and job satisfaction. Qualitative research methodology was chosen for the study. Sixteen semi-structured interviews were conducted with respondents from the architectural firm and the data were analysed by thematic analysis and interpretation. The key findings from the study are presented first, then the research objectives are answered. The implications of this study are then presented, followed by the recommendations to the architectural firm to address the research problem. Finally, recommendations for future studies are provided. The chapter concludes with the summary which states whether the research problem was solved.

### **5.2 Key Findings**

The findings indicated that the following are important leadership characteristics: knowledge, knowing all the duties involved with the firm, and competence. The findings also highlighted that communication, being interactive, having empathy, understanding the team, being pleasant, leading by example, assertiveness, confidence, giving accurate information, decisiveness, accepting advice, giving feedback, being a good listener, being honest, having integrity, being encouraging, being inspiring, and being motivating are significant characteristics.

The employees revealed that the managers have the following positive leadership characteristics: knowledge, communication, good relations, interactivity, experience, honesty, empathy, and good listeners.

The managers indicated that they treat employees well and they are willing to listen to employees' ideas on a project. The findings further revealed that the managers have different leadership styles in the form of a hands-off approach; aloof; and laissez-faire leadership styles. The managers argued that the leadership styles they have are relaxed, informed, and encourage employees to make their own decisions and come forward with suggestions. One manager highlighted that participation is vital so he prefers employees to make a suggestion and then he can give feedback. The other manager described her leadership style as flexible, casual, not rigid and loose, and said that he lets the situation dictate the response.

It was found that the leadership styles have a negative impact on the employees and the firm, with employees explaining that this was due to poor time management, wasting time, inconsistency, and poor communication. The current leadership styles do not improve morale, performance is compromised, and there is poor financial performance. The employees perform better than they should, the employees meet their deadlines, the firm is very busy, and everybody gets the work out.

The findings further highlighted that the challenges faced by the employees were unrealistic deadlines, a lack of communication, delaying/putting off doing work, no follow through, poor time management, and frustration caused by the number of times work was redone.

Some employees felt that the managers do not motivate them to do their work. Other employees are however self-motivated, enjoy the work they do, enjoy the different challenges of their work, have a natural passion for their job, and are motivated by different things which depend on the individual's preference.

The managers indicated that they motivate employees by giving them a comfortable work environment and encouraging them to contribute and be involved. One manager highlighted that they give employees' responsibility and generally make sure the right projects are allocated to the right employees based on what they might be interested in. A manager also explained that the work they do results in a product that is very visual and has a huge social impact, which is motivation in itself as to see your project being built is very satisfying.

It was found that the interactions between the managers and the employees are good, with most communication being done face-to-face. The employees indicated that the managers do allow them to be creative and make decisions and they are satisfied with their jobs. They further explained that they get satisfaction from their passion for the job, from learning new things, the enjoyment of the work, gaining experience, from finishing the work, and the variety of work.

The objectives that were set out in Chapter One will now be addressed.

**5.2.1 Objective One:** To indicate what leadership style works best in an architectural firm.

The managers indicated that the leadership styles that they think work best in an architectural firm are informal; consultative; encourage employees to contribute, be creative and make decisions; flexible; casual; and should let the situation dictate the response.

Managers can implement distributed leadership, participative leadership, team leadership, transformational leadership, entrepreneurial leadership, hands-on leadership, relations-oriented leadership, democratic leadership, charismatic leadership, coaching leadership, or empowering leadership.

The findings of the study are supported by the research of Daft (2008), who asserted that participative leaders are accountable for the performance, morale and emotional well-being of employees, and share the decision-making with team members. The findings are similar to the work of Kasapoglu (2011, p.362), who stated that employees “who have an internal locus of control and believe that they have control over their work environment will prefer participative and achievement-oriented leadership styles”. Daft (2008) asserted that team leadership is comprised of recognising the significance of shared values and purpose, building accord, acknowledging mistakes, and providing team members with coaching and support.

The findings correlate to the research of Chan and Chan (2005, p.420), who found that “building professionals use transformational leadership more frequently than transactional leadership in their work” and “the most prominent behaviour used is inspirational motivation”. Boykins et al., (2013) noted that relations-oriented leadership focuses on motivating employees as well as their overall interests, while DuBrin (2013) explained that entrepreneurial leadership comprises of a visionary perspective; a strong achievement drive; an eye on the future; and a high degree of enthusiasm.

The findings are supported by the research of Boykins et al., (2013), who asserted that hands-on leadership involves providing consistent feedback, leading by example, and having open communication with employees. The findings of the study correlate to the work of DuBrin (2013), who stated that democratic leaders include employees in the decision-making process, and manage competent employees who are willing to take responsibility. Caldwell et al., (2012) pointed out that charismatic leaders create a leader-employee association in which leaders make a strong individual connection with employees, communicate their vision for the future, and have superb communication abilities, while coaching leadership increases morale. Empowering leadership was found to be mainly applicable in knowledge intense situations and when knowledge employees need to address intricate and unclear problems.

It was found that the managers should avoid using autocratic leadership, transactional leadership, and command and control leadership. This is supported by the research of Robbins et al., (2009), who asserted that transactional leaders evade decision-making and relinquish responsibilities. Command and control leadership will also not work with creative employees in the building industry, which was confirmed by the work of Boykins et al., (2013) who stated that command and control leadership is used mostly when working with unknowledgeable people about a particular task or when there is a crisis.

It was found that managers and employees in an architectural firm are constantly learning new things and constantly trying to improve the way they do things.

A manager indicated that the true mark of a good leader is someone who is flexible and able to revise the way they do things. It was thus suggested that a style of encouragement is required.

**5.2.2 Objective Two:** To assess if creative employees of an architectural firm should be led differently.

The managers' perceptions about creative employees of an architectural firm being led differently to normal employees were that there are two types of employee: the employee that thrives on contributing and coming up with ideas and those who are more comfortable taking instructions as opposed to making decisions or offering suggestions. One manager highlighted that encouraging employees who are not as comfortable making decisions and encouraging participation is important, while the other manager described the creative process as a complex one which has both a technical and a social aspect. The manager revealed that the employees, to a large degree, understand that it is a complex process and are equipped because they are creative employees. The manager explained that the creative employees respond to a complex process a lot better because they are flexible and are able to adapt.

It is thus important to consider followership. Daft (2008) pointed out that strategies for being an effective follower comprise of being a resource, helping the leader be an effective leader, not criticising the leader, building an association with the leader, and viewing the leader rationally.

Daft (2008) stated that leaders can improve the contributions and abilities of followers if they provide coaching, give truthful and positive feedback, and propose clear direction. He further asserted that a leader can employ supportive or directive coaching to assist followers accomplish a precise development objective or advance precise abilities.

This is similar to the work of Van der Kaay (2005), who stated that a learning environment can be supported by inspiring a very effective workforce, learning from experience, and encouraging employees to work together. Van der Kaay (2005) also asserted that showing continuing support for employees; engaging employees in solving the business' issues; and continuously improving leadership skills through team building exercises are ways to support a learning environment.

The findings of the study correlate to the work of Lawler III (2008), who suggested that managers assure their competent employees that they understand their needs and concerns; listen to them; gather direct feedback from them; and have weekly meetings where suggestions, ideas, feedback, complaints, and recommendations can be voiced. DuBrin (2013) suggested that managers should apply exceptional concentration in managing creative employees, give employees exceptional resources and tools, mildly turn down suggestions and provide flexibility.

**5.2.3 Objective Three:** To find out what motivates employees at an architectural firm.

The employees are self-motivated, enjoy the work they do, enjoy the different challenges of their work, and have a natural passion for their job.

One manager highlighted that they motivate employees by giving them a comfortable work environment, encourage them to contribute and be involved, give them responsibility and generally make sure that the right projects are allocated to the right employees based on what they are interested in. The other manager highlighted that architectural work offers a huge amount of motivation.

It was found that the employees are motivated by different things which depend on the individuals' preferences, such as a friendly environment, which relates to Maslow's theory regarding the need for belongingness. This finding also relates to McClelland's theory regarding the need for affiliation, which asserts that individuals have the need to establish warm friendships. It was also found that employees are motivated by the need to achieve challenging work, which correlates with McClelland's theory about the need for achievement. The employees are also motivated by getting paid for the work they do, which links to Maslow's theory of the physiological need which is the need for an adequate salary. The responses pointed to the higher level needs of accomplishment because they gain motivation from the completion of their tasks.

The employees' views on motivation are supported by the research of Forgeard and Mecklenburg (2013), who found that past research has yielded extensive literature showing that the most important motivator of creative behaviour is the architect's intrinsic interest; intrinsic motivation is linked with achieving knowledge objectives. Robbins et al., (2009) suggested that managers should be perceptive to employee differences; must not treat all employees the same; and should spend essential time with each employee to comprehend what is significant to them in order to align rewards with employees' objectives and desires. Designing jobs to align with employee desires will thus maximise the motivation prospective in jobs.

This finding is similar to the work of Jones and George (2011), who suggested that the Path-Goal Theory provides a manager with the following guidelines to be an



effective leader: find out what results your employees are attempting to acquire from the business and their jobs; compensate employees for high levels of performance and the achievement of objectives with the desired outcomes; make the paths clear for employees to attain goals; eliminate any hurdles to high levels of performance; and express confidence in employees' competencies.

**5.2.4 Objective Four:** To study the effect of leadership styles on creative employees' job satisfaction.

The research revealed that the respondents are largely satisfied with their jobs; they attain satisfaction from their passion for the job, learning new things, the enjoyment of the work, gaining experience, finishing their work and the variety of work. The findings correlate to the research of McNeese-Smith (1997), who claimed that employees who stay on the job and are productive experience job satisfaction.

It was found that the surveyed managers allow the employees to be creative and make decisions, i.e. the employees are empowered at work and are engaged with the firm. This finding corresponds with research by Chuang, Jackson and Jiang (2010), who asserted that empowering leadership is mainly applicable in knowledge intense situations and complements knowledge employees who are frequently required to address intricate, unclear problems that need imaginative solutions and personal judgment.

DuBrin (2013) asserted that leaders can persuade performance and satisfaction by enhancing employee rewards for accomplishing work objectives; giving coaching and direction to make the path to rewards easier; and reducing frustrating obstructions to achieving objectives. He also suggested that leaders enhance opportunities for employee satisfaction if individuals perform effectively; clarify the attraction of objectives for individuals; and provide rewards that are contingent on sufficient performance.

### **5.3 Implications for Management**

Managers should execute leadership styles that are inclusive and have better and more regular communication with employees. It was determined that the managers are informal; flexible; encourage employees to contribute, be creative and make decisions; and let the situation dictate the response. One manager highlighted that there are two types of employees, the type of employee that thrives on contributing and coming up with ideas, and the other type of employee is more comfortable taking instructions and without making suggestions. The other manager asserted that creative employees are flexible and they are able to adapt. The findings revealed that the respondents are self-motivated, enjoy the work they do, enjoy the different challenges of their work, and have a natural passion for their job. One manager explained that architectural work offers a huge amount of motivation, and it was identified that the respondents are intrinsically motivated by the enjoyment of their architectural work.

Specific recommendations are now made in relation to the findings.

#### **5.3.1 Leadership Styles**

- It is recommended that the managers execute leadership styles that are inclusive and have regular interaction with employees.
- Management should try to encourage employees, improve time management, be clear and inform employees as to what they require from each of them, understand the pressures that the employees go through, understand the employees, understand the drawing programmes the employees use, and appreciate how long it takes employees to do the work. Lawler III (2008) asserted that managers should assure their competent employees that they understand their needs and concerns.
- The managers must be decisive, proactive leaders who are open to where the firm is going and how it is performing; hold regular meetings; know employees

on a personal level; have full involvement in projects; reduce or avoid unnecessary or too many design changes on projects as far as possible; and give employees regular feedback.

### **5.3.2 Leadership**

- Management needs to look closely at their employees; get inside their team; make it a team; and understand, interact and know what their employees are going through. Daft (2008) asserted that leaders should work to comprehend team members' values, interests, opinions, and goals.
- The managers can improve time management, have regular meetings with employees, define employees' roles and reassure them how important their roles are to the firm.
- Management can set realistic deadlines, have a more hands on approach, inform employees more than ten minutes before a meeting that they need something for the meeting, and provide sufficient guidance.
- The managers need to change their mindsets so that they rely on teamwork, human skills, and integrity, and must create a shared vision for the firm and communicate this vision to their employees (Daft, 2008).
- Leadership development can be achieved through reading autobiographies, biographies about successful people, and leadership books (DuBrin, 2013).
- The experienced manager can coach/mentor the inexperienced manager, while the inexperienced manager can shadow the coach/mentor (DuBrin, 2013).
- Management can spread the work load among employees, give employees work appropriate to their work experience and abilities, give praise and feedback to employees, and show respect for employees. Managers can further make employees feel appreciated, encouraged, and dedicated to common goals and purposes (Daft, 2008).

### **5.3.3 Motivation**

- It is suggested that the managers show appreciation and give praise, incentives, rewards, and recognition to their employees. Kasapoglu (2011) stated that leaders can motivate employees by rewarding team or individual accomplishments with incentives.
- Managers should compensate employees for high levels of performance and the achievement of objectives with the desired outcomes.
- Management can celebrate the completion of a big project or when a big cheque comes in by having an office party, going out for drinks, having an office braai, going for lunch, or holding team building exercises.
- The managers can constantly involve employees in projects - not just from a drawing perspective but right from inception to the handover of the building to the client. Management cannot expect an employee to become interested in a project if he or she is only required to sit in the office and do the drawings, therefore they need to be involved with the client and attend site meetings. Employees need to be able to watch the building grow out of the ground and become a complete project.
- Transparency is required from management. If employees understand the vision and the motivation behind why certain decisions are made, there will be some understanding as to why certain things are done which will help employees deal with the situation and changes, which in turn will allow employees to produce work accordingly.
- Management can be more sympathetic to the cost of living for employees, and try to empower employees in terms of how to deal and interact with clients and consultants, and how to resolve conflict.

### **5.3.4 Job Satisfaction**

- It is suggested that management influences employees' job satisfaction by giving employees benefits such as good remuneration; job security; making

employees work within teams; treating employees fairly; acknowledgment; and job significance (Randeree and Chaudhry, 2012).

- The managers can make the work more interesting and challenging to improve employee gratification (Robbins et al., 2009).
- It is recommended that management hold performance reviews approximately every four months, as well as annual salary reviews.
- The ability to enhance workplace energy provides an important competitive advantage by assisting to motivate and retain employees (Goodridge, 2009).
- External satisfaction can be influenced by opportunities of promotion, recognition, and salaries (Laglera, Collado and Montes de Oca, 2013).
- Management needs to reduce role ambiguity; difficult tasks; tensions within role anticipations; co-worker bullying; employees feeling overloaded; overtime work; and repetitive duties.

### **5.3.5 Communication**

- It is recommended that the managers communicate a lot better with employees, formalise communication, improve communication with employees, and have regular/progress meetings.
- The managers can show an interest in their employees and the style of management needs to change from telling to asking employees to do things.
- There should be a platform where management gets the employees to feel comfortable so that employees can tell the managers their suggestions, ideas and concerns.
- The managers should provide project information to the employees as soon as they get the information. Daft (2008) asserted that leaders must share information, responsibility and power with employees; and allow employees to have a say in how to do the work.
- Management needs to give feedback, be honest with employees, and more face-to-face interaction is required. DuBrin (2013) confirmed that a strong

channel of communication for managers/leaders is to engage in face-to-face communication.

- Email communication from management should be followed up with a conversation; there is only so much a person can say via email that cannot be conveyed any better than by talking through, discussing, and asking questions. Daft (2008) suggested not letting electronic communication take over individual associations; thinking about the situation when considering communicating via electronic channels; and thinking and reading the electronic message carefully before sending it to the recipients.
- Management can facilitate strategic conversations with employees by actively listening to them to understand their needs, values, desires, attitudes, and individual goals; being discerning; creating an open communication climate; encouraging dialogue; and asking the right type of questions (Daft, 2008).

#### **5.4 Recommendations for Future Studies**

This study only researched one small architectural firm in Durban, therefore the same study should be conducted amongst different sizes of architectural firms in Durban and in South Africa in order to compare the results to this study. The results of this study would change from firm to firm and it would be interesting to compare the responses from employees and managers from other architectural firms, to see how the leadership/management styles vary.

A quantitative research study on identifying leadership styles for managing employees at architectural firms in Durban and in South Africa could be conducted.

Future research could focus specifically on creative employees in an architectural firm or the success or performance of architectural firms. This study has highlighted the significance of researching architectural firms which will improve the architectural profession and hopefully solve leadership issues regarding architectural firms.

## 5.5 Summary

The research study proposed to identify leadership styles for managing employees at a Durban-based architectural firm. The aim of the study was to advance knowledge and assess the impact and importance of leadership in architectural firms. The research objectives defined in this research study were attained.

The findings of the study identified that the managers can implement a distributed, participative, and team leadership style, and should avoid using autocratic leadership and transactional leadership. The findings highlighted that the managers of the architectural firm should value their creative employees and show an interest in them. The findings established that the respondents are motivated by the enjoyment of the architectural work and the different challenges that architectural work presents. It was found that the respondents are intrinsically motivated by the enjoyment of their architectural work.

If the managers implement the proposed recommendations, they could contribute to solving the issues identified in this study which will lead to an improvement in firm performance, efficiency, and success. The research was very informative and many interesting opportunities for future research have been identified.

The study ends with a quotation by the innovative researcher, Ralph Stogdill, regarding choosing a leadership style.

*“The most effective leaders appear to exhibit a degree of versatility and flexibility that enables them to adapt their behavior to the changing and contradictory demands made on them” (DuBrin, 2013, p.265).*

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## APPENDIX 1: INTERVIEW QUESTIONS

### Demographic Information:

#### Age

- From 18 to 25 years
- From 26 to 35 years
- From 36 to 45 years
- From 46 to 55 years
- From 56 years upwards

#### Gender

- Female
- Male

#### Marital Status

- Married
- Single
- Divorced
- Widowed

#### Level of Education

- Matric
- Certificate
- Diploma
- Degree

#### Job Title

- Architect
- Senior Architectural Technologist
- Architectural Technologist

- Financial Administrator
- Receptionist / Office Administrator

#### Professionally Registered

- Yes
- No

#### Work experience

- < a year
- From 1 to 2 years
- From 3 to 5 years
- From 6 to 9 years
- From 10 to 14 years
- From 15 to 19 years
- From 20 to 24 years
- From 25 to 29 years
- From 30 to 34 years
- From 35 to 39 years
- > 40 years

#### **Interview Questions for Employees:**

1. What characteristics would you attribute to good leadership?
2. Which of the leadership characteristics you have just mentioned would you say the managers have?
3. How would you describe your interactions with the managers of the firm? Motivate your response.
4. Please describe the leadership styles of the managers?
5. What do you consider to be the impact of the leadership styles used by the managers on the employees and the Architectural Firm?
6. What leadership styles should the managers execute?

7. What challenges regarding leadership have you faced as an employee in the firm? How did you overcome these challenges?
8. What would be your advice to the managers regarding leadership?
9. How do the managers motivate you to do your work?
10. What motivates you to do your work?
11. How do the managers communicate with you and how do you communicate with the managers?
12. What would be your suggestions to the managers regarding motivating employees and communicating with employees?
13. How do the managers allow you to be creative and make decisions regarding your projects?
14. Please describe your job satisfaction?

**Interview Questions for Managers:**

1. What characteristics would you attribute to good leadership?
2. Which of the leadership characteristics you have just mentioned would you say you have?
3. How would you describe your interactions with the employees of the firm? Motivate your response.
4. Please describe your leadership styles?
5. What do you consider to be the impact of your leadership styles used on the employees and the Architectural Firm?
6. What leadership styles do you think work best in an Architectural Firm?
7. What challenges have you faced as a manager in the firm? How did you overcome these challenges?
8. What are your perceptions about creative employees of an Architectural Firm being led differently compared to normal employees?
9. How do you motivate the employees to do their work?
10. What motivates you to do your work?

11. How do the employees communicate with you and how do you communicate with the employees?
12. What would be your suggestions to the employees regarding motivation and communicating with you?
13. How do you allow your employees to be creative and make decisions regarding their projects?
14. Please describe your job satisfaction?

**Interview Questions for Past Employees:**

1. What characteristics would you attribute to good leadership?
2. Which of the leadership characteristics you have just mentioned would you say the managers have?
3. How would you describe your interactions with the managers of the firm? Motivate your response.
4. Please describe the leadership styles of the managers?
5. What do you consider to be the impact of the leadership styles used by the managers on the employees and the architectural firm?
6. What leadership styles should the managers execute?
7. What challenges regarding leadership did you face as an employee in the firm? How did you overcome these challenges?
8. What would be your advice to the managers regarding leadership?
9. How did the managers motivate you to do your work?
10. What motivated you to do your work?
11. How did the managers communicate with you and how did you communicate with the managers?
12. What would be your suggestions to the managers regarding motivating employees and communicating with employees?
13. How did the managers allow you to be creative and make decisions regarding your projects?
14. Please describe your job satisfaction when you use to work at the firm?

## APPENDIX 2: INFORMED CONSENT LETTER

### UNIVERSITY OF KWAZULU-NATAL GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

#### MBA Research Project

**Researcher:** Mr Dean Wenlock (031-3032833)

**Supervisor:** Ms Cecile Proches (031-2608313)

**Research Office:** Ms P Ximba (031-2603587)

Dear Respondent,

I, Dean Wenlock am a MBA student, at the Graduate School of Business and Leadership, of the University of KwaZulu-Natal. You are invited to participate in a research project entitled "*Identifying leadership styles for managing employees at a Durban architectural firm*". The aim of this study is to identify the best leadership styles to manage employees at a Durban Architectural Firm.

Through your participation I hope to understand what leadership styles should be practiced by managers and how these leadership styles impact employees. The results of the study are intended to contribute to the improvement of managers into successful leaders.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this study. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business and Leadership, UKZN.

If you have any questions or concerns about participating in this study, you may contact me or my supervisor at the numbers listed above.

The interview should last about 45 minutes. I hope you will take the time to participate in the interview.

Sincerely,

Investigator's signature \_\_\_\_\_ Date \_\_\_\_\_

*This page is to be retained by participant*

**UNIVERSITY OF KWAZULU-NATAL  
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP**

**MBA Research Project**  
**Researcher:** Mr Dean Wenlock (031-3032833)  
**Supervisor:** Ms Cecile Proches (031-2608313)  
**Research Office:** Ms P Ximba (031-2603587)

**CONSENT**

I \_\_\_\_\_ (full names of participant)  
hereby confirm that I understand the contents of this document and the nature of the  
research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so  
desire.

I hereby consent / do not consent to record the interview.

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

*This page is to be retained by researcher*

### APPENDIX 3: LETTER OF ENGLISH EDITING



PO Box 68648  
Bryanston  
2021  
24th October 2014

To whom it may concern,

This letter is to confirm that I am a professional editor and proof reader and that I have edited Dean Wenlock's thesis, the title being: 'Identifying leadership styles for managing employees at a Durban architectural firm'.

For any queries, please contact me on [jenniferrenton@live.co.za](mailto:jenniferrenton@live.co.za).

Yours sincerely,

Jennifer Lindsey-Renton



## APPENDIX 4: TURNITIN REPORT

### Final Submission

#### ORIGINALITY REPORT

<b>7</b> %	<b>5</b> %	<b>1</b> %	<b>3</b> %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

#### PRIMARY SOURCES

<b>1</b>	<b>Submitted to University of KwaZulu-Natal</b> Student Paper	<b>1</b> %
<b>2</b>	<b>www.sccky.edu</b> Internet Source	<b>&lt;1</b> %
<b>3</b>	<b>researchspace.ukzn.ac.za</b> Internet Source	<b>&lt;1</b> %
<b>4</b>	<b>ir.dut.ac.za:8080</b> Internet Source	<b>&lt;1</b> %
<b>5</b>	<b>www.dustindavey.com</b> Internet Source	<b>&lt;1</b> %
<b>6</b>	<b>epubs.scu.edu.au</b> Internet Source	<b>&lt;1</b> %
<b>7</b>	<b>Chan, Antony T. S., and Edwin H. W. Chan.</b> <b>"Impact of Perceived Leadership Styles on</b> <b>Work Outcomes: Case of Building</b> <b>Professionals", Journal of Construction</b> <b>Engineering and Management, 2005.</b> Publication	<b>&lt;1</b> %

## APPENDIX 5: ETHICAL CLEARANCE APPROVAL



08 April 2014

Mr Dean Nicholas Wenlock 212548074  
Graduate School of Business and Leadership  
Westville Campus

Protocol reference number: HSS/0199/014M  
Project title: Identifying leadership styles for managing employees at a Durban Architectural Firm

Dear Mr Wenlock

**Full Approval – Expedited**

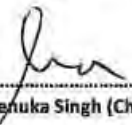
This letter serves to notify you that your application in connection with the above has now been granted full approval.

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach/Methods must be reviewed and approved through an amendment /modification prior to its implementation. Please quote the above reference number for all queries relating to this study. Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

Best wishes for the successful completion of your research protocol.

Yours faithfully

  
.....  
Dr Shanuka Singh (Chair)

/px

cc Supervisor: Ms Cecile Gerwel Proches  
cc Academic Leader Research: Dr E Munapo  
cc School Administrator: Zarina Bullyra]

Humanities & Social Sciences Research Ethics Committee

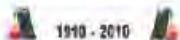
Dr Shanuka Singh (Chair)

Westville Campus, Govan Mbeki Building

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Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)



100 YEARS OF ACADEMIC EXCELLENCE

Faculty Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville