

**Leadership and team development in higher education: the case of
the Faculty of Arts, Potchefstroom Campus of North-West University**

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Key words:

leaders, leadership, teams, team development, managers, management, higher education

Abstract:

The academic environment in higher education institutions has changed over the last years due to certain factors, which in turn, have influenced the way in which higher education institutions are governed. This has resulted in a shift in the way management and leadership are approached to ensure efficiency and effectiveness in higher education institutions. The role of teams in the academic environment is crucial to assist the institution in meeting institutional goals and adhering to national educational objectives, which in turn assumes that leadership is a key element in the development of successful teams. However, it is necessary to distinguish between leadership and management as these concepts are not synonyms and have different operational functions.

The focus of this study is to ascertain what the leadership role of School Directors in the Faculty of Arts of the Potchefstroom Campus of North-West University (NWU), is in team development. As the NWU is a higher education institution, it is important to place the focus of the study in this context and, therefore, a description is given of the higher education environment in South Africa. Tuckman and Jensen's (1977) five-stage model of team development is used to ascertain whether the academic teams in the Faculty of Arts are functioning optimally and whether there is, in fact, team development. This model is furthermore important for this study as it ascertains whether the School Director assists and plays an active role in the development of the team. The study furthermore aims to establish whether a transformational or transactional leadership style, or both, is portrayed by School Directors and which of these styles, or a presence of both styles, enhances the leadership role of School Directors in team development.

The empirical findings were obtained by means of a qualitative research method. Semi-structured questionnaires were distributed to academics in all five Schools in the Faculty of Arts, as well as to the School Directors and the high return rate of 91% increase the validity of the study. The questionnaires explored and described how the academics, as well as the School Directors, perceived their leadership roles in team development. The findings from the questionnaires indicated that there were instances when the

perception of School Directors differed from the perceptions of academics pertaining to the effectiveness of the team and the leadership style portrayed by School Directors. The analysis of the results from the questionnaires indicated that both transactional and transformational leadership styles were portrayed by School Directors, and that effective team development warranted a combination of these two leadership styles. Recommendations were made accordingly and a strategy proposed to enhance the role of School Directors in the development of academic teams.

Sleutelwoorde:

Leiers, leierskap, span, spanontwikkeling, bestuurders, bestuur, hoër onderwys

Uittreksel:

Die akademiese omgewing in tersiêre instansies het oor die afgelope jare verander as gevolg van sekere faktore, wat daartoe gelei het dat die wyse waarop tersiêre instansies bestuur word, hersien moes word. Dit het gelei tot 'n verandering in die wyse waarop bestuur en leierskap benader is om effektiwiteit en doeltreffendheid te verseker. Die rol van spanwerk in die akademiese omgewing is van kardinale belang om die instelling behulpsaam te wees in doelwitbereiking en om gehoor te gee aan nasionale doelwitte. By implikasie speel leierskap dus 'n sleutelrol in die ontwikkeling van suksesvolle spanne. Dit is egter nodig om onderskeid te tref tussen bestuur en leierskap aangesien hierdie terme verskillende operasionele betekenisse het.

Die fokus van hierdie studie is om vas te stel wat die leierskaprol van Skooldirekteure in die Fakulteit Lettere en Wysbegeerte, Potchefstroom Kampus van die Noordwes-Universiteit (NWU), in spanontwikkeling is. Aangesien die NWU 'n tersiêre instelling is wat tersiêre opleiding verskaf, is dit belangrik om die fokus van die studie in hierdie konteks te plaas en daarom word 'n oorsig van die hoër-onderwys-omgewing in Suid-Afrika gegee. Tuckman en Jensen (1977) se vyf-fase model vir spanontwikkeling word in hierdie studie gebruik om vas te stel of die akademiese spanne in die Fakulteit optimaal funksioneer en of daar inderdaad spanontwikkeling plaasvind. Die studie is voorts daarop gemik om vas te stel watter leierskapstyl, hetsy transaksioneel of transformasiegerigte leierskap, benodig word om spanontwikkeling te verseker en te verbeter, en watter een van hierdie style deur Skooldirekteure uitgebeeld word.

Die empiriese resultate is deur middel van 'n kwalitatiewe navorsingsmetode verkry. Semi-gestruktureerde vraelyste is aan akademici in al vyf Skole in die Fakulteit, sowel as aan al die Skooldirekteure uitgedeel en die hoë terugvoersyfer van 91% verhoog die geldigheid van die studie. Hierdie vraelyste het ten doel gehad om vas te stel en te beskryf hoe die akademici, sowel as Skooldirekteure hulle leierskaprol in spanontwikkeling beleef en beskou. Die resultate het aangedui dat die persepsies van akademici en Skooldirekteure rakende die effektiwiteit van spanne en die leierskapstyl wat deur Skooldirekteure uitgebeeld word, in sekere gevalle wesenlik van mekaar verskil, terwyl dit weer in ander opsigte ooreenstem. Die resultate het voorts aangedui

dat beide transaksionele en transformasiegerigte leierskapstyle aanwesig is by Skooldirekteure en dat effektiewe spanfunksionering die teenwoordigheid van beide hierdie style vereis. Aanbevelings is dienooreenkomstig gemaak en 'n strategie is ontwikkel ten einde die rol van Skooldirekteure in die uitbouing van spanontwikkeling te verbeter.

Table of Contents

Chapter 1: Introduction and orientation to the study	1
1.1 Introduction	1
1.2 Overview	1
1.3 Problem statement	6
1.4 Research objectives	9
1.5 Research questions	9
1.6 Central theoretical statements	10
1.7 Research methodology	12
1.7.1 The literature review	13
1.7.2 The empirical investigation	14
1.7.2.1 The research design	14
1.7.2.2 Population and Sampling	15
1.7.2.3 Instrumentation	17
1.7.2.4 The data analysis	18
1.7.2.5 The ethical considerations	19
1.8 Significance of the study	19
1.9 Provisional chapter layout	20
1.10 Conclusion	21
Chapter 2: A theoretical overview of the role of leadership in the development of teams	22
2.1 Introduction	22

2.2	Public Administration and Management.....	22
2.3	Differentiating between leadership and management	25
2.4	Leadership terminology	27
2.4.1	Leadership models.....	29
2.4.2	Leadership philosophies	33
2.4.3	Leadership styles	34
2.5	Transformational vs. transactional leadership.....	36
2.5.1	Transformational leadership	36
2.5.2	Transactional leadership.....	39
2.6	Teams and team development.....	41
2.6.1	Team development	43
2.7	Conclusion	45
Chapter 3: The leadership role of School Directors in the Faculty of Arts in developing teams.....		47
3.1	Introduction.....	47
3.2	Higher education in South Africa	47
3.3	Leadership challenges in an academic environment	50
3.3.1	Clear directions and goals	53
3.3.2	Resource allocation	54
3.3.3	Supportive environment.....	56
3.3.4	Conflict management.....	58
3.3.5	Freedom to express	60

3.3.6	Delegation and support.....	61
3.3.7	Performance management and feedback.....	63
3.4	The nature of leadership in team development.....	66
3.4.1	Concern and confidence	66
3.4.2	Planning.....	69
3.4.3	Performance	71
3.4.4	Short term planning vs. long term planning.....	74
3.5	Conclusion	76
Chapter 4: Developing a leadership strategy for team development for		
School Directors in the Faculty of Arts..... 78		
4.1	Introduction.....	78
4.2	What is a strategy?	78
4.3	Theoretical framework: Tuckman and Jensen’s five-stage model of	
	team development	79
4.3.1	Teams and team development	80
4.3.2	Forming.....	82
4.3.3	Storming	85
4.3.4	Norming	88
4.3.5	Performing	89
4.3.6	Adjourning.....	91
4.4	Proposed team development strategy for School Directors.....	92
4.4.1	Step 1: Identify strengths, weaknesses, opportunities and threats (SWOT- analysis).....	93

4.4.2	Step 2: Investigate team climate	93
4.4.3	Step 3: Identify team-enhancers	94
4.4.4	Step 4: Implement and assess.....	94
4.5	Conclusion	95
Chapter 5: Conclusions and Recommendations		97
5.1	Introduction.....	97
5.2	Conclusions of the study	97
5.3	Recommendations emanating from the study	101
5.4	Conclusion	102
BIBLIOGRAPHY		103

List of Figures

Figure 1.1: Tuckman and Jensen’s five-stage model of team development 11

Figure 2.1: Johan Adair’s Action-Centred model 31

Figure 2.2: Leadership role in the action centred leadership model 32

Figure 2.3: Maslow’s hierarchy of needs 37

Figure 3.1: Setting clear goals and direction 53

Figure 3.2: Resource allocation for effective functioning 55

Figure 3.3: Supportive environment..... 56

Figure 3.4: Conflict resolution..... 58

Figure 3.5: Conflict resolution as seen by School Directors 59

Figure 3.6: Freedom to express..... 61

Figure 3.7: Delegation and support 62

Figure 3.8: Performance management and feedback..... 64

Figure 3.9: Monitoring and feedback 65

Figure 3.10: Concern and confidence..... 67

Figure 3.11: Concern for finances and assets 68

Figure 3.12: Planning according to set goals..... 69

Figure 3.13: Planning according to a vision for the future..... 70

Figure 3.14: Monitoring of performance..... 71

Figure 3.15: Celebrate performance..... 72

Figure 3.16: Monitoring vs. celebrating..... 73

Figure 3.17: Short-term planning 74

Figure 3.18: Long term planning..... 75

List of Tables

Table 1.1: Multi-level definitions of individualised consideration 5
Table 1.2: Configuration of academic employees in the Faculty of Arts 16
Table 1.3: Configuration of academic employees in the different Schools 16
Table 1.4: Return rate of questionnaires 17
Table 2.1: Comparing perspectives: Public Administration and New Public Management 23
Table 2.2: Leadership skills vs. Management skills 26
Table 2.3: The five practices and ten commitments of leadership 28
Table 2.4: Leadership models, philosophies and styles 29
Table 2.5: Leadership role in the three areas of action-centred leadership 32

List of Annexures

Annexure 1: Questionnaires for academics.....115
Annexure 2: Questionnaires for School Directors.....123
Annexure 3: Language practitioner certificate.....129

Chapter 1: Introduction and orientation to the study

1.1 Introduction

The academic environment in higher education institutions has changed over the last years due to certain factors, which in turn, have influenced the way in which higher education institutions are governed. Chapter 1 aims to provide an overview of these changes in higher education which resulted in a shift in the way management and leadership are approached to ensure efficiency and effectiveness in higher education institutions. Chapter 1 will furthermore argue that the role of teams in the academic environment is crucial to assist the institution in meeting institutional goals and adhering to national educational objectives. This Chapter also indicates that leadership is a key element in the development of successful teams and, therefore, an overview is provided on the distinction between management and leadership, as well as an overview on the main leadership theories.

1.2 Overview

In 2012 the higher education system in South Africa consisted of 23 public higher education institutions (11 universities, 6 comprehensive universities and 6 universities of technology), 88 registered and 27 provisionally registered private higher education institutions (Council on Higher Education, 2013: online), which are currently regulated by the Higher Education Laws Amendment Act 26 of 2010. According to the White Paper 3 – *A Programme for the Transformation of Higher Education*, 1997, the system of higher education aims to redress the inequalities of the past, to meet the national education needs and to respond to the realities and opportunities brought about by the new focus of co-operation between the State and higher education institutions. The White Paper 3, 1997, stresses that the higher education system must be planned and governed as “a single national co-ordinated system....to overcome the fragmentation, inequality and inefficiency which are the legacy of the past...meeting the goals of reconstruction and development” (Department of Education, 1997). In 2001, the National Plan for Higher Education was released by the Ministry of Education and the main objective of the plan was to outline a framework in order to implement and realise the goals set in the White Paper 3, 1997, in order to transform the higher education system as proposed (Roberts, 2006: online). According to Kulati and Moja (2003:154)

these new policies redefine the relationship between the State and higher education institutions and maintain that the focus should be on “becoming partners within a co-operative model of governance”. Therefore, an argument could be made that management in higher education institutions should revisit their management strategy in order to meet the requirements of the White Paper 3, 1997 and the Higher Education Laws Amendment Act of 2010. It can furthermore be argued that, since research has indicated that teams are an integral part in an institution and that they increase the level of productivity and outputs (Avolio & Bass, 1995:211), leaders should focus on team development in order to strengthen and enhance the effectiveness of teams in reaching institutional goals.

Sporn (2010:245) is of the opinion that there has been a shift in the approach by management of higher education institutions in order to improve the effectiveness and efficiency of universities. This is corroborated by Ulukan (2005:75), who states that universities are undergoing dynamic transformation, due to factors such as an increased need for lifelong education, technology-based distance education and networking. Universities are moving in the direction of open learning, online learning or even virtual education; and this approach, where new goals have to be met, warrants effectiveness and successful leadership (Rowley & Sherman, 2003:1058).

However, according to Andam, Nezhad and Sani (2012:142), not only is management a key factor in the success of an institution, but it also plays a role in the leadership of an institution, as it impacts on the planning and achievement of the institution’s goals, which in turn have a direct impact on employee’s work satisfaction. Andam *et al.* (2012:142) further state that effective management is crucial in the establishment and development of an institution. Sporn (2010:245) distinguishes between the concepts ‘leadership’ and ‘management’, when he defines management as “the structures and processes of leadership, governance and administration”, thereby making leadership a function of management.

Van Zyl *et al.* (2009:26) distinguish between the concepts management and leadership as follows:

- leadership is about conceiving a vision and strategy, and then engaging people to achieve the same vision, as opposed to management that focuses on executing a defined strategy through the achievement of objectives;

- leadership focuses on the ability to influence people and resources in a manner that would result in the achievement of identified goals, while management directs resources in a group through the use of principles and values that have already been established; and
- leadership sets a new direction within a group while management is a tactical operation.

From the above it is clear that the focus of leadership and management differs and therefore, the role of leadership in a higher education institution or university is different from the role of management in an academic environment. Ulukan (2005:75) distinguishes between a typical business institution and a university. He characterises universities as experiencing a division of power between faculties and administration, disagreement on institutional goals and the uncertainty or lack of strategic direction. Ulukan (2005:87) states that since universities are confronted with external challenges, such as globalisation, an increase in the usage of technology in the teaching-learning sphere and new learning paradigms, leadership is required to revisit strategic goals in order to respond to the challenges facing higher education.

The argument is made that an increased focus on teams in higher education institutions necessitates a better understanding of the role of managers (as team leaders) in creating academic teams. In order to ascertain which characteristics an effective team leader should have, the definition of leadership should further be investigated. Campbell and Samiec (2005:24) define effective leadership as “the process of achieving desired results through people’s willing participation”. Heifetz (1994), as quoted by Randall and Coakley (2007:326), stress that leadership is the “activity of mobilising people to tackle the toughest problems and to do the adaptive work necessary to achieve progress”. Thus, for the purpose of this study, the definition of leadership links to the ability of a person to motivate and inspire people in order to meet their goals and expectations.

Bennis and Thomas (2011:111) identify crucial skills a leader must possess, including the ability to engage other people and the capacity to adapt to any changing circumstances. According to Rowley and Sherman (2003:1058), being a good and effective leader is essential for ensuring the success of any institution. Managers, who are also considered to be leaders, should possess specific qualities in order to

implement the strategic action plans of the institution to reach the strategic goals identified (Rowley & Sherman, 2003:1058). Over the last century, several theories have developed to elucidate and define the concept of effective leadership. According to Van Zyl *et al.* (2009:4), these main theories are:

- the Great-Man theory, which argues that some people are born leaders and that leaders and followers are fundamentally different;
- the Big-Five model, which identifies five traits of a good leader as being: dominance and extraversion, sociability and warmth, achievement-oriented, institutional ability, self-acceptance and self-control;
- charisma, an attribute to those leaders who can develop particularly strong emotional attachments with their followers;
- contingency theories, which relate to a leader's response to a specific situation;
- a transformation/transactional framework in which leaders change the *status quo* by appealing to followers' values vs. leaders and followers engaged in an exchange relationship;
- servant leadership, depicting that leaders lead because they want to serve others; and
- organic / social capital leadership, which builds social capital in institutions *i.e.* the leader reaching out and facilitating change.

Taking into account the above theories, a framework was developed to look at the three major elements of the leadership process (Van Zyl *et al.*, 2009:13):

- the leader's traits and characteristics and the resulting behaviour;
- group member/follower characteristics, for example, the attributes of the people who could affect the effectiveness of the leadership; and
- the internal and external environments which influence the leadership's effectiveness.

As this study encompasses three concepts, namely: leadership, teams and the Faculty of Arts, the abovementioned three elements prove to be relevant, since they relate directly to the focus of this study. According to Kozlowski and Ilgen (2006:107), one of the important aspects of leadership is building and enhancing successful teams. They define a team as: "two or more individuals who socially interact; possess one or more

common goals; are brought together to perform institutionally relevant tasks; exhibit interdependencies with respect to workflow, goals and outcomes; have different roles and responsibilities; and are together embedded in an encompassing institutional system with boundaries and linkages to the broader system context and task environment”. Hughes and Terrell (2007:14) define a team as “a number of persons associated together in work or activity”; and these authors argue that the concept of a team can be broken down into key elements:

- purpose – the problem to be addressed or the goal to be achieved;
- productivity – the work being done by a team in contributing in a meaningful way to the goals of the institution;
- numbers – two or more people constitute a team; and
- longevity – the teams function for as long as they are required to do so.

Hughes and Terrell (2007:13) are of the opinion that a good team reaps a number of benefits: individuals are happier and more productive; they become more creative; they demonstrate increased perseverance when facing challenges; the members of a team tend to be healthier and overall there is a better sense of cohesion among the team members. Avolio and Bass (1995:211) investigated the impact of individual behaviour (such as that of a leader) on a group/team and on an institution. They present the following definitions, as depicted in Table 1.1:

Table 1.1: Multi-level definitions of individualised consideration

Individualised consideration	Operational definitions	Examples
Institutional level	Development of human resources = maximum performance	Reward developing of workforce; recognise individuals to be very important for development of institution
Team level	Increase team potential and appreciate individuality	Team operates in consideration for each other
Individual level	Recognise individual abilities	Leader aware of needs of followers

Source: Avolio & Bass, 1995.

From the above it may be argued that teams are important role players in an institution’s hierarchy. Table 1.1 indicates that teams are an integral part in an institution and that

they increase the level of productivity and outputs. This confirms the findings of Dionne *et al.* (2004:177), who state that teams are crucial in the addressing of complex tasks, as well as the findings of Morgeson *et al.* (2009:1) who are of the opinion that teams have become an integral part of institutional life. Martin and Bal (2006), as cited by Morgeson *et al.* (2009:1), find that in a survey among managers, 91% agreed with the statement that “teams are central to institutional success”. This study proposes that School Directors in the Faculty of Arts are high-level managers, and that the academics in each of the Schools form a team. Zaccaro *et al.* (2001:451) are of the opinion that effective teams are characterised by three fundamental characteristics, namely: integration in individual actions, the ability to perform in complex environments and effective team leadership.

This study investigates the leadership role of School Directors in the development of teams – academics in the Schools – and the abovementioned three fundamental characteristics could, therefore, be argued to be applicable. Kozlowski *et al.* (2006:1) state that the key to developing successful teams is the team leader and, therefore, there should be a focus on the process by which teams develop their abilities, and on the important role which team leaders play in that process.

As this study investigates the leadership role of School Directors, as managers, in the Faculty of Arts, Potchefstroom Campus of North-West University, it is necessary to provide an overview of the different types of leadership theories (Chapter 2). This study will argue that, although there are specific differences between transactional and transformational leadership, elements of both of these leadership styles should be present in promoting team development and therefore an overview of the development of leadership models and styles will be given in Chapter 2.

1.3 Problem statement

In this research, which focuses on the leadership role of managers in the Faculty of Arts, Potchefstroom Campus of NWU, it is important to establish whether the managers fulfil the role of leaders or managers – or both – and therefore, the distinction between the two concepts is necessary. In the Faculty of Arts, the School Directors of each of the entities or Schools are appointed as line managers. School Directors are academics who are appointed in a managerial position for that specific School. The School is defined as an institutional entity which focuses on teaching-learning programmes,

research and the implementation of expertise and is managed by the School Director (NWU, 2009). The School Director is primarily responsible for ensuring that the goals of the School are met, which in turn are also aligned with the institutional goals and objectives, with specific focus on teaching-learning, as well as on employee and infrastructure development.

The concepts of management and leadership are generic to most institutions; however, according to Rowley and Sherman (2003:1058), the challenge in an academic environment is that leadership is an essential element for success in the academic, as well as in the administrative sphere. Rowley and Sherman (2003:1058) argue that academic employees in an administrative position, such as School Directors, did not necessarily aspire to be in such a position. Academics are appointed at a specific institution to teach and/or to do research but they often end up in a leadership position, since decision-making at university involves administrative, as well as academic inputs (Rowley & Sherman, 2003:1058).

The leadership role of School Directors in the Faculty of Arts, Potchefstroom Campus of NWU in team development, is being investigated in this study. The Faculty of Arts is one of the eight faculties on the Potchefstroom Campus while the Campus is one of three campuses which comprise the North-West University, namely Potchefstroom, Mafikeng and Vanderbiljpark (NWU, 2013).

The Faculty of Arts consists of five schools, namely: the School of Social and Government Studies, the School of Languages, the School of Communication Studies, the School of Music and the School of Philosophy. The direct line manager of each of these Schools is the respective School Director (Faculty of Arts Calendar, 2013:9). For the purpose of this study, the School Directors, as appointed line managers, fulfil the role of team leaders and the academics in each of the Schools constitute a team, which is, according to the performance agreement for academic staff, responsible for performing specific academic, research and administrative tasks, as well as being of service to the community (NWU, 2010a).

In order to propose a strategy to enhance the role of School Directors in team development, it is important to establish what the qualities and characteristics of effective teams are. According to Lussier and Achua (2004:265) the six characteristics

of effective teams are: quality, productivity, profitability, worker satisfaction, worker commitment and deadlines. Four performance areas have also been identified: innovation/adaptation, efficiency, quality and employee satisfaction (Lussier & Achua, 2004:265). As this study investigates the leadership role of School Directors in the development of teams, these factors serve as a guideline in measuring the effectiveness of the individual teams.

In order to adhere to national priorities (Department of Higher Education and Training 2012:59: online) the Institutional Plan (NWU, 2012:1) of the NWU states that the vision of the NWU is: “To be a pre-eminent University in Africa, driven by the pursuit of knowledge and innovation”. A number of values have been identified, which the University aspires to: human dignity, equality, freedom, integrity, tolerance, respect, commitment to excellence, scholarly engagement, academic freedom and justice. The mission statement of the NWU declares that this academic institution wants to “become a balanced teaching-learning and research university; and to implement its expertise in an innovative way” (NWU, 2012:1). All activities at the NWU are linked to the mission statement; and this provides the foundation for the goals and objectives of the Faculty of Arts, which further incorporates this mission statement in the performance agreements of staff. The argument, consequently, could be made that teams should recognise this mission statement when performing their functions.

The five mission elements of the NWU entail that the NWU should strive to develop, empower, maintain and implement quality teaching-learning and focused research (NWU, 2012:1). In order to adhere to these five elements, it may be argued that it is essential that effective teams are in place in the different faculties. As mentioned earlier, research has indicated that teams should be utilised when tasks and goals demand diverse talents and different fields of specialisation (Gilley *et al.*, 2010:10). Furthermore, these should be teams that can increase innovation, optimise human resources, enhance institutional learning, increase individual potential and increase the levels of job satisfaction (Harvey *et al.*, 1998:3).

However, there are numerous challenges facing School Directors in adhering to the abovementioned mission elements, apart from taking into account that School Directors often end up in a leadership/managerial position without possessing the necessary leadership skills – which leads to its own set of challenges. It could furthermore be

argued that there is a lack of focus on team development and cohesion between academics, since performance agreements and teaching excellence awards are structured in such a way that only individual performance is measured (NWU, 2010b).

Determining the leadership role of School Directors in the Faculty of Arts in promoting team development between academics is the problem statement guiding this research.

1.4 Research objectives

The objectives of this study are to:

- explain the difference between managers and leaders, in order to establish whether the School Directors at the Faculty of Arts are leaders or managers, or both;
- describe the nature of leadership in relation to team development of School Directors at the Faculty of Arts, Potchefstroom Campus of NWU;
- explore how the leadership role of School Directors in promoting team development is perceived by the academics in the Faculty of Arts;
- propose a strategy to enhance the leadership role of School Directors in the promotion of team development at the Faculty of Arts; and
- explore the perception of School Directors on their own leadership qualities pertaining to team development.

1.5 Research questions

With reference to the abovementioned research objectives, the research questions are the following:

- What is the difference between managers and leaders?
- What is the nature of the leadership role of School Directors with regard to team development at the Faculty of Arts, Potchefstroom Campus of NWU?
- How is the leadership role of the School Directors in promoting team development perceived by the academics in the Faculty of Arts?
- What recommendations can be made for the establishment of successful teams in an academic environment?

- What is the perception of School Directors on their own leadership qualities pertaining to team development?

1.6 Central theoretical statements

Nurmi *et al.* (1992), as cited by Reponen (1999:238), state that the university is “a knowledge-intensive institution and an expert institution... the products of a university are knowledge services”. The university’s area of speciality remains within the quality and quantity of knowledge and expertise and this is, therefore, also where the competitiveness between higher education institutions is situated (Reponen, 1999:238). Reponen (1999:238) is further of the opinion that this unique nature of universities poses a challenge in terms of leadership, since knowledge is tied to individuals and to the institution. Effective leadership is essential at faculty and school / departmental level and team leaders are crucial in implementing the strategy and goals of the institution, as well as in inspiring and motivating employees to achieve the necessary outcomes (Reponen, 1999:243).

Bolden (2004:5) states that leadership touches on a number of important processes: institutional, social and personal as it involves the influence of people, and it provides motivation and encouragement to reach the goals set by the team.

Gilley *et al.* (2010:7) indicate that the use of teams is a popular work design and that when used in the correct way, it increases the institution’s results and outputs. Gilley *et al.* (2010:8) also state that by developing effective teams, the institution benefits by “improving their decision-making capacity, enhancing employee commitment and involvement, increasing institutional collaboration and co-operation, and improving performance growth and development opportunities for employees”.

To ascertain whether teams are functioning optimally and have been developed to reach their full potential, the stage model of team development by Tuckman and Jensen (1977) will be used to underpin this study. Figure 1.1 depicts this model, which proposes that successful team development consists of five stages. In the model depicted, the questions and statements in each of the stages are those of the team members, which portray the typical thoughts and feelings in the specific stage.

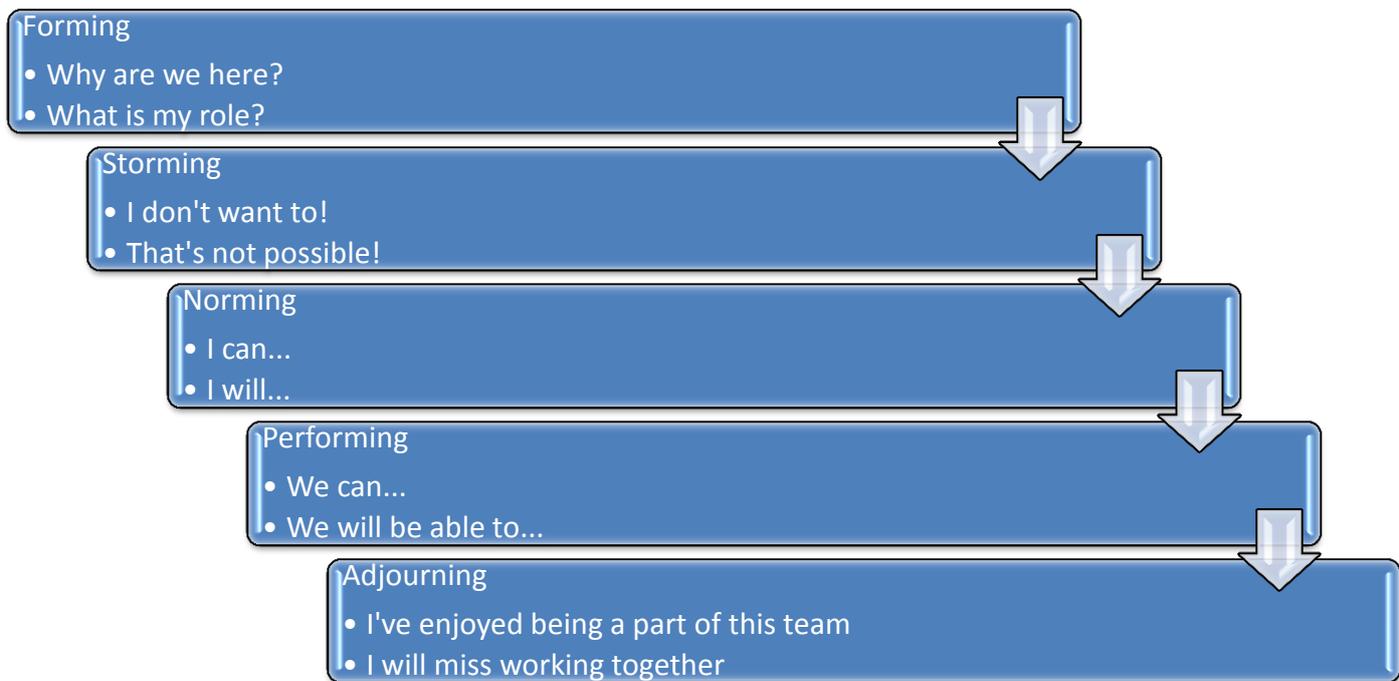


Figure 1.1: Tuckman and Jensen’s five-stage model of team development

Source: Gray & Larson, 2006.

Figure 1.1 depicts a process, which consists of five stages: forming, storming, norming, performing and adjourning (Kozlowski *et al.*, 2006:5). Van Zyl *et al.* (2009:227) maintain that during the forming stage, team members get to know each other, the team’s *modus operandi* is established and the team leader sets objectives. The second stage, storming, is a stage in which team members can feel overwhelmed by the tasks expected of them, and where differences between members can cause conflict. The team leader has to provide the necessary support and motivation and aims to establish good relationships between the team members.

In the norming stage, team members are more comfortable with each other, and the way the team operates. It is the role of the team leader in this stage to facilitate the team in taking more responsibility for the goals to be achieved. The team leader could also arrange team-building exercises during this stage to strengthen the relationships between the members. Performance in the fourth stage leads to outcomes being met, as well as the personal development of the members, and the team leader would typically delegate more tasks to team members. During the last stage, adjourning, the members celebrate their achievements and the project or goals which were met, are

satisfactorily concluded. The team leader assists in the feedback process and facilitates closure (Van Zyl *et al.*, 2009:227).

Bodla and Nawaz (2010:209) indicate that leadership is essential in the sphere of higher education and in addressing the challenges facing universities. Several leadership theories, *inter alia*, transformational leadership vs. transactional leadership, will be investigated in order to ascertain which leadership style is most applicable and relevant in the academic environment. Transformational leadership is, according to Van Zyl *et al.* (2009:137), leadership which focuses on the accomplishments of the leader, and not on the characteristics or traits of the leader. A transformational leader also motivates team members to achieve more than is expected from them (Van Zyl *et al.*, 2009:137). Transactional leadership focuses on expected outcomes and team members are rewarded and praised when achieving the specific outcomes. If they fail to perform, they are corrected by reproof or disciplinary action (Van Zyl *et al.*, 2009:137). The relevance of these theories to this study is situated in the investigation into the leadership role of School Directors in promoting team development and the perception thereof by academics in the Faculty of Arts.

1.7 Research methodology

Information will be collected from primary, as well as secondary sources, in order to address the research objectives. This will be done by following a qualitative approach. Qualitative research is one of the two types of research approaches used in social research and it can be distinguished from quantitative research in that it “emphasises words, rather than quantification in the collection and analysis of [the] data” (Bryman, 2001:20). The dialectics of social research are, according to Babbie (2007:19), the type of explanation – idiographic or nomothetic; inductive or deductive theory; qualitative or quantitative data – and whether the research is done solely to gain knowledge or to further apply that which is known. The research conducted in this study will be nomothetic, since it seeks to identify a number of factors that make a general impact; the theory will be inductive, as general principles will be developed from specific observations; and the data collected will be qualitative in nature, as documents and semi-structured questionnaires will be used.

In evaluating social research, there are important criteria, which need to be taken into account, namely: reliability, replication, validity and trustworthiness (Bryman, 2001:29).

The study will aspire to adhere to all of these criteria, as a variety of sources will be utilised. The research design, as will be discussed in paragraph 1.7.2.1 and the type of sampling which will be discussed in paragraph 1.7.2.2., will guide the study, and ensure that it is reliable, valid and trustworthy.

Babbie (2007:23) states that one advantage of qualitative research is that it “can be richer in meaning”, and according to Miller and Salkind (2002:82), qualitative research lends itself to a better understanding of the social processes. Miller and Salkind (2002:82) further state that qualitative research is normally not too costly. Some of the disadvantages of this research approach, according to Bryman (2001:282), are that qualitative research could be subjective; it is difficult to replicate; and the scope of the research findings is restricted, since it is not possible to generalise the findings from a single case study or focus group.

The purpose of this study is, however, not to generalise the findings from the case study, but rather to provide an in-depth understanding of the findings in this specific context. Furthermore, multiple data sources soliciting multiple viewpoints will attempt to counter subjectivity in this study.

The following section will provide an overview of the literature, which will be used to provide a theoretical orientation of the role of leadership in the development of teams.

1.7.1 The literature review

According to Mouton (2005:86) a literature review is necessary, in order to ascertain what has been done in any particular study field. A literature review would visit the relevant definitions, the different theories or models, the existing data, and the measuring instruments relating to the field of study. Welman, Kruger and Mitchell (2009:38) state that a literature review is of great value, as it provides important information and background information on the topic of study; it avoids the duplication of any previous research; it provides insights regarding deficiencies in previous studies; and it could also be a source of motivation for the current study to be undertaken.

The following databases will be consulted:

- catalogue of books from the Ferdinand Postma Library (Potchefstroom Campus);

- journals;
- research reports and dissertations;
- internet publications; and
- the North-West University's online library.

From the research conducted thus far, it seems that there is substantial reference material available on this specific topic.

1.7.2 The empirical investigation

According to Babbie (2007:115), the main purposes of social research are one, or a combination of the following:

- exploration – to develop an understanding of some phenomenon;
- description – to define an exact account of a phenomenon; and
- explanation – the account of the relationship among different elements of the studied phenomenon.

The nature of this research is descriptive, explanatory and exploratory, as it will describe that which is known in the Faculty of Arts regarding the leadership role of School Directors; it will explore the leadership role of School Directors, and how it is perceived by the academics; and it will then seek to explain the nature of leadership of School Directors at the Potchefstroom Campus of NWU, as well as propose a strategy to enhance the role of School Directors in the development of teams at the Faculty of Arts. This study will be based on a qualitative research approach and the research design employed will pertain to a case study at the Faculty of Arts, Potchefstroom Campus of NWU.

1.7.2.1 The research design

Webb and Auriacombe (2006:589) state that a research design sets out the research problem and the methods to be used to collect, process and interpret the observations/findings. The research design to be utilised in this study is a case study design. According to Bryman (2001:47) a case study “entails the detailed and intensive analysis of a single case...and is concerned with the complexity and particular nature of the case in question”. A case study usually refers to a specific location, such as a community or specific institution (Bryman, 2001:48). The question of how well the case

study fares regarding the research-design criteria - validity, reliability, replicability and trustworthiness - will depend on the researcher's perception of the appropriateness of the evaluation of case study research (Bryman, 2001:48).

Welman *et al.* (2009:194) state that when conducting a case study, there are three aspects, which should be taken into account:

- the case should be clearly defined and the boundaries clearly indicated;
- in collecting the data, it is also important to search for recurring patterns and consistent irregularities; and
- triangulation is employed; that is, there should be an attempt to corroborate the findings, according to at least three different sources.

The abovementioned aspects are dealt with in this study, as the scope of this study is focused on the Faculty of Arts, Potchefstroom Campus of NWU. The study furthermore focuses on the leadership role of School Directors in team development. Recurring themes are identified during the study. Triangulation is employed by using a variety of sources, for example, documents and semi-structured questionnaires to both School Directors and academics, which provide a more balanced understanding of the social phenomenon in this study.

In the literature review, the different theories are investigated and the two questionnaires seek to ascertain the leadership role of the School Director and the perception thereof by the academics. This assists in investigating the role of School Directors in promoting team development.

1.7.2.2 Population and Sampling

Welman *et al.* (2009:52) state that a research problem concerns a specific population, which in its turn, entails units of analysis to which the study relates. A study population is an aggregation of the study elements from which the sample will be taken (Babbie, 2007:190). The population of the study comprises the Faculty of Arts situated at the Potchefstroom Campus of North-West University. As already stated, the Faculty of Arts consists of five schools: The School for Music; the School for Language; the School for Social and Government Studies; the School for Communication Studies; and the School for Philosophy. At the time of the study, the Faculty had 106 academic employees, configured and presented in Table 1.2:

Table 1.2: Configuration of academic employees in the Faculty of Arts

RANK	MALE	FEMALE
Professor	9	3
Associate Professor	13	4
Senior Lecturer	15	11
Lecturer	11	26
Junior Lecturer	5	9
TOTAL	53	53

Source: North-West University, 2013.

The type of sampling to be used in this study is non-probability sampling. This is defined by Babbie (2007:189) as: “Any technique in which samples are selected in some way not suggested by [any] probability theory”.

There are four types of non-probability sampling, namely: reliance on available subjects, purposive or judgmental sampling, snowball sampling and quota sampling (Babbie, 2007:193). Babbie (2007:193) defines purposive sampling as “sampling in which the units to be observed are selected on the basis of the researcher’s judgement about which ones will be most useful or representative”. Purposive sampling is used in this study as the target population of this study (the academic employees of the Faculty of Arts, Potchefstroom Campus of NWU) will be sampled on the basis of relevance and representivity. The sampling frame will be determined by specific selection factors, namely gender and academic rank. Table 1.3 provides a breakdown of the academic employees in each of the Schools based on rank and gender.

Table 1.3: Configuration of academic employees in the different Schools

Rank	School for Music		School for Languages		School for Communication Studies		School for Philosophy		School of Social and Government Studies	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Professor	0	0	6	2	2	0	0	0	1	1
Associate Professor	2	1	4	2	2	1	1	0	4	0

Senior Lecturer	7	4	4	2	2	4	2	0	0	1
Lecturer	2	2	1	15	3	7	0	1	5	1
Junior Lecturer	0	1	0	3	1	2	2	0	2	3
Total	11	8	15	24	10	14	5	1	12	6

Source: North-West University, 2013.

In each of the Schools questionnaires were handed to a minimum of five academics and a maximum of fourteen academics, as well as to each of the School Directors – taking into account gender representivity and rank. A total of 53 questionnaires were delivered via e-mail and the return rate of both academics and directors are depicted in Table 1.4:

Table 1.4: Return rate of questionnaires

School	Number of questionnaires sent out	Number of questionnaires returned	Percentage return rate
Music	10	9	90%
Languages	14	14	100%
Social and Government studies	10	7	70%
Philosophy	6	6	100%
Communication studies	13	12	92%
Total	53	48	91%

From the above it can be deduced and argued that the high return rate of 91% increases the validity of the study.

1.7.2.3 Instrumentation

This study proposes to use documents, as well as two questionnaires as data sources. The relevant policy documents of the NWU, research reports, as well as the data obtained from the literature review will be used. According to Prior (2003:4) documents

in social research are “a mere prop” and they are to be used with care and in context with the social study conducted. This author further points out that these documents are not fixed, and they should be read more than once to place them within context. Since the documents are described as “props”, they could be valuable tools in the drafting of questionnaires and in constructing meaningful questions (Prior, 2003:29).

This study will further make use of two semi-structured questionnaires - as they are most suitable to investigate and establish which leadership styles are prevalent in the Directors of the Schools, as well as the academic employees’ perceptions regarding their leadership role in team development. According to Babbie (2007:246), a questionnaire is “a document containing questions and other types of items designed to solicit information appropriate for analysis”. Auriacombe (2010:477) is of the opinion that semi-structured questionnaires are best used when the researcher is clear on the research focus and knows what information needs to be gathered, but still wants to leave room for the respondents’ own views.

Two types of questionnaires were drawn up – one for the academic employees of the NWU, Faculty of Arts (Annexure A) and a separate questionnaire for the School Directors (Annexure B). Both questionnaires are semi-structured as this format is most suitable for the case study approach, and for the investigation of the leadership role in team development of the Directors, and how it is perceived by the academic employees. The questionnaires consisted of two sections, namely a structured section for demographic details and knowledge-based questions and an open-ended section, which allowed the respondents the opportunity to project their own answers and views.

1.7.2.4 The data analysis

As this study makes use of questionnaires, the data collected are to be captured, and the responses to the open-ended questions are grouped into themes to ascertain the general attitudes or perceptions regarding the issue under investigation. When analysing content, such as semi-structured questionnaires, this is done by clearly defining the phenomenon to be analysed (Welman *et al.*, 2009:221). The universe of the respondents should be defined, and a description given of the way in which the units of analysis should be coded (Welman *et al.*, 2009:223). As this study makes use of two semi-structured questionnaires, analysis and interpretation will be done according to themes relating to leadership and team development.

1.7.2.5 The ethical considerations

Babbie (2007:62) states that ethics is typically associated with morality, and both words – ethics and morality – are concerned with what is right and what is wrong. This is, however, a question that has different answers for different groups of people. Therefore, it is important that social researchers should be sensitive to what is regarded as right or wrong. Babbie (2007:63) names several factors which should be taken into account when conducting social research:

- participation should be voluntary and not compulsory;
- the research should not injure or harm any of the participants – whether physically or emotionally;
- the participants should be able to remain anonymous; and the results should be treated with the utmost confidentiality; and
- there must be no deception by the researcher during the research process.

To adhere to the above, participants are informed of their voluntary participation and they are provided with clarity on the research. Anonymity and confidentiality throughout the process were guaranteed and maintained. None of the research methods put any of the participants at risk to harmful situations. The questionnaires make provision for participants to indicate their voluntary participation and confirm that confidentiality is maintained.

1.8 Significance of the study

This study aims to indicate that the leadership role of School Directors at the Potchefstroom Campus of NWU plays a significant role in the success of academics when functioning as a team. This study furthermore aims to provide insight into the perceptions of academics with regard to leadership in team development in their respective entities, and the effectiveness thereof. The strategy proposed can be applied by the institution to enhance the role of School Directors in the establishment of team development at the Faculty of Arts.

From a more academic point of view, the study adds to the existing body of knowledge in the field of transformational and transactional leadership and the enhancement of the understanding of this specific topic in this field of study, as it seeks to explain the relationship between managers, academics and team development. This study is

furthermore relevant to the sphere of Public Administration and Management, as leadership is one of the human resource management functions in that the people skills required, refers to the ability to motivate people (Van der Westhuizen & Wessels, 2011:16), which is a crucial element of a transformational leader.

Several articles and books have been written on the topic of leadership and team development but this study specifically focuses on the role of leadership in team development (it is argued that academics in the Schools constitute a team) in an academic environment, namely, the NWU.

1.9 Provisional chapter layout

The study will consist of the following chapters:

Chapter 1: Introduction and orientation to the study

This chapter provides an overview of the study, as well as a general orientation to the locus and focus of the study. The problem statement is highlighted, the research questions and objectives are posed and the research methodology explained.

Chapter 2: Theoretical orientation of the role of leadership in the development of teams

This chapter contains a literature review, based on the views of different sources related to this specific field of study. The focus of leadership within Public Administration and Management is described and specific emphasis is placed on different leadership theories, models, philosophies and styles.

Chapter 3: The leadership role of School Directors in the Faculty of Arts in developing teams

This chapter firstly describes the current higher education environment – focusing on policies applicable to the context of the study. Secondly, the chapter explores the current situation regarding the role of leadership, as interpreted and perceived by School Directors and academics.

Chapter 4: Developing a leadership strategy for team development for School Directors in the Faculty of Arts

This chapter proposes a strategy to enhance the role of School Directors in the development of academic teams in the Faculty of Arts.

Chapter 5: Conclusion and recommendations

This chapter draws conclusions from the research and proposes recommendations for the successful realisation of the proposed strategy.

1.10 Conclusion

This Chapter provides a general overview of the study. The orientation and problem statement indicate that the change in the higher education environment necessitates a shift in the approach by managers and leaders in the higher education sector in order to effectively and efficiently address all the challenges. The two concepts, leadership and management, are briefly discussed and the main leadership theories highlighted. The focus of this study is on the nature of the leadership role of School Directors with regard to team development in the Faculty of Arts, Potchefstroom Campus of NWU and the core concepts are discussed. The Chapter also described on the research methodology and the significance of the study.

Chapter 2 follows with a theoretical overview of the role of leadership in the development of teams as well as an overview of the public leadership function in the discipline of Public Administration and Management.

Chapter 2: A theoretical overview of the role of leadership in the development of teams

2.1 Introduction

As identified in Chapter 1, the higher education academic environment has changed over the last years due to specific factors, such as an increase in a need for lifelong education, the challenges of distance education and the influence of technology on the learning environment. These changes warrant transformation in the way leadership transpires in the academic environment. Furthermore, it is argued that it is necessary to distinguish between leadership and management, as these concepts are not synonyms and have different operational functions.

Chapter 1 also highlighted the argument that leadership plays a crucial role in team development, which in turn plays an essential role in institutional goal achievement. The focus of this study is to ascertain what the leadership role of School Directors at the Faculty of Arts, Potchefstroom Campus of the NWU, in team development is.

The purpose of this Chapter is to provide a theoretical overview of leadership in the discipline of Public Administration and Management, the different leadership theories, how teams are defined, the development of teams and the role of leadership in promoting team development.

2.2 Public Administration and Management

In 1887 Woodrow Wilson wrote a popular essay, "The study of Administration", which alerted politicians to the importance and value of Public Administration as a specific field of study (Starling, 2008:28). Wilson was of the opinion that government policy should be treated more business-like and that "the field of administration is a field of business...it is removed from the hurry and strife of politics" (Starling, 2008:30, citing Wilson, 1887). However, after World War 2, it was noted by several prominent men – Dahl, Morstein-Marx, Lilienthal, Appleby, Selznick and Long - that the dichotomy between politics and administration was sharp and that there was a need for a third perspective on public administration (Starling, 2008:35). Under Roosevelt's administration a more contemporary view on public administration developed which entailed a blend of politics and administration (Starling, 2008:36). Following the call to manage government like a

business, the American government under President Clinton and Vice- President Gore aimed to “make government work better and cost less” (Denhardt & Denhardt, 2000:550). This led to the establishment of the New Public Management (NPM) paradigm which signalled a shift in the way people regard public administrators and what they did (Denhardt & Denhardt, 2000:550). The purpose of the research is not to put forward an argument for Public Administration or Public Management, but to indicate the manner in which leadership has become an integral function needed for the realisation of New Public Management ideals. The differences between the Public Administration and New Public Management are depicted in Table 2.1:

Table 2.1: Comparing perspectives: Public Administration and New Public Management

	Public Administration	New Public Management
Primary theoretical and epistemological foundations	Political theory, social and political commentary augmented by naive social science	Economic theory, more sophisticated based on positivist social science
Prevailing rationality and associated models of human behaviour	Synoptic rationally, administrative man	Technical and economic rationality, economic man
Conception of the public interest	Politically defined and expressed in law	Represents the aggregation of individual interests
To whom are public servants responsive?	Clients and constituents	Customers
Role of government	Rowing (designing and implementing policies focusing on a single, politically defined objective)	Steering (acting as a catalyst to unleash market forces)
Mechanisms for achieving policy objectives	Administering programmes through existing government agencies	Creating mechanisms and incentive structures to achieve policy objectives through private and non-profit agencies
Approach to accountability	Hierarchical – administrators are responsible to democratically elected political leaders	Market-driven – the accumulation of self-interest will result in outcomes desired by broad groups of citizens

Administrative discretion	Limited discretion allowed administrative officials	Wide latitude to meet entrepreneurial goals
Assumed organisational structure	Bureaucratic organisations marked by top-down authority within agencies and control or regulation of clients	Decentralised public organisations with primary control remaining within the agency
Assumed motivational basis of public servants and administrators	Pay and benefits, civil-service protections	Entrepreneurial spirit, ideological desire to reduce size of government

Source: Denhardt and Denhardt, 2000: 554.

From the above Table it is clear that the focus of NPM was shifting from a political point of departure to a system which focuses on the customer, a healthy economy and which encouraged entrepreneurial thoughts.

With the unbanning of the ANC in the 1990's, South Africa saw major political change and it was against this backdrop that the South African New Public Administration Initiative (NPAI) arose (Cameron & Milne, 2009:385). The major focus was on the professional development of public practices for the newly democratic public administration. One of the initiatives of the NPAI was the Mount Grace Conferences in 1991 and 2001. During Mount Grace 1 (in 1991) it was established *inter alia* that Public Administration as a discipline and practice must move away from the apartheid paradigm, that there was a need for training for the public service, that curriculum development should take place along with building co-operation and mobilising of resources (Cameron & Milne, 2009:386). Mount Grace 2 (in 2001) revisited Mount Grace 1 and the context of this conference was the need to consolidate democracy and to improve and accelerate service delivery. Resolutions passed at Mount Grace 2 entailed the need for research to receive more attention in Public Administration and Management and the requirement that research should focus on the quest for new knowledge (Cameron & Milne, 2000:389). According to Hall, Gunter and Bragg (2013:175) there are various features of NPM, *inter alia* economic growth, a focus on management, as well as entrepreneurial leadership and aspects of private sector management styles. Furthermore, leadership in NPM is stated to be "often the single most critical factor in the success or failure of a program" (Starling, 2008:380).

According to Fox and Meyer (1995:77) management in the public sector entails a number of functions, namely: policy-making, planning, organising, personnel, control, evaluation and financing. In order to execute the mentioned tasks, a manager must possess specific skills. According to Cheminais *et al.* (1998), as quoted by Van der Westhuizen and Wessels (2011:16), these skills can be grouped as being of a conceptual, human and technical nature. Conceptual skills refer to the ability to develop strategic plans and making informed decisions. Human skills entail being able to work with people, understand their needs and problems, the ability to communicate effectively, be able to delegate appropriate tasks to appropriate staff and be able to motivate team members. Lastly, technical skills refer to the ability to act professionally and exercise knowledge and expertise to ensure that all processes run smoothly (Van der Westhuizen & Wessels, 2011:16). From the above, which includes the leadership function in public management, as well as the characteristics of a leader as discussed in Chapter 1, it can be concluded that leadership plays a critical role in the successful implementation of an institution's mission and vision statements and the implementation of strategic action plans to adhere to those elements.

This research focuses on the role of leaders in team development in the Faculty of Arts, Potchefstroom Campus of NWU. In order to add dimension to the theoretical overview, the following sections will provide a discussion of the difference between leadership and management, as well as an overview of the development of the different leadership theories.

2.3 Differentiating between leadership and management

Chapman and Scouller (2012) and Bolden (2004:9) state that the concept of leadership is complex with various conceptual viewpoints. While the concept of management is often linked to that of leadership, for purposes of this case study, and to provide a more in-depth analysis than in Chapter 1, it is important to explain the differences between the two concepts in order to ascertain if the role of School Directors is indeed that of a leader, a manager or both. According to Chapman and Scouller (2012) the main difference between these concepts is that leadership involves the leading of people and leaders are responsible for people, as opposed to management which is mainly concerned with being responsible for things e.g. assets and money. Kotter (1990:86)

states that “management is about coping with complexity...leadership is about coping with change”. He goes further and distinguishes between the two concepts as follows:

- management is concerned with setting targets or goals, whereas leadership is concerned with the setting of a direction / developing a vision;
- management organises staff and creates institutional structure as opposed to leadership which concerns itself with aligning people; and
- management is concerned with problem solving and the monitoring of results, whereas leaders are concerned with inspiring and motivating their followers.

Kotter’s view correlates with the distinctions made between these two concepts by Van Zyl *et al.* (2009:26) as discussed in Chapter 1. As one of the research objectives of this study is to establish whether the School Directors fulfill the role of managers, leaders or both, the semi-structured questionnaires distributed among the School Directors, aim to investigate this aspect and establish which typical characteristics of managers or leaders (or both) are present in their leadership style.

Reiling (2007) identifies the main differences in leadership and management skills as depicted in Table 2.2:

Table 2.2: Leadership skills vs. Management skills

Leadership Skills	Management Skills
Concerned with vision	More concerned with implementation than the vision
Oriented towards change, and anticipating environmental changes	Oriented towards adapting to change, not taking the initiative
Concerned with dynamics of a situation, which provides hints on how to leverage or shape; concerned with setting or changing the culture	Concerned more with technique; sometimes preoccupied with maintaining order and the status quo, but otherwise with adapting to the culture
Concerned with empowering	Concerned with BEING empowered
Actions demonstrate skill, but are strongly character- based	Actions tend to be more strongly skill-based
More concerned with positive possibilities	More concerned with negative consequences
Concerned with building and/or reshaping the institution; willing to use skills of persuasion to advance vision and ideas of possibilities – regardless of position	Concerned with filling out the prescribed institution; adopt behaviour and attitudes according to level or position; tend to be more protective of position, information, and knowledge; may feel that a situation is out of

	their control or influence
Understand their strengths and weaknesses, and are willing to learn from their mistakes and grow; able and interested in helping others do the same	Tend to avoid risks for self-protection, and hence growth is more limited; might understand strengths and weaknesses, but unaware of how to manage them to achieve goals
See relationships as opportunities for growth; personal goals in alignment with organisational goals; recognise that interdependence is the best way to achievement	See a more limited web of relationships in terms of immediately adjacent areas; tend to focus mostly on goals set by others, and work more independently within organisational limitations
Build systems to support goals, empower others, and provide direction; promote sharing and collaboration; concerned with removal of performance barriers; and continued growth of team members	Concerned with segmenting areas of responsibility; become indispensable and part of the system, overly concerned with what team members do and how

Source: Reiling, J. 2007.

When examining the activities of a leader as set out in Table 2.2, it becomes clear that a leader needs specific skills, such as providing a vision for the institution and encouraging innovation, other than that required of a manager e.g. implementation of vision and focusing on the set objectives and tasks. Several leadership theories have developed through the years which indicate what attributes and characteristics an effective leader should have. The following section provides a broad overview of some of the most influential leadership theories and leadership terminology.

2.4 Leadership terminology

Research has indicated that the concepts 'leader' and 'leadership' are not always easy to define. The Oxford English Dictionary (2013) defines the word leader as "one that leads or guides; one who is in charge or in command of others; one who has influence or power, especially of a political nature". Bolden (2004:4) is of the opinion that leadership is the answer to success for individuals, as well as institutions in this time of global change. However, Bolden (2004:4) concurs with Grint (2004:38) that there are specific problems that make it difficult to obtain consensus on a definition for leadership, *i.e.* a process problem (is leadership derived from personal qualities or from what he/she does); a position problem (is the leader in charge or leading others); the philosophy of leadership (does the leader have an actual influence on followers or does context prescribe their actions); and the question of purity (is leadership a purely human

phenomenon). From other definitions mentioned by Bolden (2004:5), he states that leadership “is a complex phenomenon...it depends on a process of influence whereby people are inspired to work towards group goals, not through coercion but through personal motivation.

Kotter (1990:85) states that leaders “don’t make plans; they don’t solve problems; they don’t even organise people. What leaders really do is prepare institutions for change and help them cope as they struggle through it”. Kouzes and Posner (2007:14) have developed five practices and ten commitments of leadership which may serve as a guide on how leadership should be implemented and perceived by followers, as depicted in Table 2.3:

Table 2.3: The five practices and ten commitments of leadership

PRACTICE	COMMITMENT
Model the way	<ol style="list-style-type: none"> 1. Clarify values by finding your voice and affirming shared ideals 2. Set the example by aligning actions with shared values
Inspire a shared vision	<ol style="list-style-type: none"> 3. Envision the future by imagining exciting and ennobling possibilities 4. Enlist others in a common vision by appealing to shared aspirations
Challenge the process	<ol style="list-style-type: none"> 5. Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve 6. Experiment and take risks by constantly generating small wins and learning from experience
Enable others to act	<ol style="list-style-type: none"> 7. Foster collaboration by building trust and facilitating relationships 8. Strengthen others by increasing self-determination and developing competence
Encourage the heart	<ol style="list-style-type: none"> 9. Recognise contributions by showing appreciation for individual excellence 10. Celebrate the values and victories by creating a spirit of community

Source: Kouzes, J.M. & Posner, B.Z. 2007.

Table 2.3 illustrates a relationship between leaders and followers and in addition, Kotter (1990:107) is of the opinion that leaders also have the following functions which link directly with followers *i.e.* develop a vision for the future by establishing direction to achieve goals; to communicate with followers in a direct way in order to influence the creation of teams; to motivate and inspire followers in order to reach their goals and to produce change. From Kotter’s view, as well as that of Kouzes and Posner, it can be contended that leaders should take into account the needs of their followers and respond accordingly.

This study investigates the leadership role of School Directors in team development and it is posited that the relationship between leaders and followers as described above is applicable to the relationship between School Directors as leaders and academics as followers. Therefore, the functions as set out above will be applicable to this case study and perceptions regarding the above will be ascertained through the semi-structured questionnaires sent to both School Directors and academics.

Bolden (2004:9) is of the opinion that theories of leadership have an influence on the current practice and that theories assist in the way people conceive the world. There are a variety of leadership terms and interpretations thereof and Chapman and Scouller (2012:14) deem it useful to group these concepts under three headings, namely leadership models, leadership philosophies and leadership styles.

Table 2.4: Leadership models, philosophies and styles

Leadership models	Leadership philosophies	Leadership styles
Contains theories on how to be an effective leader. Models may contain processes and measurable standards.	Contains values-based ideas of appropriate actions of a leader and the sources of power. Based on moral position.	Classification or description of leadership behaviours. Tend to be determined by the personality of the leader and the aim of the leadership.

Source: Chapman, A. & Scouller, J. 2012.

The following section will provide a brief overview of the main leadership models.

2.4.1 Leadership models

This sub-section will give a brief overview of the following models of leadership: trait-based, behavioural ideals, situational / contingency and the functional approach.

- **Trait-based model of leadership**

This model focuses on the traits and characteristics leaders should possess and reflects the idea that leaders are born, not made. A survey done by Kouzes and Posner (2007:30) among 630 managers about their positive leadership experiences has identified the following five key leadership traits: honesty, forward-looking, inspiring, competent and intelligent.

- **Behavioural ideals model of leadership**

This model argues that in order to be an effective leader, a specific behavioural style should be implemented (Yukl, 2006:13). Yukl (2006:13) links this to the way in which leaders deal with conflict, cope with demands and responsibilities and overall behaviour in a leadership position.

- **Situational / contingency models of leadership**

The situational model emphasises the role of contextual factors, *i.e.* the circumstances in which a leader has to lead. Chapman and Scouller (2012) mention several theories which have been developed and which focus on the external factors that influence the behaviour of a leader, some of which distinguish between task-orientated and people-orientated leadership – Fiedler’s contingency model (1964) – and other models which emphasise the reaction of leaders on the type of followers – Hersey and Blanchard’s situational model (1969).

- **Functional approach**

This leadership approach focuses on what the leader has to do to be effective and successful. The best-known functional leadership models are John Adair’s Action-Centred Leadership model (1973) and Kouzes and Posner’s Five Leadership Practices model (1987). The model of Adair identifies three areas which must be attended to by a leader, namely the tasks that need to be completed, establishing and maintaining team dynamics and attending to individuals in the team (Adair, 2009:38). Adair depicts this model as follows:

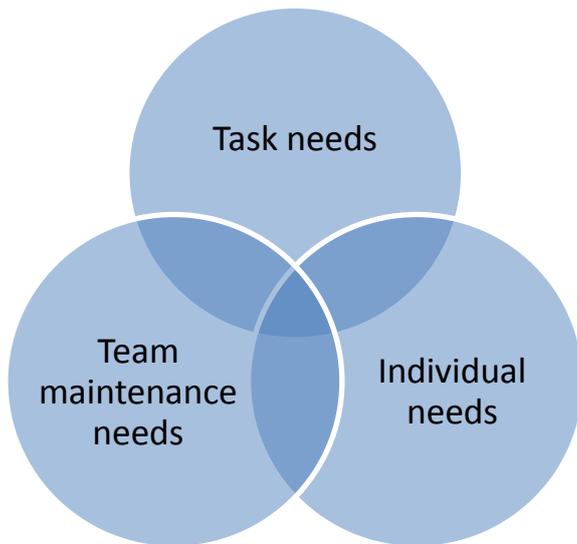


Figure 2.1: Johan Adair's Action-Centred model

Source: Adair, J. 2009:38

According to Adair (2009: 38) this model suggests a constant interaction between the task, the team and the individual. Adair (2009:32) explains the three role players in this model as follows:

- The **task** is that which has to be accomplished and the reason why the team exists. Teams go through several stages of development and this study will focus on the process of team development of Tuckman and Jensen (1977), and will be discussed further in this chapter. Adair (2009:32) states that team members need to be committed to the goals in order to avoid frustration and despair.
- **Team maintenance needs** involves creating an atmosphere of shared responsibility of reaching the goals and to provide support to each other. The key characteristic of a team is “differentiation of roles in relation to a common goal” (Adair, 2009:33).
- **Individual needs** refer to the physical needs (salaries to pay for basic needs), as well as psychological needs (recognition, affirmation, praise, status). Leaders should always keep the needs of the group, as well as those of the individual in mind in service of the common goals that have to be met. Understanding the needs of a person plays an important role in motivation – an essential role of a leader, as stated by Adair (2009:35).

Adair (2009:41) is of the opinion that individuals have power when relating to other people, which can have a negative or positive impact on the team. Gossip and hostile attitudes will have a negative impact on the trust between team members, whereas good internal communication among team members will create a sense of cohesion and team identity.

Adair (2009:44) has also identified the role of the leader in the three areas mentioned previously (task, team, individual), as depicted in the following figure:



Figure 2.2: Leadership role in the action centred leadership model

Source: Adair, J. 2009:45

The role and functions of the leader in each of these three areas can further be explained as follows (Chapman & Scouller, 2012):

Table 2.5: Leadership role in the three areas of action-centred leadership

TASK	TEAM	INDIVIDUAL
Clarify the nature of the task	Ensure that team accepts the targets	Getting to know each other
Agree on the targets and action plans, as well as personal targets of individuals	Identify shared performance and standards	Ensure that each member's responsibilities fits their skills
Assign tasks and	Ensure right number of	Review personal performance

responsibilities to each member	individuals with skills	
Obtain resources to complete tasks	Establish atmosphere of trust and respect	Ensure that individuals are aware of their contribution to the team goals
Assess and follow-up on progress	Consult with team for ideas and feedback	Ensure proper training and development support to members
Setting performance standards	Resolve conflict	Listen and act on concerns of members

Source: Chapman, A. & Scouller, J. 2012.

While Adair’s model will not be specifically used in the study, the correlation between the model and Tuckman and Jensen’s five stages as discussed in Chapter 1, are undeniable. Through the above discussion the leader’s responsibility towards goal direction and creating cohesion has become evident. In the next section the different types of leadership philosophies will be discussed.

2.4.2 Leadership philosophies

Chapman and Scouller (2012) are of the opinion that leadership philosophies provide insight to the causes and effects of leadership and that they help to explain values, beliefs, ethics and morality relating to leadership. The Oxford English Dictionary (2013) defines the word philosophy as “the study of the fundamental nature of knowledge, reality and existence, especially when considered as an academic discipline”. The main leadership philosophies are discussed in the following section in order to provide an overview of the development of leadership philosophies which provides the foundation for leadership styles. The leadership philosophies differ from leadership styles and leadership models in that they are grounded in morals and a value-based position. The leadership philosophies include:

- **Servant leadership**

Yukl (2006: 420) states that the concept of servant leadership includes nurturing, defending and empowering followers and must stand for what is good and right. Dubrin (2007:111) identifies the following key aspects of servant leadership:

place service before self-interest, listen first then speak, inspire trust and lend a hand.

- **Authentic leadership**

Authentic leadership focuses on the authenticity of the leader – being true to character, not pretending or portraying a false image (Chapman and Scouller, 2012). The term “authentic leadership” was first used in 2003 by Bill George and he challenges leaders to lead authentically, to “demonstrate a passion for their purpose, practice their values consistently, and lead with their hearts, as well as their heads” (George *et al.*, 2011:165).

- **Ethical leadership**

Yukl (2006:421) states that ethical leadership relates to the personal integrity of a leader and emphasis is placed on the honesty of a leader and consistency between the values and behaviour of a leader.

- **Values-based leadership**

Chapman and Scouller (2012) are of the opinion that this kind of leadership is based on the values of the leader, as well as that of the followers to provide direction, inspiration and motivation and furthermore, it assumes that people are motivated by values and live according to these values.

This section provides a brief overview of different types of leadership philosophies as the foundation for different leadership styles. From the above the responsibility of the leader as example is illustrated. The following section will examine the different leadership styles of which transformational and transactional leadership styles will be discussed in more detail, as this study aims to ascertain which of transformational and / or transactional leadership is the most appropriate leadership style in promoting team development.

2.4.3 Leadership styles

This section explains the last category of leadership theories alongside leadership models and leadership philosophies. Chapman and Scouller (2012) state that leadership styles describe the ways in which leaders behave and identify four main leadership styles which include:

- **Transformational leadership**

Transformational leaders are those who, according to Bass and Riggio (2006:3) inspire and stimulate their followers whilst developing their own leadership capacity. They help their followers to grow by empowering them and to achieve more than they knew they were capable of (Bass & Riggio, 2006:3).

- **Transactional leadership**

Transactional leadership, contrary to transformational leadership, is focused on exchange – the leader will exchange one thing for another, most often financial reward for productivity and on the downside, deny financial rewards for the lack of productivity (Bass & Riggio, 2006:3).

This study aims to investigate the nature of the leadership role of School Directors in the Faculty of Arts, Potchefstroom Campus of the North-West University and these two leadership styles will be dealt with in more detail in section 2.5 in order to ascertain whether the Directors display transactional, transformational or both of these leadership styles.

- **Charismatic leadership**

According to Van Zyl *et al.* (2009:129) the word charisma is a Greek word meaning “divinely inspired gift” and the characteristics of charismatic leaders have certain charismatic effects on their followers e.g. trust in the leader’s ideology, unquestionable acceptance of and affection for the leader and willing obedience to the leader. These leaders are persuasive; they talk about visions and dreams and have the effect that followers feel good about themselves (Van Zyl *et al.*, 2009:134).

- **Narcissistic leadership**

The Oxford English Dictionary (2013) defines narcissism as “extreme selfishness, with a grandiose view of one’s own talents and a craving for admiration, as characterising a personality type”. Characteristics of this leader are distrust, lack in empathy and being sensitive to criticism (Chapman and Scouller, 2012).

Different leadership styles describe the different types of relationships established between leader and follower. The nature of the relationship between School Directors as leader and academics as followers form the basis of this study. This section has

dealt with different types of leadership terminology and provided a broad overview of some of the main leadership theories, philosophies and styles. Since the argument is made that either transformational or transactional leadership (or both) are evident in the relationship between School Directors and academics, the following section will discuss transformational and transactional leadership in more detail in order to provide a theoretical foundation upon which an assessment can be made as to which of these two leadership styles are displayed.

2.5 Transformational vs. transactional leadership

As mentioned in the preceding section, transformational leadership is mainly people-orientated as opposed to transactional leadership which focuses on the tasks which need to be done by people. The following sub-sections will provide clarification of these two leadership styles.

2.5.1 Transformational leadership

James Burns, the first person to describe these two leadership styles in 1978, is of the opinion that transformational leadership wants to transform and inspire and exceed what is expected, by (Van Zyl *et al.*, 2009:137):

- raising the followers' level of awareness about the value of goals;
- leading followers to transcend their own self-interests for the sake of the team; and
- moving followers to address their higher level needs (e.g. love, learn) rather than to focus on lower level needs (focused on survival).

The abovementioned characteristics of transformational leadership refers to Abraham Maslow's hierarchy of needs (Andam *et al.*, 2012:143), which is a theory in psychology proposed in his 1943 paper, *A Theory of Human Motivation*. Maslow uses the terms "physiological, safety, belongingness and love, esteem, and self-actualisation" to describe the pattern that human motivations generally move through (International Encyclopaedia of the Social Sciences, 2008) as depicted in Figure 2.3.

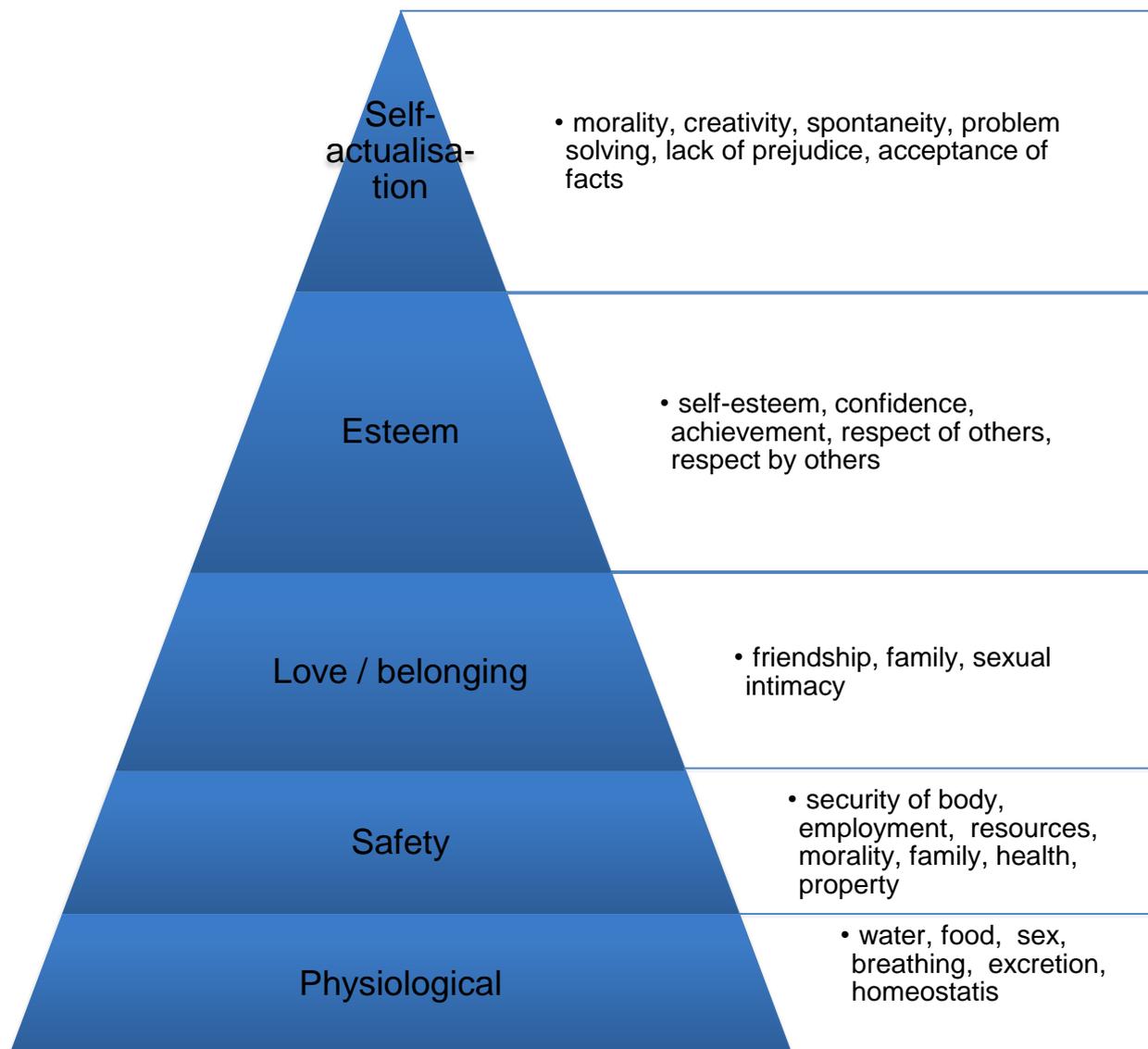


Figure 2.3: Maslow's hierarchy of needs

Source: International Encyclopaedia of the Social Sciences. 2008. Maslow, A.

Transformational leadership would, according to the above hierarchy, fit into the higher levels as transformational leadership requires elements on the higher level portrayed in the pyramid, e.g. self-esteem, confidence and respect of others (Cox, 2007:7). According to Cox (2007:7) the transformational leader displays specific values e.g. social and spiritual values which motivate followers and create the sense that they are destined for a "higher purpose" and are capable of more than what is expected from them.

Reinhardt (2004:22) describes the characteristics of transformational leaders as follow:

- interested in the individual and aim to inspire and motivate;
- serves change;
- increases confidence in others; and
- satisfy the higher order needs of individuals (Maslow's hierarchy of needs).

Bass and Avolio (1993:112), Bass (1999:11), as well as Tovell and Gravelle (2009:21) state that transformational leaders have furthermore been characterised by four other characteristics *i.e.* the four l's, namely:

- idealised influence *i.e.* the leader serves as a model for followers;
- inspirational motivation *i.e.* followers are inspired to do more than what they expect from themselves;
- intellectual stimulation *i.e.* followers are encouraged to question old ways of doing and exploring new avenues; and
- individualised consideration *i.e.* where leaders show concern for the individual needs of followers.

Tucker and Russel (2004:104), as well as Dubrin (2007:84) characterise a transformational leader as a leader with a vision and who inspires others to fulfil the vision. They characterise transformational leaders as leaders who think out of the box and who focus on the development of their followers. Burns (1978:41) characterises transformational leaders as leaders who motivate and inspire their followers to perform beyond expectation and Bass (1999:9) states that transformational leaders "uplift the morale, motivation and morals of their followers".

Pearce *et al.* and Trevino (2003:280) state that a transformational leader has a definite mission, delegates authority and places emphasis on problem solving. Bodla and Nawaz (2010:209) suggest that transformational leaders inspire their followers, stimulate their intellectual needs and consider them as individuals. Chipunza and Gwarinda (2010:2) mention that a transformational leader develops a vision, defines the value thereof to followers, empowers followers to make decisions, encourages followers to be innovative and creative and develops a capacity for change, - in other words to ensure that followers have the necessary skills and training to participate in reaching of goals.

Reinhardt (2004:223) describes elements of transformational leaders as being a communicator (have to share his / her vision with followers); being intelligent and rational; and importantly, is able to inspire followers by showing commitment and gaining respect and trust. According to Andam *et al.* (2012:143) transformational leaders place high value on personal values and morale and leaders strive to be just, fair, honest and honourable.

Yukl (2006:262), as well as Bodla and Nawaz (2010:209) links transformational leadership to charismatic leadership, which suggests that leaders have specific qualities which attract followers, and Waldman and House (2001:135) are of the opinion that charisma is a relationship between leaders and followers, based on the behaviour of the leader and attributions of the followers. Leaders would typically display determination, assert communication and articulate a vision. Followers would typically feel good about themselves and display respect and trust in the leader. Tovell and Gravelle (2009:21) mention that transformational leaders rely on charisma and display self-confidence and personal conviction in order to assist followers in reaching their potential. The transformational leader strives to empower and encourage followers.

From the above, and for the purpose of this study, the characteristics to be investigated include the level of motivation provided by School Directors, whether they instil confidence, whether they have a vision for the team, enhance self-esteem, promote creativity, serve as example for followers and show concern for followers.

The following sub-section will elaborate on the characteristics of a transactional leader.

2.5.2 Transactional leadership

Transactional leadership proposes a transaction between the leader and followers in terms of which the followers must perform a certain way, resulting in a specific reaction by the leader (Van Zyl *et al.*, 2009:137):

- leaders consult with followers about certain tasks in exchange for rewards or allocation of resources;
- leaders monitor the performance of followers and correct their mistakes; and
- often leaders wait for mistakes to be brought to their attention before taking action with negative feedback or reprimands.

Reinhardt (2004:22) describes the characteristics of transactional leaders as follow:

- clarify expectations and goals to be met;
- maintain order and direct activities to people with necessary skills;
- reward completed tasks; and
- concerned with resource management.

Bass and Avolio (1993:112) state that transactional leaders develop agreements with their followers and establish a system of reward when performing well and a system of necessary action when failing to perform according to the performance agreement. According to Burns (1978:44) transactional leadership is based on bureaucratic authority and emphasis is placed on tasks and goals that an institution has to meet, as well as on appropriate rewards or punishment to influence the performance of followers. Bass *et al.* (1987:12) are of the opinion that transactional leadership is either passive or active. Passive transactional leadership permits the *status quo* as long as it is functional. If something goes wrong, negative action is taken against followers. Active transactional leadership encourages a more proactive and positive exchange between leader and follower as followers will be rewarded when meeting the agreed-upon objectives. Waldman and House (2001:134) concur with Pavar and Eastman (1997) in stating that transactional leaders operate within an existing system without the need to change it by focusing on the reward of appropriate behaviour and paying attention to irregularities and mistakes, providing corrective measures when necessary. Bodla and Nawaz (2010:209) state that transactional leaders are focused on tasks and monitoring of the performance of followers and Bass (1999:9) is of the opinion that transactional leaders focus on the immediate self-interest of the followers.

As one of the research objectives is related to the nature of the leadership role of School Directors with regard to team development in the Faculty of Arts, the semi-structured questionnaires aims to establish whether the leadership style portrayed by School Directors is transformational and / or transactional in nature. As mentioned in the aforementioned sections, specific characteristics are needed to be successful in team development and perceptions regarding those characteristics are ascertained through the questionnaires. Characteristics to be identified are whether the focus of School Directors is on instilling confidence and showing concern for their team, whether

planning and budgeting are short term or long term and whether the focus is on monitoring performance as opposed to celebrating good performance.

2.6 Teams and team development

As this study focuses on the leadership role of School Directors in team development, it is necessary to provide a theoretical overview of this aspect of the study. There are a variety of definitions for teams and what constitutes a team. Gilley *et al.*, (2010:9) mention a number of definitions:

- “a team is a small number of people with complementary skills who are committed to a common purpose, performing goals and approach for which they hold themselves mutually accountable”
- “a team is a distinctive class of group that is more task orientated than other groups and that has a set of obvious rules and rewards for its members”
- “teams are a special type of work group, consisting of two or more individuals, responsible for achieving a goal(s) or objectives”
- “a team consists of shared vision, member involvement, clearly defined goals, collective teamwork, individual-team accountability, team identity, positive team culture and open and honest communication”

From the above it can be deduced that a team consists of a group of people with a shared vision which aims to meet specific goals and objectives. For the purposes of this study, the academics in each of the Schools are considered to be a team as they work towards a common goal (to teach, do research and invest in community upliftment), they work according to specific rules and guidelines and have a specific identity created by the discipline within which they operate.

Elaborating on the discussion already provided in Chapter 1, the benefits of a team are numerous and are *inter alia* the improvement of morale, productivity, collaboration, utilisation of resources, communication, quality and can possibly reduce adversarial relationships in the team, provide problem-solving approaches and furthermore assists in clearly defining the goals of the institution and the method of reaching those goals (Gilley *et al.*, 2010:10). Teams in institutions increase positive performance, optimally utilise human resources, enhance institutional learning in that individuals can create

new strategies and enhance productivity, quality and efficiency of team members. Teams furthermore cater to the need for flexibility and provide workplace diversity and customer satisfaction (Offerman & Spiros, 2001:376; Harvey *et al.* 1998:3 and Gilley *et al.* 2010:12).

In order to build an effective team, clear goals and trust between leaders and team members are essential. Burke *et al.* (2006:289), are of the opinion that leaders can create conditions which enhance team effectiveness *i.e.* the team must have a clear goal and boundaries within which it operates, there must be a clear plan of action, there must be creation of an enabling structure by promoting core values and add meaning to tasks, there must be creation of a supportive institutional structure which includes a reward system and training opportunities, and finally, provision must be made for expert coaching to facilitate member development. Five characteristics of effective teams have been identified, namely clear direction and goals; good leadership; tasks suited for teamwork; appropriate resources to carry out the tasks; and finally a supportive environment. Other qualities of effective teams are the sharing of a common goal and identity, cooperative members, and the freedom to express viewpoints (Gilley *et al.*, 2010:18; Klein *et al.*, 2009:194). Kozlowski and Ilgen (2006:79) state that the conceptualisation of team effectiveness is based on the logic of an input-process-output formula by McGrath (1964), where input equals composition of team with their skills, process equals activities of the team and output equals the performance of the team as seen by others, the meeting of members' needs and the viability of the team. Other indicators of effective teams are clear communication, consensus, problem solving, commitment to the project and supporting working relationships. These characteristics are mutually inclusive.

In order to establish whether the teams in the Schools in the Faculty of Arts are effective, the five characteristics mentioned by Gilley *et al.* (2010:18), namely clear direction and goals; good leadership; tasks suited for teamwork; appropriate resources to carry out the tasks and a supportive environment, are tested in the questionnaires and distributed among the academics and School Directors in each of the Schools. The following section provides an overview on the stages in successful team development.

2.6.1 Team development

According to Tucker and Russel (2004:105) a transformational leader focuses on change, progress and development. Dionne *et al.* (2004:181) suggest that leaders play an essential role in promoting cohesion among team members, facilitate open communication and assist in team conflict management. Tuckman and Jensen (1977:420) have developed a five-stage plan for team development which is depicted in Figure 1.1 in Chapter 1 and further elaborated upon hereunder.

The first stage of team development – **forming** - is characterised by an assessment of the interpersonal relationships and norms of the group and the nature of the tasks are clarified (Miller & Salkind, 2002:122). Abudi (2010) mentions this stage to be an opportunity for members to share information and form first impressions of each other. During this stage the team leader should provide clear guidelines, goals and directives. Van Zyl *et al.* (2009:227) state that this stage could be brief and concise. The role of the leader during this stage is to set the objectives and deal with possible distractions (Wember, 2012). Tuckman (1965:396) states that this stage is characterised by orientation of team members through the testing of boundaries, focused on both interpersonal behaviour and the tasks ahead.

The **storming** stage begins when the team starts working together. This stage is often characterised by hostility and conflict as members may show reluctance towards the specific task or towards the team (Miller & Salkind, 2002:122) and there may be interpersonal issues among team members (Tuckman, 1965:396). However, Gilley *et al.* (2010:19) state that this stage is necessary in order for the team to develop their expectations and methods of dealing with the conflict at hand. The leader is responsible for conflict resolution, discussing team effectiveness, and to promote openness among team members (Wember, 2012).

In the **norming** stage teams start to work effectively together (Tuckman, 1965:396) and their focus moves away from their own individual goals to that of the team (Abudi, 2010). Miller and Salkind (2002:122) state that this is a period of openness and Van Zyl *et al.* (2009:227) are of the opinion that in this stage members become better acquainted and a strong commitment towards the goal develops. Team processes are

developed and enhanced by the leader and he / she strives to encourage members to learn and improve their knowledge (Wember, 2012).

The **performing** stage is characterised by working together to reach the specified goals, interdependence of members, the achievement of the goals, and a level of satisfaction among the team members (Gilley *et al.*, 2010:20). According to Wember (2012) the leader delegates responsibilities, observes the activities and provide the necessary support to team members. Tuckman (1965:396) states that the team is energised during this stage and members are focused and committed to the group.

During the final stage, **adjourning**, the team disbands and activities are wrapped up (Miller & Salkind, 2002:122). Members may feel happy about their accomplishments but also sad about the loss of friendship (Gilley *et al.*, 2010:20). The leader provides conclusion and evaluates the effectiveness of the team in meeting the objectives.

Zaccaro *et al.* (2001:452) argue that team leadership is the most critical factor in the success of teams and that leadership influences the effectiveness of teams on the following four sets of team processes: cognitive, motivational, affective and coordinative. These processes can be correlated with the abovementioned stages as identified by Tuckman and Jensen (1977) in the sense that in the cognitive process, the leader is responsible for identifying the needs and requirements of the tasks, to assist in planning and to develop team members. This will correlate with the forming stage. The motivational aspect of leader influence refers to the development of team cohesion and collective efficiency among team members and relates to the performing stage of Tuckman and Jensen. Another important role of team leaders is to establish a climate wherein team members can deal with conflict and disagreements constructively, and to assist in creating a healthy emotional climate – typical aspects which occur in the storming stage. In the coordination process the leader is responsible for identifying the contributions of the team members individually, as well as collectively, and to assist in the development of members by offering training and instruction. These aspects are dealt with in the performing, as well as the adjourning stage of the Tuckman and Jensen-model.

Morgeson *et al.* (2009:7) distinguish between two phases of team performances, namely the transition phase and the action phase. These two phases can also be

integrated with the five-stage development plan of Tuckman and Jensen (1977). During the transition phase – which relates to the forming stage - the team is focused on the structuring of the team, planning the tasks, and evaluating the performance of the tasks. The role of the leader during this phase is to compose a skilled team, define the mission and goals, planning of the work to be done, provide the necessary training to develop team members and to provide feedback in order for the team to assess its performance. In the action phase – which relates with the norming and performing stages - the team is focused on activities which contribute to the accomplishments of the goals. During this phase it is the role of the leader to monitor the team to ensure that team performance is up to standard, manage the team boundaries within the institutional context, challenge the team members to be innovative and creative, to assist in performing some of the tasks when necessary, identify and diagnose problems the team might be experiencing, and assist in problem-solving, provide the necessary resources to enable teams to complete their tasks and finally to provide a supportive and positive climate.

The above model is important for this case study as it will ascertain how team development is taking place in the different entities and whether the School Director, in his capacity as manager and leader, assists in and plays an active role in the development of the team.

The above views have sketched the importance of leadership in team development and team effectiveness. In the semi-structured questionnaires, academics and School Directors are granted the opportunity to indicate how they perceive the leadership role of School Directors in promoting team development. The questionnaires furthermore determine whether characteristics of transformational and / or transactional leadership styles are present and how the styles are perceived by academics and School Directors.

2.7 Conclusion

This Chapter provided an overview of leadership in the discipline of Public Administration and Management, as well as an overview of the concept of leadership, which encompasses the distinction between leadership and management, different leadership models, philosophies and styles. Focus was placed on two leadership styles, namely transformational leadership and transactional leadership style. Furthermore, the

definition of a team was discussed, the team development model of Tuckman and Jensen (1977) explained and the importance of the role of leadership in team development discussed. From the different viewpoints highlighted in this chapter regarding the abovementioned aspects, it can be deduced that:

- leadership is an important function of public management;
- the current academic environment in higher education institutions is challenging;
- teams are essential in enhancing productivity and quality of academic outputs;
and
- the role of leadership in promoting team development is a critical factor in the success of teamwork.

Chapter 3 follows and describes the changing higher education landscape and explores the current situation regarding the role of leadership as interpreted and perceived by School Directors and academics in the Faculty of Arts, Potchefstroom Campus of NWU.

Chapter 3: The leadership role of School Directors in the Faculty of Arts in developing teams

3.1 Introduction

Chapter 2 provided an overview of leadership in Public Administration and Management as well as a theoretical analysis of the concept of leadership. As the focus of this study is to ascertain what the leadership role of School Directors in team development at the Faculty of Arts, Potchefstroom Campus of NWU is, the definition of a team is discussed, the team development model of Tuckman and Jensen (1977) is introduced and the importance of the role of leadership in team development is discussed.

Chapter 2 furthermore indicated that higher education institutions are experiencing challenges and that academic teams could play an essential role in realising the strategic goals of the institution. It has been established that the role of leadership is a key element in successful team performance.

The purpose of Chapter 3 is to describe the higher education environment in South Africa and to investigate the role of leadership in team development in the Faculty of Arts, Potchefstroom Campus of NWU, as perceived by School Directors as managers, and academics. This Chapter will analyse the results from the questionnaires completed by School Directors and academics in the different Schools according to the leadership characteristics described in Chapter 2.

3.2 Higher education in South Africa

Badat (2010:5) identifies three purposes of higher education, namely to produce knowledge, to disseminate knowledge and to undertake community engagement. That being said, however, higher education institutions in South Africa have been facing, and are still facing major transformation challenges. Kulati (2010:177) states that the higher education system in South Africa entered a new era after the 1994 elections, when South Africa became a democracy. At the beginning of 1994, the higher education system was fragmented, as a result of the apartheid government's political views on race, and higher education institutions were classified as being historically white or historically black (Bunting, 2003:35).

In order to correct the injustices of the past, the post-1994 period was marked by major changes in the South African higher education environment. Institutions became exposed to several global challenges e.g. a new global economy, technological innovations and market expansion (Mouton *et al.*, 2013:285) as well as the new government's aims to "redress past inequalities, serving a new social order, meeting the pressing needs and responding to new realities and opportunities in the education sector" (Chipunza & Gwarinda, 2010:1). Ulukan (2005:77) furthermore states that universities are no longer only for the elite; but are now catering for a variety of clients.

In an era of rapid change enforced through technological innovations, globalisation, market expansion and mass production, the National Commission on Higher Education (NCHE) was set up by former President Nelson Mandela in order to advise the government on several key issues, *inter alia* the national goals of higher education, the necessary institutions and relevant structures to govern higher education in South Africa (Kulati, 2010:177). The White Paper 3 – *A Programme for the Transformation of Higher Education*, 1997 (here-in after referred to as the White Paper 3, 1997) and the Higher Education Act, No 101 of 1997, which followed, incorporated many of the suggestions and findings of the NCHE (Kulati, 2010:178) such as a single qualifications framework for higher education, revisiting the selection and admission requirements for entry to higher education institutions, and a new model for higher education governance institutions (A Framework for Transformation, 1996). The White Paper 3, 1997, highlighted three major deficiencies of the higher education system, namely: an inequitable distribution of access and opportunity for students due to discrimination on gender and race; parts of the system led to academic insularity and closed-disciplinary programmes; and the governance of higher education was fragmented, ineffective and inefficient (Kulati & Moja, 2003:60). To address those deficiencies, the policy of government underpinned the following principles, as set out in Chapter 1.18 of the White Paper 3, 1997: equity and redress; democratisation, effectiveness and efficiency; development, quality; academic freedom; institutional autonomy; and public accountability.

In 2000 the Council on Higher Education published a report entitled "Towards a New Higher Education Landscape" and this report identified specific problems in the system of both structural and contextual nature, and three key ideals were identified namely effectiveness, efficiency and equity (Kulati & Moja, 2003:62). During this period of

transformation, mergers of universities were one of the strategies to configure the higher education landscape, and the aim thereof was to create a new institution to result in a new institutional culture and ethos (Herbst & Conradie, 2011:2). The merger of universities reduced the number of 36 higher education institutions (21 universities and 15 technikons) to a total of 21. The North-West University is also a product of a merger and was established on 1 January 2004 through the merger of two universities, namely the Potchefstroom University for Christian Higher Education and the University of the North-West (NWU, 2013).

Herbst and Conradie (2011:2) are of the opinion that the impact of a merger could result in several negative emotions, such as confusion, frustration, lack of loyalty and low motivation. This results in huge challenges in management and leadership of a higher education institution and calls for “visionary and transformational leadership” (Herbst & Conradie, 2011:2). Research done by Bosch (2006) on the effect of a merger in higher education indicates that the success of a merger is highly dependent on the management and leadership of an institution during and after the merger (Herbst & Conradie, 2011:2). “Qualities that are most likely to be crucial to effective leadership are skills such as self-knowledge, self-awareness, integrity and interpersonal skills” (Herbst & Conradie, 2011:2). Chipunza and Gwarinda (2010:1) echo this statement and stress that management and leadership are primary concerns facing merging institutions.

At the North-West University the merger of the two universities (Potchefstroom University for Christian Higher Education and the University of the North-West) led to a new organisational structure. The North-West University has a two-tier management model which firstly consists of an institutional layer which co-ordinates the functions of the University and secondly, the three campuses which operate separately but also as co-ordinated business units (NWU, 2013). The Vice-Chancellor chairs the Institutional Management Committee and members are *inter alia* the campus rectors, the Institutional Registrar and executive directors. Campus rectors are appointed on the three campuses of the NWU and each Rector has his/her own management team. The Institutional Registrar is responsible for *inter alia* providing guidance relating to good corporate governance, ensures compliance with statutory requirements and is furthermore accountable for student matters, e.g. registrations, graduations, examinations and the external assurance of academic programme approval. Executive

directors are responsible for executing the NWU's policies and legislative requirements (NWU, 2013).

The Management Committee assists the Vice-Chancellor in the planning and execution of management functions as well as the administration and supervision of the NWU according to policies and rules (NWU, 2013.). Dr L Sebego (former chairperson of the NWU Council) stated in 2006 – two years after the merger – that the greatest challenge emerging from a merger, was to move forward in unity (NWU, 2006). Some of the challenges facing the NWU at that stage were the implementation of the NWU Statute, the completion of the Institutional Plan, the difficulties in accommodating the three languages (Afrikaans, English and Setswana) and the University's broader transformation (NWU Annual report 2006). From these challenges it can be argued that extraordinary leadership skills are required to deal with these issues.

3.3 Leadership challenges in an academic environment

As stated by Kulati (2000:178), transformation in higher education institutions is necessary to redress the inequality brought about by apartheid, to respond to globalisation and to incorporate the role of technology in education. Ulukan (2005:79) identifies four main drivers for change namely technology, globalisation, generic changes and changes in the higher education context. Changes and improvement in the technological environment have led to the increase of the use of technology in the teaching-learning environment and provides more interactive situations for lecturers and learners, and also create flexibility with regards to the place and time for learning (Ulukan, 2005:79). Globalisation as change driver has three major elements *i.e.* production on a global scale, cost-reduction due to inputs and services from around the world and the disappearance of borders in the sense that companies and institutions combine their assets and share costs (Ulukan, 2005:80). All of these factors impacted on the higher education environment which resulted in changed relationships between government and higher education institutions, increased competition in the higher education sector, and new customers and providers (Ulukan, 2005:83).

The abovementioned challenges have increased the pressure on higher education institutions to improve their performance and Kulati (2000:184) mentions the following challenges which have emerged:

- do more, without reliance on funding from the state;
- make provisions for a more diverse student population;
- alter the way in which teaching and learning takes place to cater for the diverse student population;
- improve networks within and outside higher education; and
- develop new leadership skills and methods in order to address new challenges.

The argument can be made that the abovementioned challenges are relevant to this study as the NWU is also affected by globalisation and the development of technology in the teaching-learning environment. School Directors are at the head of their entities and responsible for ensuring that these challenges are addressed at School level. The argument put forward is that the changes in the higher education landscape necessitate a team response and that School Directors have a particular role to play in facilitating such team development.

With reference to the challenge of new leadership skills and methods as mentioned in the previous paragraph, Kulati and Moja (2003:156) are of the opinion that leadership in higher education institutions differs from leadership in other kinds of institutions as the goals and objectives are very diverse – providing teaching, doing research and providing services to the community, and being a complex institutional structure of higher education institutions in the sense that faculties, departments, and subject groups have a degree of autonomy and decentralised decision-making. Blackmore and Blackwell (2006:374) furthermore argue that academics are under pressure as they have to fulfil the role of teacher, researcher and administrator. In addition, heads of academic centres, *i.e.* School Directors, have to deal with general responsibilities and tension in their entities. In a complex environment such as a university, Blackmore and Blackwell (2006:377) conclude that a good academic head requires the following:

- a number of different abilities to deal with the diverse challenges in a higher education institution;
- political awareness and the ability to communicate ideas to a diverse group of academics;
- knowledge of the institution and good contacts;
- be pragmatic when making decisions; and

- be able to work at national level.

As this study investigates the leadership role of School Directors – *vis à vis* academic heads - at the Faculty of Arts, Potchefstroom Campus of NWU in team development, it can be stated that the above requirements are applicable to the School Directors as they are academic heads of their entities and the above factors have to be taken into account when fulfilling their duties as required per their performance agreements.

Rowley and Sherman (2003:1059) state that it is often the case that academics are temporarily in a managerial / leadership position as they are appointed for a specific term and will return to regular academic duties as regular academic members after their term has expired. The person in the leadership position is not always willing to assume this position and even when willing, does not always have the necessary leadership skills. This aspect further increases the challenges of being in a leadership position in an academic environment.

The research results and an analysis thereof are presented in the following sub-sections. The questions asked in both the questionnaires of the academics and the School Directors were grouped in themes (or leadership characteristics) and an analysis of the results of the questionnaires relating to the specific theme is given.

Leaders are in the position to create conditions which enhance team effectiveness *i.e.* the team must have a clear goal and boundaries within which they operate, there must be a clear plan of action, creation of an enabling structure by promoting core values and add meaning to tasks, creation of a supportive institutional structure which includes a reward system and training opportunities, and finally the provision of expert coaching to facilitate member development (Burke *et al.*, 2006:289). Gilley *et al.* (2010:18) identify five characteristics of effective teams *i.e.* clear direction and goals; good leadership; tasks suited for teamwork; appropriate resources to carry out the tasks and finally, a supportive environment.

In order to establish whether the teams in the Schools in the Faculty of Arts are effective, these five characteristics were tested and are presented below.

3.3.1 Clear directions and goals

Visioning is defined by Campbell and Samiec (2005:30) as “creating and effectively communicating a clear and compelling picture of a worthwhile future for the group”. According to Middlehurst (1993:8) a leader’s obligation to set clear directions and goals are twofold, as it refers to being at the forefront and leading the group in a specific direction as well as motivating and inspiring others to move towards the set goals. Stuart-Kotze (2006:56) states that it is important for leaders to focus their attention on areas which need to be impacted by setting a clear vision and providing direction for the group. This can be accomplished by leading by example and by creating enthusiasm among the group.

Questions one and three (Annexure A) asked academic respondents to provide an indication of the extent to which they agree or disagree with the ability of the School Director to provide a vision and direction for his School. The results are depicted in Figure 3.1.

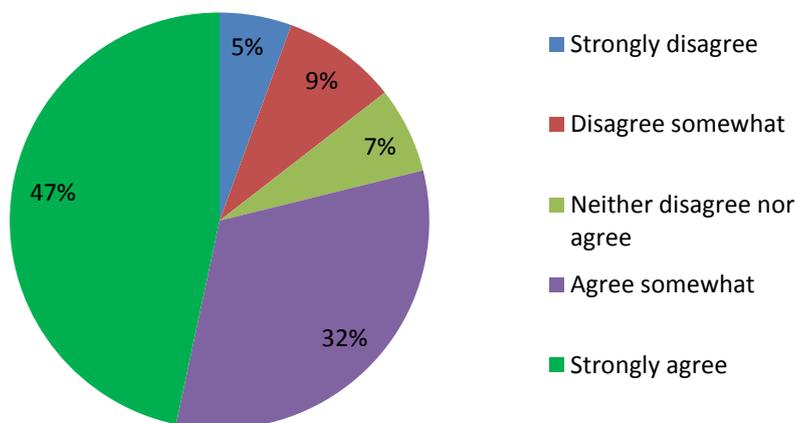


Figure 3.1: Setting clear goals and direction

From the above, 79% (47% + 32%) of academics concur that School Directors are able to provide clear goals and set direction for their respective Schools. Hundred percent of School Directors have indicated that they quite often to almost always provide clear goals and directions to the team (questions 1 and 5 of the questionnaire for directors, Annexure B) and that they perceive academics to be operating with the same guidelines. The argument is made that as a characteristic of a transformational leader,

School Directors articulate and communicate the goals and direction of the institution and Faculty to all academics.

However, results from the open-ended questions asked to academic respondents (question 3) indicate that although members agree School Directors can communicate their goals and set direction, the uniqueness of disciplines necessitates that goals can be interpreted differently by different academics. Some of the comments made include:

- “Yes, we are all aspiring to be the experts in our disciplines although our quest for quality is not the same”.
- “The team members generally share the same guidelines and quest for quality but may operate from different ideological starting points, which in turn means that team members may have different goals”.
- “I think that in the end everyone wants to achieve the same goals – good quality education and research, however it is measured individually, it does not support a team environment”.

Thus, taking both the structured and unstructured findings into consideration, it is indicated that transformational leadership, as defined in Chapter 2, is evident in the ability of School Directors to provide vision and set direction. School Directors are expected to shape the vision and direction taking the uniqueness of disciplines into consideration, while academics agree that striving for a strong team orientation is made difficult by the individual character placed on performance measurement. From the above it can be argued that there is good communication between the School Directors and academics and that there is clarity about what needs to be achieved, which all constitute characteristics of a strong transformational leadership style.

However, the transformational leader also needs to be able to allocate resources in order to support team development. The following section describes the findings depicting the ability of the leader to allocate resources.

3.3.2 Resource allocation

Stuart–Kotze (2006:51) is of the opinion that leadership is about “accelerating and sustaining performance” which in turn are related to providing the necessary resources, infrastructure and support to enable people to function optimally. Figure 3.2 depicts the

responses from academics as to the ability of leaders to ensure appropriate resource allocation for effective functioning.

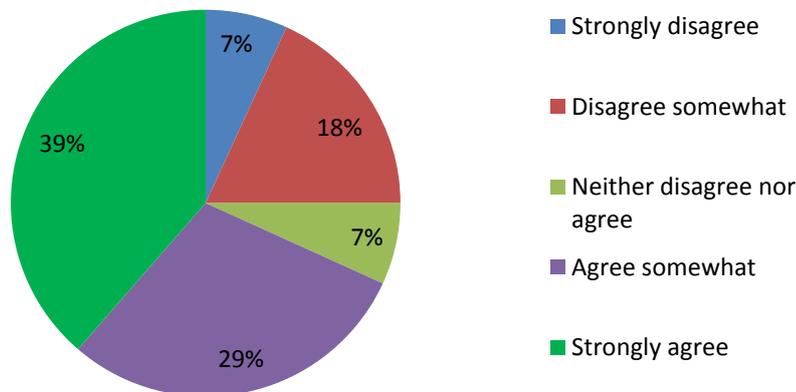


Figure 3.2: Resource allocation for effective functioning

The results indicate that 68% (39% + 29%) of academics are in agreement that the necessary resources are provided in order for team members to carry out their tasks effectively. Hundred percent of School Directors indicated that they almost always to quite often provide the necessary resources to the team (question 2 of the questionnaire for School Directors).

The argument can be made that the needs of academics pertaining to resources and infrastructure are communicated to School Directors and acknowledged, and that School Directors aim to address those needs. As mentioned in Chapter 2, the provision of resources and infrastructure is typically a managerial task indicative of a transactional leadership style where the leader provides something in return for performance. The argument is supported that a School Director would need both transformational and transactional leadership styles in developing academic teams towards institutional goal achievement.

A further characteristic of a good leader responsible for team development is the provision of a supportive environment wherein the team operates. The following section describes the findings of the research, while offering insight as to the nature of such a supportive environment on leadership styles.

3.3.3 Supportive environment

Charlton (2000:60) states that leadership entails enabling people to perform in a consistent manner, which is done *inter alia* by creating a supportive environment. An empowering environment will enable people to be confident and motivated to learn and to perform optimally. According to Stuart-Kotze (2006:41) leadership consists of three elements, namely action (getting things done), system (coordination of activities and procedures) and people. This last aspect refers to showing concern for people, assisting them in their career development and to be sensitive towards their personal needs and problems.

Question 5 asked respondents to indicate whether they perceive their work environment as supportive and the results are provided in Figure 3.3.

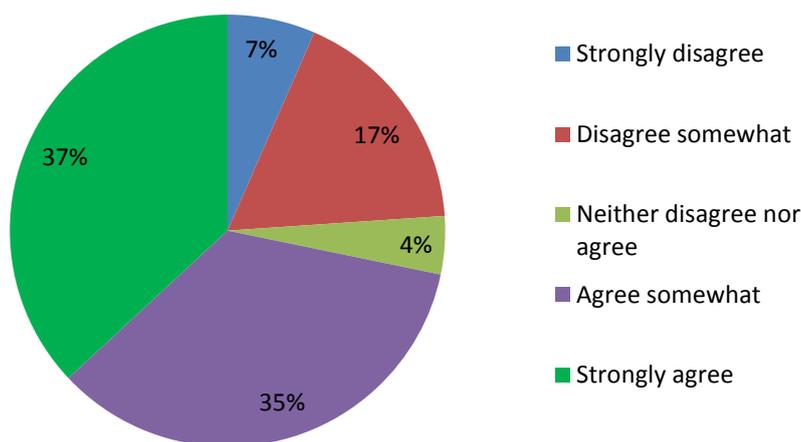


Figure 3.3: Supportive environment

The above Figure indicates that 72% (37% + 35%) of academics perceive their work environment as supportive. Seventy five percent of School Directors indicated that they are of the opinion that they provide a supporting environment to academics in their respective Schools. Chapter 2 indicated that transformational leaders aim to provide systems to support goals and deem it important to empower their followers and therefore the argument can be made that in this regard, School Directors display a characteristic of transformational leaders. From literature discussed in Chapter 2, it is argued that when academics experience cohesion in a supportive environment and,

when the leader creates an environment where trust and respect are present, academics consider themselves to be a team as they share common goals and share a point of departure.

However, results from open-ended questions for academics, which tested their perception on the academics in their School functioning as a team (question 1) indicated that academics have mixed opinions:

- “Yes and No. The different subject groups in the school need each other for effective functioning and are judged as a team in terms of through-put rates of successful students, but academic careers are rewarded based on individual research output. In terms of teaching and learning the academic is solely judged for his efforts”.
- “Yes, I have always seen myself as working in a team, as far as research as well as teaching is concerned. It does not always make it easier because some colleagues focus more strongly on their own goals, but to keep the wheels rolling everyone has to carry his or her part of the joint responsibility”.
- “The School is like a business, delivering a number of products, and everyone plays a role in this...I think we are working well as a team”.

In contrast to some of the more mixed reactions from academics, School Directors indicated that they see the academics in their Schools to be functioning as a team.

Although 72% of academics experience a positive workplace, 28% of academics disagrees with this and from the comments made in the open-ended questions, it can be argued that functioning as a team necessitates that everyone in the team experiences mutual support from each other and from the School Director. The fact that performance measurements are based on individual performance might hamper this cohesion. Chapter 2 indicates that a supportive environment is one of the five characteristics of effective teams and the fact that 28% of academics do not perceive their environment as supportive could have a negative effect on the development of the teams in Schools. The high percentage of academics experiencing a positive environment is indicative of a transformational leadership style which succeeds in creating and sustaining a supportive environment.

In order for a leader to provide and enhance a supportive environment, as discussed in the above section, the management of conflict is one of the ways in which such an environment can be created. The following section will portray the findings of the research pertaining to this aspect.

3.3.4 Conflict management

People in leadership positions are often exposed to conflict and according to Lussier and Achua (2004:194) research has indicated that almost one-fifth of a leader's time is devoted to conflict management and resolution. Therefore, the ability to deal with conflict appropriately is an essential skill leaders should have. With regard to being the leader of a team, conflict management skills are very important for the team to perform effectively (Lussier & Achua, 2004:194). Kotter, as quoted by Campbell and Samiec (2005:36) argues that "it is impossible to estimate how many good ideas are abandoned everyday as a result of difficult-to-manage relationships". According to Campbell and Samiec (2005:37) there are three elements that should characterise a harmonious work environment, namely trust, respect and goodwill, and it is the responsibility of a leader to ensure that these elements are present.

Figure 3.4 depicts the responses from academics as to the ability of School Directors to resolve conflict.

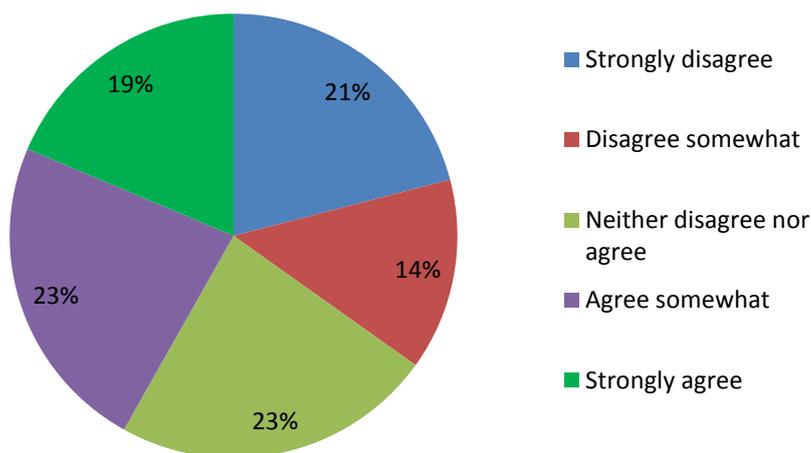


Figure 3.4: Conflict resolution

The results from the questionnaire clearly indicate that the academics have different experiences pertaining to the ability of the School Director to resolve conflict. The results vary from strongly disagree to strongly agree. The deduction made here is that although academics might perceive themselves as belonging to a team, the fact that conflict in the team might not be addressed could have a negative effect on the team's performance. Providing clear instruction and creating a supportive environment would also not be realised if conflict manifests negatively in the team.

The above seems to be echoed in the results provided by School Directors when asked about their ability to resolve conflict within the team, as depicted in Figure 3.5.

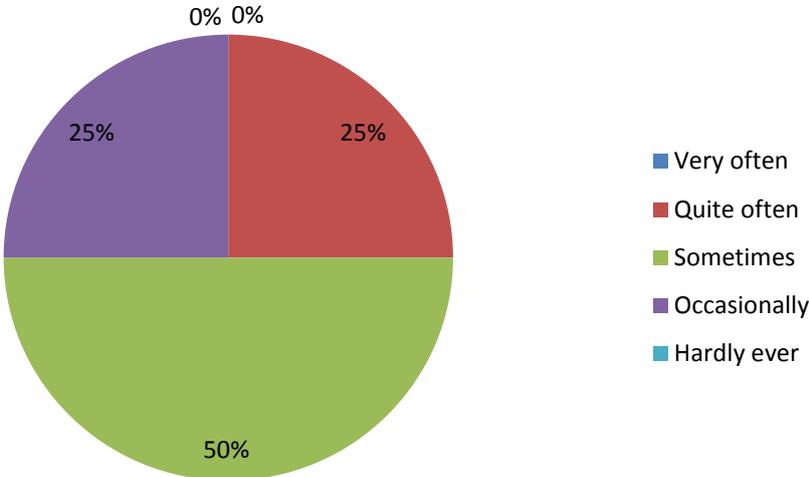


Figure 3.5: Conflict resolution as seen by School Directors

The results from the questionnaire handed to School Directors portray their opinion that the issue of conflict resolution is not always addressed appropriately. Chapter 2 indicates that good leadership – which includes conflict resolution - is a key factor in the success of teams functioning effectively. Furthermore, it can be argued that conflict resolution and harmony between team members relate to the esteem-factor in Maslow's hierarchy of needs, which is usually addressed by the transformational leader. This would then indicate a lack of transformational leadership in this regard.

Results from open-ended questions for academics (question 2) show that the relationship between themselves and other team members vary from being friendly and collaborative to experiencing competitiveness and controversy:

- “My personal relationship with my colleagues is friendly, but it seems as if there is a lot of competitive behaviour among others”.
- “Mainly collaborative and friendly. Controversy cannot always be avoided”.
- “Mainly collaborative and amicable, because I keep to what I have to do without comparing myself to others”.

The above results indicate that academics, as well as School Directors are of the opinion that the issue of successful conflict resolution is not always addressed. Conflict in the work environment and especially in team development could be detrimental to the optimal functioning of a team and conflict should be addressed and dealt with timeously to restore harmony in the work environment. When analysing Tuckman and Jensen’s stages of team development it becomes clear that closure of each stage must be reached before continuing to the next stage and unresolved conflict could prevent a team from moving from the storming stage to the performing stage. Therefore it can be argued that School Directors should focus on improving this essential leadership skill.

The following section will address another characteristic of effective teams, namely the freedom that members have to express their opinions and concerns in their environment.

3.3.5 Freedom to express

According to Binney *et al.* (2005:14) it is very important for a leader and his/her team to be connected and to be able to relate to each other. Getting connected implies that there is an openness and frankness to discuss difficult or sensitive issues. Proper communication is an essential leadership skill and empirical research has indicated that effective leaders are also effective communicators and that there is a direct link between the ability to communicate effectively and leadership performance (Lussier & Achua, 2004:174).

Question 7 requested respondents to indicate the freedom they have to express their opinion and the results were as follows, as depicted in Figure 3.6:

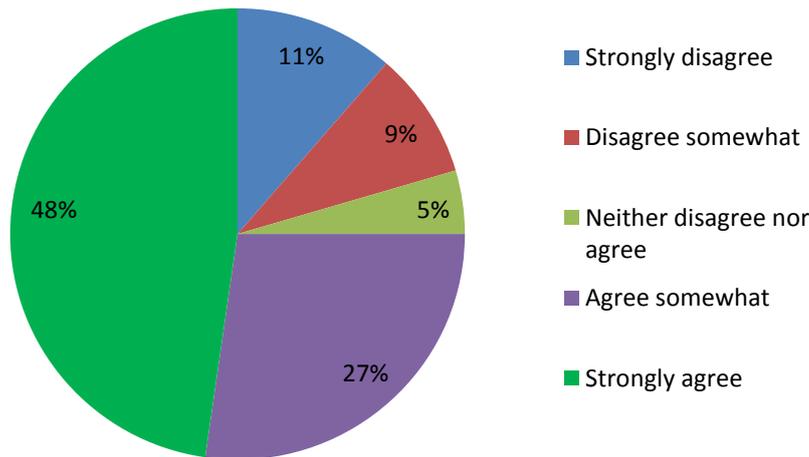


Figure 3.6: Freedom to express

From the above, 75% (48% + 27%) academics feel comfortable to voice their concerns and / or opinions in the work place. 75% of School Directors indicated that they very often aim to provide an environment where academics have the freedom to express themselves. It is clear that the opinions of academics and School Directors are aligned with each other (75% of both academics and School Directors) and therefore it can be argued that School Directors aim to create an environment in which academics feel safe to voice their concerns. Chapter 2 indicates that a transformational leader promotes sharing and collaboration, as well as consulting with team members. The factor of communicating a clear vision and direction as indicated in 3.3.1 also indicates towards a transformational leadership style and these two aspects are closely related to each other.

The transformational leader furthermore needs to be able to delegate appropriate tasks to competent team members and provide the necessary support to assist team members to fulfil their tasks. The following section describes the findings depicting the ability of the leader to delegate and provide support.

3.3.6 Delegation and support

Delegation is “the process of assigning responsibility and authority for accomplishing objectives” (Lussier & Achua, 2004:245). In order for a leader to delegate effectively, it is important to ascertain what should be delegated and what should not be delegated.

Factors to be taken into account when making decisions about delegation is the desire for team members to take on more challenges and responsibility as well as the level of skills and competency of the person to whom tasks are delegated to. The leader is also responsible for providing proper instructions and guidance when delegating tasks (Lussier & Achua, 2004:246). According to Stuart-Kotze (2006:59) the leader is furthermore required to encourage personal development.

Question 8 asked respondents to indicate whether they experience support from School Directors when tasks are delegated to them and Figure 3.7 portrays the results.

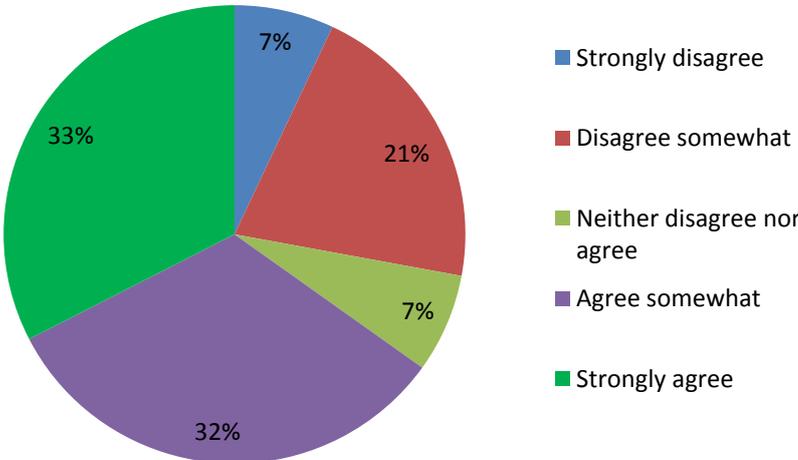


Figure 3.7: Delegation and support

The above Figure indicates that 65% (33% + 32%) of academics concur that School Directors are able to provide the necessary support when delegating tasks, as well as that tasks are delegated to competent personnel. Thirty five percent of academics disagree with this. Answers to question 7 and 8 (questionnaire for academics) indicate that 88% of School Directors quite often provide a supporting environment to facilitate delegation.

The above results indicate that almost two-thirds of academics are of the opinion that tasks are delegated to appropriate team members and that the necessary support is given to them, whereas one-third of academics are in disagreement. The School Directors indicated that they provide the support to team members. This concur with the findings of the previous sections relating to communication between academics and

School Directors, as well as the creating of a supportive environment in that academics have a positive experience regarding these factors. It furthermore indicates that there are strong transformational leadership style elements present.

The argument thus can be made that it is perceived that School Directors are mostly making right decisions when exercising their right to delegate tasks and that they aim to provide the necessary support. However, this factor should receive some attention in order to counter the negative perceptions of academics relating to this aspect of leadership (one-third disagreeing that delegation and support are successful). When taking into account the characteristics of a transformational leader, as highlighted by Bass and Avolio (the four I's), then it is clear that the aspects of inspirational motivation and individualised consideration need to be addressed in order to promote effective delegation and support to academics.

A further characteristic of a good leader responsible for team development is conducting appropriate performance evaluation and the proper and correct feedback thereof to team members. The following section describes the findings from the research.

3.3.7 Performance management and feedback

Campbell and Samiec (2005:71) state that one of the leader's responsibilities is to give specific information to the team or to an individual about how they are performing, what they are doing well and what should be done differently in order to improve their performance. Benjamin Disraeli, former British prime minister, as quoted by Campbell and Samiec (2005:72) argued that "the greatest good you can do for another is not just to share your riches, but to reveal to him his own". Feedback should be motivational to improve performance and to furthermore maximise the potential of the person and to minimise weaknesses (Lussier & Achua, 2004:185).

Question 9 required academics to indicate whether they experience School Directors to evaluate their performance regularly and provide proper feedback. Figure 3.8 depicts the responses from academics.

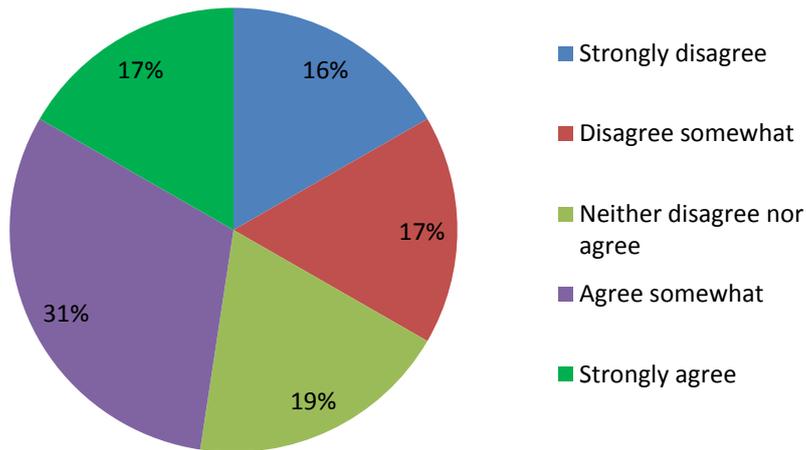


Figure 3.8: Performance management and feedback

The above Figure indicates that academics do not perceive the same measure of monitoring and feedback. Only 48% (31% + 17%) of academics gave a positive response whereas the majority of academics indicated their disagreement to the statement regarding regular monitoring and feedback. The argument, therefore, can be made that academics experience a lack of leadership in this regard. Providing evaluation and feedback can be seen as both an element of transactional and transformational leadership style, as discussed in Chapter 2. The transformational leader will focus on providing feedback which is aimed at encouraging team members to reach their goals and will result in inspiring and motivating the team. The transactional leader will monitor performance closely and use that as a measure to either reward good performance or take action with negative feedback or reprimands. From the above it is clear that School Directors should direct their focus to address the lack of strong leadership pertaining to this characteristic.

The above Figure portrays the perception of academics. Figure 3.9 portrays results from questions 9 and 10 put to School Directors to obtain their opinion as to their ability to conduct regular evaluations and the feedback resulting from the evaluation.

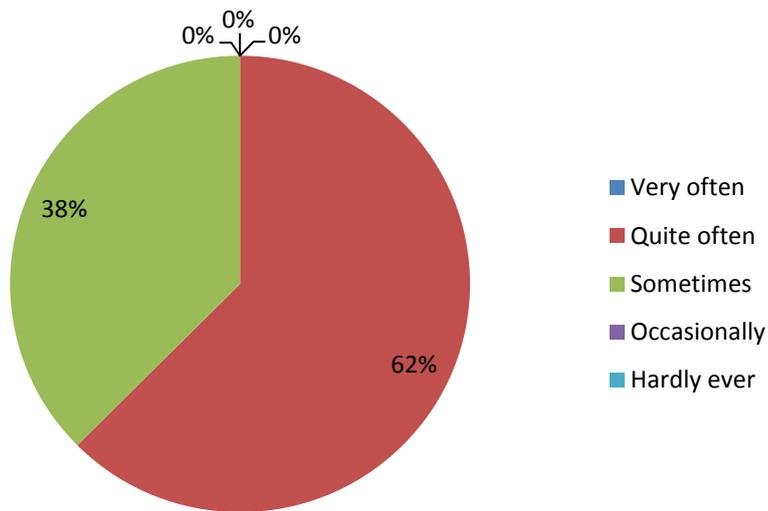


Figure 3.9: Monitoring and feedback

In contrast to above perceptions from academics, 62% of directors indicated that they conduct regular evaluations and provide feedback to academics and 38% indicated that this happens sometimes.

The results from the questionnaires indicate that the perception of academics with regard to the evaluation of the functioning of the team and feedback thereof, ranges from disagree to agree. The results from the questionnaires of the School Directors indicate that evaluation and feedback occur quite often or sometimes, which is contradictory to the perceptions of the academics. This is contradictory to previous aspects which indicated that there is good communication between Directors and academics. The characteristic of only providing regular feedback after evaluation is that of a transactional leader, as indicated in Chapter 2. The transformational leader will aim to inspire individuals to do more than what they believe they are capable of and it can be argued that both of these leadership styles pertaining to monitoring and feedback should be present in order for academics to change their perception from a negative to a positive. The argument therefore is that School Directors should aim to address the perception of academics with regards to the evaluation and feedback process.

The above discussion analysed the section in the questionnaires dealing with the characteristics of an effective team, namely providing clear directions and goals, resources, a supportive environment, conflict resolution, open communication channels,

meaningful delegation and support, and providing feedback after evaluation. The results indicated that there are characteristics of both transformational and transactional leadership styles present in the mentioned factors, but it is also clear that there is a lack of both transformational and transactional leadership styles in some factors. The results from the research conducted relating to providing a supportive environment, conflict management, delegation of tasks and providing proper support as well as performance management and feedback all lack strong leadership characteristics, whether it necessitates more of a transactional leadership style or a transformational leadership style. These deficiencies will be addressed in Chapter 4 when proposing a strategy for better team development in Schools. The following section will portray the results from the questionnaires pertaining to a specific leadership style, namely transformational and/or transactional leadership.

3.4 The nature of leadership in team development

Transformational leaders are said to have the following characteristics namely idealised influence, inspirational motivation, intellectual stimulation and individualised consideration (Bass & Avolio, 1993:112; Bass, 1999:11; Tovell & Gravelle, 2009:21). In Chapter 2, the characteristics of a transformational leader, as pointed out by Reinhardt (2004:22) were discussed, as well as the opinions of Tucker and Russel (2004:104) and Dubrin (2007:84).

Transactional leadership is based on bureaucratic authority and emphasis is placed on tasks and goals that an institution has to meet, as well as on appropriate rewards or punishment to influence the performance of followers (Burns, 1978:44). Bodla and Nawaz (2010:209) are furthermore of the opinion that transactional leaders are focused on tasks and monitoring of the performance of followers.

In this study the characteristics investigated were the level of motivation provided by School Directors, whether they instil confidence, whether they have a vision for the team, enhance self-esteem, and show concern for followers.

3.4.1 Concern and confidence

Transformational leaders are known to show a great deal of concern for their followers and the relationship between them is based on trust and faith (Derungs, 2011:53). There is an emotional bond between leaders and followers and

leaders aspire to empower and develop followers and to motivate them to do more than what is expected from them – this aspect is linked to one of the four “I’s” by which transformational leadership is characterised by, namely individualised consideration (Derungs, 2011:53). Bass and Riggio (2006:5) state that the transformational leader provides support and motivation to his followers. The transactional leader is more concerned with resource aspects and aims to maintain and strengthens existing structures (Lussier & Achua, 2004:359).

Questions 5 and 7 asked academic respondents to indicate whether they find that School Directors are concerned about academics and whether they aim to instil confidence. The results are depicted in Figure 3.10.

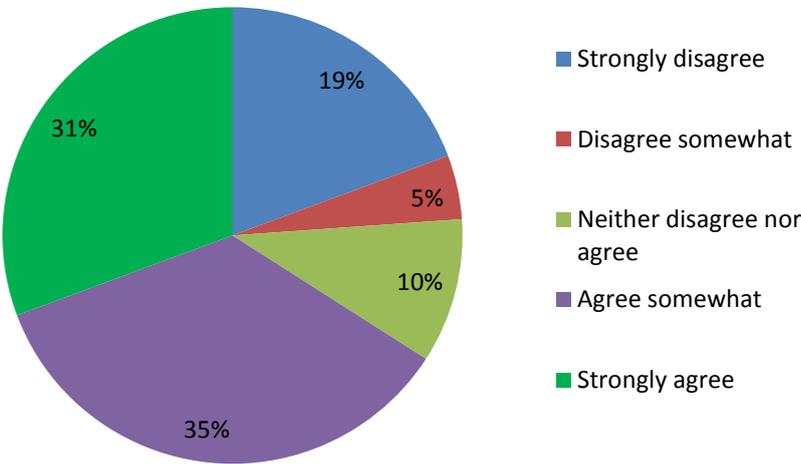


Figure 3.10: Concern and confidence

From the above, 66% (31% + 35%) of academics concur that School Directors show concern and instil confidence. However, 24% (19% + 5%) indicated strong disagreement to this statement and 10% indicated a neutral perception. The fact that the majority of academics feel confident is an indication of the portraying of a transformational leadership style by School Directors.

Question 12 required a response from academics pertaining to their perception of how concerned School Directors are about the management of finances and assets in the Schools. The results are depicted in Figure 3.11.

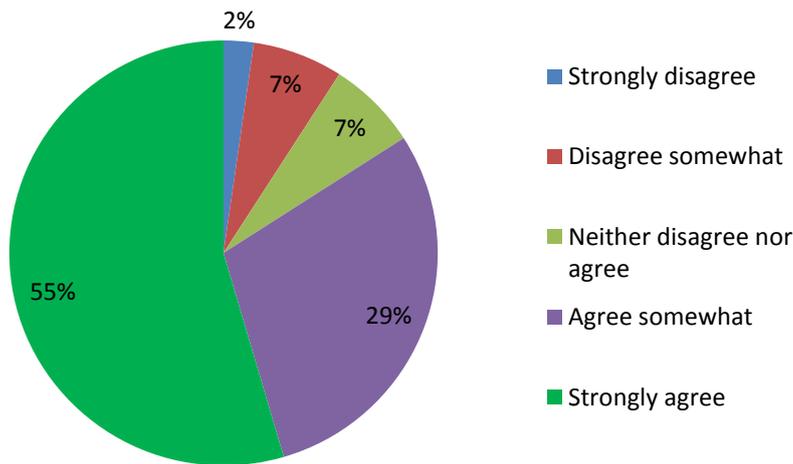


Figure 3.11: Concern for finances and assets

The above Figure indicates that 84% (55% + 29%) of academics perceives a strong sense of concern from School Directors for the management of finances and assets in the Schools. This could indicate that School Directors are portraying characteristics of a transactional leadership style as discussed in Chapter 2 and as mentioned in 3.4.1.

Statement 1 (Annexure B) required from School Directors to indicate whether their main concern is for the academic team or the management of finances and assets and the results indicated that 60% of School Directors are of the opinion that they are more concerned about the team than the management of assets.

The results portrayed in Figure 3.10 indicated that the majority of academics (66%) experience a sense of concern for the team from the School Directors. However, 24% of academics indicated that they do not perceive the School Directors to show concern for academics. In Figure 3.11 it is indicated that 84% of academics acknowledges a concern from School Directors for the managerial aspects. Directors have indicated that the concern for the team is more than the concern for management of finances and assets (60% vs. 40%) which provides an indication towards a transformational leadership style. Although 66% of academics indicated a positive experience, the percentage of negative academics is high enough to warrant revision of how School Directors portray their concern for academics. This is in contrast to the previous section which indicated that academics experience a supportive environment. The argument can be made that this discrepancy indicates that the team members are in conflict as to their perceptions of

the leadership of School Director which in turn could lead to members feeling excluded from the team, which may have a negative impact on the team’s effectiveness.

A further characteristic indicative of a specific leadership style, *i.e.* transformational or transactional, is that of planning and setting goals for the team. The following section describes the findings depicting the point of departure taken by School Directors.

3.4.2 Planning

Transformational leaders are known to create a vision for their team which sets out the goals and objectives for the team (Dubrin, 2007:86). Binney *et al.* (2005:23) state that the vision created by the leader also aims to inspire and empower the team. This characteristic links to the specific characteristic of an effective team, namely providing goals and direction for the team. Planning with set goals as point of departure is transactional in nature and, as discussed in Chapter 2, transactional leadership is focused on tasks and goals that an institution have to meet (Burns, 1978:44). Figure 3.12 depicts the responses from academics as to the degree of planning by School Directors according to set goals.

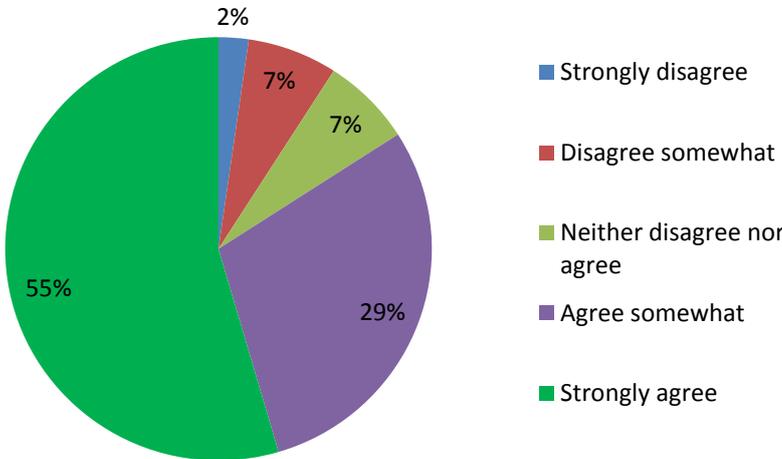


Figure 3.12: Planning according to set goals

The results indicate that the majority of academics perceive the planning executed in the Schools to be according to set goals. This is a clear indication of School Directors portraying a transactional leadership style where the emphasis is on reaching the set goals, and also rewarding positive performance by team members, and reprimanding

negative performance. Question 8 asked respondents to indicate whether they perceive School Directors to have a vision for the future when planning, and the results are provided in Figure 3.13.

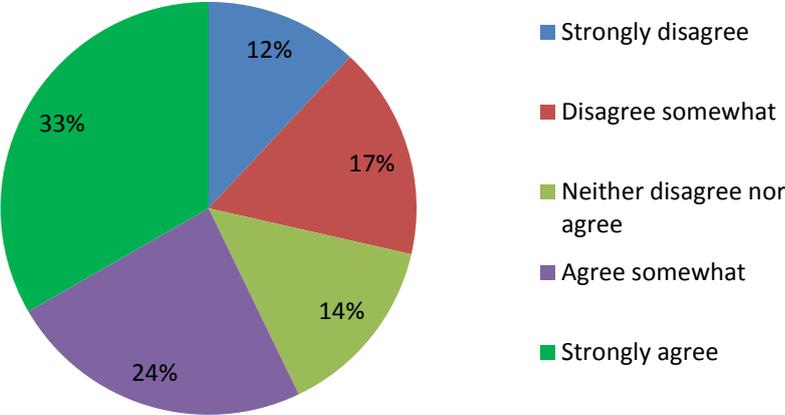


Figure 3.13: Planning according to a vision for the future

The above results indicate that there is not definitive consensus among academics as to whether they perceive planning by School Directors to be in accordance to a vision for the future. Fifty seven percent (33% + 24%) of academics indicated that they perceive School Directors to plan with a vision in mind, as opposed to 43% of academics indicating to the contrary. Previous results described in 3.1.1, pertaining to School Directors providing a clear direction and goals indicated that the majority of academics (79%) concur that School Directors are able to provide clear goals and set direction for the respective Schools. However, as pointed out in Chapter 2, planning according to set goals is a characteristic of a transactional leadership style, as opposed to planning with a vision for the future in mind, which refers to a transformational leadership style.

The opinion of School Directors as to their planning was tested in Statement 2 (Annexure B) and the results indicated that 60% of School Directors do their planning with taking set goals into consideration, whereas 40% of School Directors indicated that they plan with a vision for the future in mind.

From the above it is clear that academics in the Schools as well as School Directors are of the opinion that more emphasis is placed on planning according to the goals and mission of the NWU than having a vision for the future. This is a clear indication towards

a transactional approach where the emphasis is on set goals as opposed to creating a vision for the entity. Although a team needs clear direction and goals in order to be effective, the transformational element of leadership is pivotal to provide balance and create a vision for the team.

As mentioned in 3.3.7, in performance management feedback is one of the characteristics tested to ascertain the effectiveness of a team. As discussed in Chapter 2, both the transactional and transformational leader have a specific focus on how they regard the performance of team members and the resulting behaviour. The next section will investigate this characteristic.

3.4.3 Performance

Dubrin (2007:84) is of the opinion that transformational leaders aim to develop and transform people, whereas transactional leaders focus on the performance of people. According to Van Zyl *et al.* (2009:137) the transactional leader consults with followers to establish which tasks must be performed in exchange for rewards or necessary corrective measures. Middlehurst (1993:33) confirms that the transactional leadership approach is a social exchange between the leader and the follower whereby “compliance is bought” by the leader. This is, however, not an ideal situation as it does not relate to the personal aspirations of the individual (Middlehurst, 1993:33).

Questions 11 and 7 requested respondents to indicate to which degree they feel their performance is being monitored, and whether good performance is acknowledged and celebrated. The results are depicted in Figure 3.14.

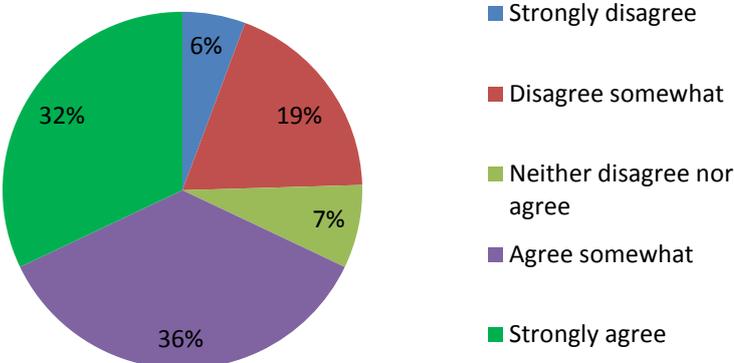


Figure 3.14: Monitoring of performance

The above Figure indicates that 68% (36% + 32%) of academics perceive that their performance is being monitored. 25% (6% + 19%) indicate that they disagree with this statement and 7% has a neutral view on this matter.

Apart from the close monitoring of performance of team members, which indicates a transactional leadership style as discussed in Chapter 2, the second aspect to be taken into account is the result from evaluation of performance. As discussed in Chapter 2, a transformational leader focuses on motivating team members and does so by acknowledging and celebrating good performance. The academic respondents were required to indicate their perception on this aspect and the results are depicted in Figure 3.15.

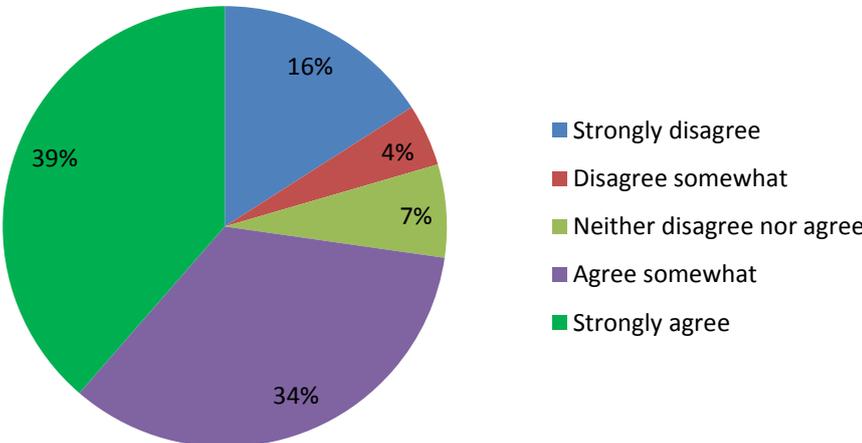


Figure 3.15: Celebrate performance

The results pertaining to the celebration and acknowledgement of performance indicated that the majority of academics (73%) felt that their performance was acknowledged, as opposed to 20% who indicated that they disagree on this matter. The argument can be made that the majority of academics perceive this characteristic of leadership as positive in the sense that there is evaluation and that good performance is acknowledged. This is one of the characteristics of a transformational leader and it can therefore be deduced that a transformational leadership style is displayed by School Directors with regard to this aspect.

In statement 3 (Annexure B), School Directors had to indicate where they place their focus – either on sole monitoring of the performance of academics, or on celebrating achievements. The results are depicted in Figure 3.16.

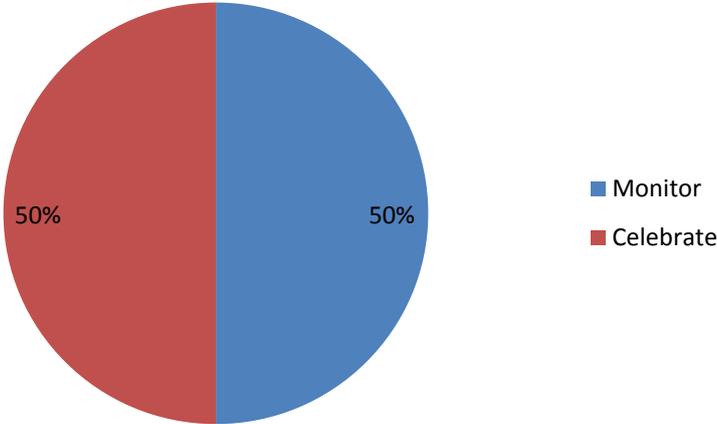


Figure 3.16: Monitoring vs. celebrating

The above Figure indicates that 50% of School Directors prefers a monitoring approach, as opposed to the other 50%, who prefer a celebrating approach. This is indicative of the presence of both transactional and transformational leadership styles.

The overall results indicate that academics are not unanimous in their perception of the monitoring of their performance as opposed to the celebration of excellent performance. Referring strictly to the monitoring aspect of this leadership characteristic, it can be argued that the prevalent leadership style portrayed is that of a transactional leader. When addressing the aspect of acknowledging and celebrating good performance, the leadership style which features strongly is that of a transformational leader. Furthermore, results from the questionnaires of the Directors indicate that 50% are focused on the close monitoring of performance of the team and 50% are focused on excellent performance and the celebration thereof. Therefore it can be deduced that the approach followed by School Directors is both transformational as well as transactional.

This element of a specific leadership style links to that of the effectiveness of a team. Chapter 2 indicates that a team shares a vision, consists of collective teamwork and experiences a team identity. Therefore, when there is a discrepancy in the perception of academics pertaining to performance monitoring and the acknowledgement of

achievement, it can be argued that the team is not functioning optimally and does not share the same goals.

The last characteristic to be tested was the scope of planning done by School Directors; whether it is focus on short term goals or long term planning. The following section will portray the results of the research pertaining to this aspect.

3.4.4 Short term planning vs. long term planning

Transformation leadership aims to inspire and motivate followers to be innovative in their thinking and in reaching their goals (Bass & Riggio, 2006:4). Transactional leadership however, is more focused on meeting set goals and by complying with procedures and formalities (Lussier & Achua, 2004:359). Figure 3.17 depicts the responses from academics as to the identifying of priorities by School Directors.

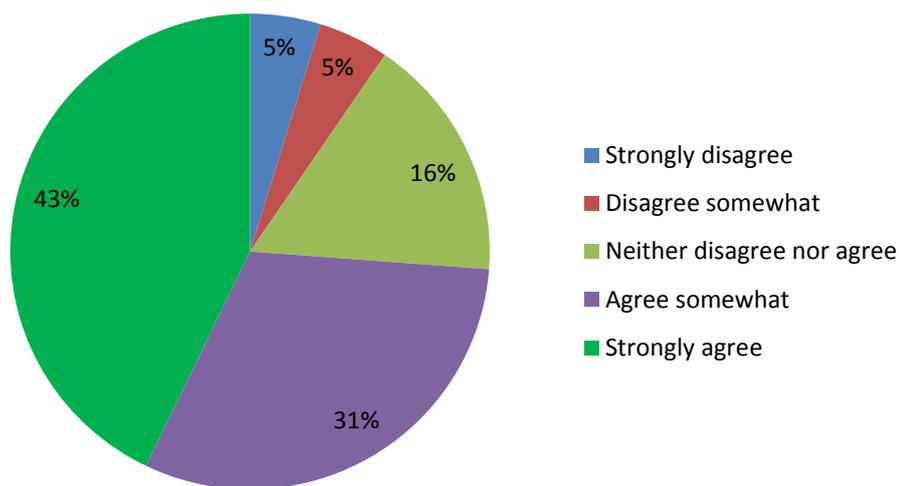


Figure 3.17: Short term planning

From the above, 74% (43% + 31%) of academics are of the opinion that School Directors identify priorities according to the Campus Plan and have a short term focus when setting goals. This supports the findings made in 3.4.2 where academics indicated their perception of a leadership focused on goal achievement and not necessarily on the creation of a team vision. It was also found that 60% of School Directors do their planning with taking set goals into consideration, whereas 40% of School Directors indicated that they plan with a vision for the future in mind.

From question 6 ascertaining whether academics perceive School Directors to think outside the box, the results are the following, as depicted in Figure 3.18.

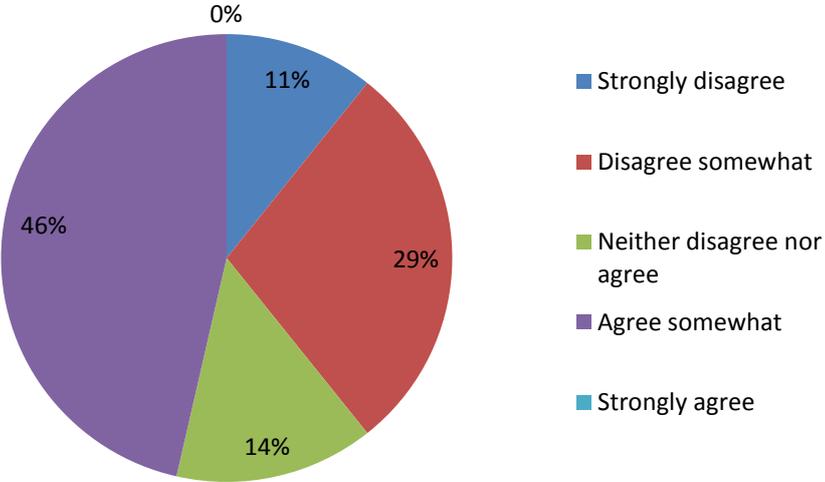


Figure 3.18: Long term planning

The above Figure indicates that only 46% of academics experience that a long term vision is set by School Directors. Forty percent (11% + 29%) of academics are of the opinion that School Directors do not think outside the box and 14% of academics indicated that they neither agree nor disagree with the statement. This concurs with Figure 3.17 which indicates a lack of long term planning perceived by academics. The low percentage of academics experiencing long term vision being exercised by School Directors indicates a lack of transformational leadership.

Statements 4 and 5 (Annexure B) required School Directors to indicate their preference when setting goals – short term as opposed to long term and the results indicated that 40% of School Directors prefer setting short term goals and 60% indicated a long term vision. As discussed in Chapter 2, short term planning is a characteristic of a transactional leadership style as opposed to transformational leadership which focuses on creating a long term vision.

The above results indicate that academics are of the opinion that School Directors focus more on short term goals whereas Directors are of the opinion that they place more emphasis on long term goals. This indicates that there is a lack of communication in portraying the vision and goals of the School. The results pertaining to the ability of

School Directors to setting clear goals (3.1.1) indicate that the majority of academics positively concur with the ability of School Directors to set clear goals. The argument can be made that there does seem to be confusion as to whether goals (short or long term) are effectively communicated. Nevertheless, the results of the School Directors' questionnaire pertaining to this issue – short term goals vs. long term vision - indicate more of a transformational leadership approach than a transactional leadership approach, whereas the majority of academics experience a transactional approach.

The above section aimed to explore the nature of team leadership in team development and dealt with the analysis of the section in the questionnaires ascertaining whether School Directors portray a transactional leadership style and/or a transformational leadership style. Characteristics investigated are the degree to which School Directors instil confidence and show concern for their team, whether their focus is more short term than long term and whether performance of academics are monitored and celebrated. The results indicate that there are characteristics of both transformational and transactional leadership styles present in most of the mentioned characteristics tested. With regard to showing concern and instilling confidence, the results indicated that a transformational leadership style is perceived, as well as being portrayed by School Directors. A strong sense of transactional leadership is prevalent in the aspect pertaining to planning and setting goals and both transactional and transformational leadership styles are evident in performance management and feedback. As indicated in Chapter 2, the argument is made that in order for team development to be effective and optimal, characteristics of both leadership styles should be portrayed by School Directors. However, even though the argument is made that both should be evident, Chapter 4 will explore when and how the different characteristics of these leadership styles should manifest, using Tuckman and Jensen's team development model.

3.5 Conclusion

Chapter 3 provided an overview of the higher education environment in South Africa and highlighted some of the leadership challenges in the academic environment. The Chapter reported the findings of the research done in the Faculty of Arts, Potchefstroom Campus of North-West University among academics and School Directors with regard to the role of leadership in team development. Chapter 4 will propose a strategy to

enhance the role of School Directors in the establishment of team development at the Faculty of Arts.

Chapter 4: Developing a leadership strategy for team development for School Directors in the Faculty of Arts

4.1 Introduction

"The leaders who work most effectively, it seems to me, never say 'I.' And that's not because they have trained themselves not to say 'I.' They don't think 'I.' They think 'we'; they think 'team.' They understand their job to be to make the team function. They accept responsibility and don't sidestep it, but 'we' gets the credit.... This is what creates trust and what enables you to get the task done." --Peter Drucker

The purpose of Chapter 4 is to propose a strategy to enhance the role of School Directors in the development of teams in the Faculty of Arts. The Chapter commences with a description of strategy after which the five stages of team development of Tuckman and Jensen (1977) are discussed with specific reference to the results from the questionnaires pertaining to each of the stages. The emphasis is on identifying the transactional and/or transformational leadership role that School Directors have to fulfil in achieving team development and realising institutional goals.

4.2 What is a strategy?

According to the Oxford English Dictionary (2013) a strategy is defined as "a plan of action designed to achieve a long-term or overall aim". The word originates from the Greek word *strategia* which means generalship and it can be argued that a strategy is a plan devised and implemented by a person in a leadership position, *vis à vis* an action plan designed and implemented by School Directors to enhance team development and reach specific goals.

According to Neves (2013:50) a strategy is formed with the purpose to enable an institution to reach its goals. As mentioned in Chapter 1, the increase in competition and globalisation has led to institutions reviewing their priorities and strategies on how to reach its goals and this has a direct impact on leadership approaches. The institutional strategies should be linked to the institutional mission which would have specific implications on the structural level, the culture and values and institutional governance (Souror & Roxburgh, 2012:170). Implications on a structural level refer to the institutional structure and the analysis thereof; culture and values refer to the core

competencies and shared beliefs of the institution and governance refers to the way in which the aforementioned factors are incorporated in the management structure of the institution. Kane and Lonsdale (2012:12) state that operational strategies link tactical actions to the main strategy. However, according to Howe (2002:1) there is often a gap between the strategy and implementation thereof. Therefore, it is argued that the formulation of a strategy should be realistic, taking into account short term, as well as long term goals and all relevant members of an institution must take ownership of the strategy.

The focus of this study is to ascertain what the leadership role of School Directors at the Faculty of Arts, Potchefstroom Campus of NWU, in team development is. There is currently no specific strategy in the Faculty of Arts aimed at promoting and enhancing team development and the research is an attempt to address that gap. The questionnaires completed by School Directors and academics in the different Schools indicate how they perceive the leadership role in team development and the results and analysis thereof indicate specific areas which lack in either transformational or transactional leadership. These deficiencies have to be addressed in the strategy proposed to enhance the role of School Directors in team development. Since the locus of this study is the Faculty of Arts, Potchefstroom Campus of NWU, the proposed strategy could be implemented in the respective Schools in the Faculty of Arts, which is one of eight faculties on the Potchefstroom Campus. As mentioned in Chapter 1 and Chapter 2, the NWU comprises three campuses, namely Potchefstroom, Mafikeng and Vanderbiljpark. One of the research objectives (research objective four) is to propose a strategy to enhance the role of School Directors in the promotion of team development at the Faculty of Arts and the proposed strategy formulated in Chapter 4 will address this specific research question.

4.3 Theoretical framework: Tuckman and Jensen's five-stage model of team development

As mentioned in Chapter 1 and Chapter 2, the stage model of Tuckman and Jensen (1977) is used in this study to ascertain whether the academic teams in the Faculty of Arts are functioning optimally and whether there is in fact, team development. This model is furthermore important for this case study as it ascertains whether the School

Director, in his capacity as manager and/ or leader, assists and plays an active role in the development of the team.

According to Farrel *et al.* (2001:282) the five-stage model of Tuckman and Jensen has been the most influential model regarding team development over the past decades and was the result of research conducted by Tuckman after reviewing more than 70 studies relating to stages of team development. Bonebright (2010:111) states that this model assists in helping team members understand how team development takes place and quotes Miller (2003) which regards this model as “the most predominantly referred to and most widely recognised in organisational literature”. Tuckman (1965) initially proposed a model of developmental stages for group settings, namely: testing and dependence; intragroup conflict; development of group cohesion; and functional role relatedness. He furthermore proposed stages of task activities, namely: orientation to the task; emotional response to task demands; open exchange of relevant interpretations; and emergence of solutions (Tuckman & Jensen, 1977:419). A correspondence between the group settings and the task activities resulted in the first four stages of the model of team development: forming, storming, norming and performing (Tuckman & Jensen, 1977:420). Further research by Tuckman and Jensen in 1977 was conducted to ascertain whether the initial model of team development (1965) had been empirically tested and whether any new models in light of Tuckman’s hypothesis could be proposed. This research led to the addition of a fifth stage, namely adjourning, after it became evident that a termination or closure phase is also present in team development (Tuckman & Jensen, 1977:426).

The empirical work on which this study is based is a case study conducted at the NWU and Tuckman and Jensen’s five-stage model of team development is used as a framework within which to discuss the findings of the case study and to propose a strategy to enhance the role of School Directors in team development. As this study focuses on team development, a brief exposition of what a team is, will follow, after which a discussion of each of the stages in the team development process and the findings pertaining to the specific stage will be given.

4.3.1 Teams and team development

As discussed in Chapter 2, there are a variety of definitions for teams and what constitutes a team. According to Nicolopoulou *et al.* (2006:356), a team consists of

members who have complementary skills and who have a common purpose or goals for which they are accountable. Teams are also regarded as a unit of people who meet the following criteria, as posited by Jones and Bearly (2001:56):

- the team has a charter or mandate;
- the members have specific tasks that are interdependent;
- the members are committed to collaboration and coordination; and
- the team is held accountable by the institution.

Jones and Bearly (2001:57) furthermore state that working together as a team is essential when team members need to collaborate. Castka *et al.* (2001:123) are of the opinion that teamwork plays an important role in the improvement of institutional performance and that a team is able to outperform individuals. The advantages of teamwork are summarised by Katzenbach and Smith (1993) as follows: it brings together complementary skills and experience; communication and problem-solving techniques develop during working as a team; and a social dimension is added, which enhances the economic and administrative aspects of work (Castka *et al.*, 2001:124). Groups must be distinguished from teams, as a group is a collection of individuals who interact with each other and who share some common goals and who perceive themselves to form part of a group. A group could develop into a team if the group members decide to perform a specific task (Nicolopoulou *et al.*, 2006:356). According to Yukl (2006:319) a group is a small subunit in an institution or organisation which performs specific tasks under the supervision of a manager. These group members often work alone and as the tasks do not necessarily link to each other, little coordination is necessary. Teams, however, refer to a group where members work towards a common goal and purpose, their roles are interdependent and their skills complementary (Yukl, 2006:319). Characteristics of team members are *e.g.* establishing a degree of trust, showing concern for each other, promoting open communication, and being united by a shared vision (Yukl, 2006:320).

In an academic environment, such as the NWU, effective team work, as described above, should result in academics sharing their expertise, collaborating on projects, developing new skills and processes and creating a supportive and friendly

environment. Academics would not be in constant competition with each other and team cohesion would improve as the team develop.

For the purposes of this study, the academics in each of the Schools are considered to be a team, as they work towards a common goal and work according to specific rules and guidelines. In the results from the research conducted, academics expressed their views on factors such as setting goals, open communication and showing concern, which indicate that academics are considered to be a team, and not just a group of people working for the same institution.

According to Tuckman and Jensen (1977:420) a team develops in five stages, which represent a natural way of progression from one stage to another stage, from the initial stage where team members meet each other to the stage where team member conclude their collaboration. Nicolopoulou *et al.* (2006:358) state that this process allows for phenomena like conflict and procrastination, which might seem like negative aspects, where in fact it is necessary in order to create clarity and to progress to subsequent stages.

The stages in the model of Tuckman and Jensen (1977) are forming, storming, norming, performing and adjourning, and a discussion of these stages, as well as recommendations on the research pertaining to the specific stage, follows.

4.3.2 Forming

Miller (2003:122) states that the forming stage is characterised by an initial assessment of team members and their interpersonal relationships and task activities which lead to identifying the nature of the goals to be met. This is confirmed by Bonebright (2010:113) who states that this is the stage where team members establish relationships with each other, as well as with the team leader. During this stage the team members are introduced to the goals and ground rules are determined (Bonebright, 2010:113). The role of the team leader – School Director for purposes of this case study – is to instil confidence in team members and to indicate concern for members as individuals and as a team. The leader is primarily responsible for providing direction for the team, developing a mission for the team, providing guidelines and clarifying members' role in the team (Farrel *et al.*, 2001:283). As previously discussed,

these responsibilities are mainly indicative of a transactional leadership style; however, proposing a vision and identifying long term goals for the team are characteristics of a transformational leadership style. Providing emotional support through instilling confidence and showing concern for each other are also indicative of a transformational leadership style.

In the questionnaires to both academics and School Directors the following aspects pertaining to this stage were measured, *i.e.* setting clear goals, establishing a vision for the team and determining short term and or long term goals. Furthermore, aspects which are present in all stages and measured throughout include providing a supportive environment and encouraging team members to express their opinion on issues.

The results from the analysis indicate that:

- Clear goals and direction are provided and are perceived as such by academics and School Directors. This is indicative of a transformational leadership style.
- Academics perceive a lack of vision and long term goals for the team while School Directors indicate that they do their planning according to set short term goals, although they also indicate that they have a vision for the future. The argument can be made that academics and School Directors agree that the focus is on planning according to set goals rather than creating a vision for the future. This is an indication towards a transactional leadership style. Although a team needs clear goals, it is necessary to establish a balance and identifying long term goals which indicate that a transformational element of leadership should be present. The argument is made that a lack of proper communication and collaboration on goal setting is a probable cause of this contradiction in perceptions.
- Creating a supportive environment is positively perceived by academics, as well as School Directors, which indicates the presence of a transformational leadership style.
- School Directors provide an environment where academics can voice their concerns and academics perceive it as such. This is indicative of a transformational leadership style.

From the above it can be deduced that this stage warrants a transformational leadership style, as well as a transactional leadership style in order to be effective. Castka *et al.* (2001:126) are of the opinion that a lack of direction can be contributed to a lack of leadership, which in turn affects the performance of the team, as the purpose of the team is related to its performance.

The above analysis indicates that there is a lack of transformational leadership with regard to providing a long term vision for the Schools and taking long term goals into account. A lack of proper communication can contribute to this aspect and therefore, it is recommended that School Directors pay more attention to the manner in which communication between themselves and academics are conducted. According to Gajda (2004:65) collaboration between team members and leaders should be a primary method for achieving short and/or long term goals. As the results indicate that there is a discrepancy in the way setting short and long term goals are perceived, it is recommended that academics and School Directors come together in a creative and collaborative way to address this aspect. By working together, team members can offer their individual expertise, minimise duplication while long term goals and a clear vision can be established which would not necessarily be possible if each of the team members and School Directors continue to work on his/her own (Gajda, 2004:67). Gajda (2004:69) furthermore states that collaboration develops in stages just as a team develops through the different stages of forming, storming, norming and performing. The argument is made that collaboration between team members, as well as team members and School Directors, should be a continuous process throughout all five stages of team development. This argument is supported by Berman-Rossi (1992:240) who states that success of team development is dependent on two internal processes, namely member-to-member relationships and member-to-leader relationships. An effective method which could assist teams during this stage, is conducting a SWOT (strengths, weaknesses, opportunities and threats) analysis. This analysis of the team's strengths, weaknesses, opportunities and threats will assist in identifying a clear vision for the team in which every team member should believe (Lussier & Anchua, 2004:377). This will furthermore lead to the development of the team's mission statement which in turn will lead to establishing the goals to be met (Lussier & Anchua, 2004:379). Hughes and Terrell (2007:51) suggest that a team develop a vision and mission statement during a team-building exercise or a strategic planning session where the

input of all team members are requested and consolidated. Higgs (1996:35) suggests that teams and their leaders embark on a strategic planning session at least once a year, where goals and plans are discussed. This process should allow members to define their roles in terms of what is required from them, and Higgs (1996:37) recommends a three-day session which could entail the following:

- identification of issues, e.g. review of previous performances, establishing a new vision or mission, determining strengths and weaknesses and identifying gaps in structures and values;
- identification of options for improvement, e.g. propose options and ideas to overcome gaps; and
- action planning, e.g. determine priorities, actions, decisions and responsibilities.

The inclusion of a strategic session as part of the proposed strategy is discussed later in the Chapter. From the above it is argued that both transformational and transactional leadership styles are needed to ensure cohesion during the forming stage. Transformational leadership will assist in identifying the team's mission, vision, strengths and weaknesses, while transactional leadership will emphasise the detail required for action planning, namely determining priorities, actions, decisions and responsibilities.

According to Fall and Wejnert (2005:316) transitioning from the forming stage to the storming stage is characterised by the level of comfortableness experienced by team members with regard to fellow team members, the leader as well as to their role in achieving the set goals.

4.3.3 Storming

This stage is characterised as “interpersonally intense” (Gajda, 2004:70) and a team member is likely to establish his / her role in the team. Nicolopoulou *et al.* (2006:358) state that during the storming stage, members can be hostile towards each other and the purpose of the team and goals challenged. The storming stage is regarded as important for the team in testing the norms and establishing trust between team members (Nicolopoulou *et al.*, 2006:358). As members start working together, there can be disagreements regarding how work should be done and organised and it is during this stage that the leader of the team must have the ability to manage the conflict in the team (Wember, 2012). As discussed in Chapter 2, effective conflict management is a

characteristic of a transformational leader, as well as the ability to create an environment where team members feel free to express their concerns. The argument can be made that during this stage it will become evident whether team members have the freedom to express their views and opinions.

The following aspects pertaining to this stage were measured in the respective questionnaires: resource allocation; conflict management; and delegation of tasks and support. The findings indicate the following:

- Academics and School Directors are in agreement that the necessary resources are provided in order for team members to carry out their tasks, which indicates that a transactional leadership style is present.
- Regarding conflict management, it is the opinion of academics and School Directors that conflict in the team is not addressed appropriately. This indicates a lack of transformational leadership.
- Academics and School Directors indicated that tasks are delegated to appropriate team members and that the necessary support is provided. This is indicative of an element of transformational leadership.

The analysis of the research findings regarding the provision of a supportive environment and encouraging team members to express their opinion concur with the presence of a transformational leadership style. The argument is made that proper conflict management is essential in this stage as a lack thereof will prohibit the team from advancing to the following stage. The fact that there is a lack of transformational leadership style pertaining to that specific aspect hinders the team from developing and may cause the team to fall back into the forming stage. Castka *et al.* (2001:127) state that hostility can be the cause of weak team performance, and should therefore be addressed. Alignment of team members is one of the characteristics of teams which perform well; however, it does not imply that there should be an absence of conflict in team development (Senge, 1990:157). The argument is made that conflict can be used constructively in team development as team members have the opportunity to establish norms within which they should function. In order for this to happen, good communication between members and the team leader is necessary.

As mentioned in Chapter 1, transactional leadership is characterised by an exchange process where leaders provide rewards for employee performance, as opposed to the transformational leader who inspires and motivates team members to do more than what they think they are capable of. As transformational leadership is characterised by concern for team members, identifying clear goals and encouraging team work, it is argued that team members develop a sense of identity which enhances team cohesion and encourages team members to exercise respect and consideration for co-members (Dubrin, 2007:85). The deduction is made that a lack of transformational leadership can cause team members to behave in a self-centred manner without taking into account opinions and views of fellow team members. Research conducted by Zhang *et al.* (2011:1588) establish that transformational leadership contributes directly to the successful management of conflict, which results in an increase in team coordination and thereby to team performance. Therefore, it is recommended that School Directors should portray a transformational leadership style, acquire conflict management skills and that guidelines be established in Schools pertaining to the way in which conflict should be dealt with. According to Hughes and Terrell (2007:125) there are nine ingredients of team conflict resolution which should be taken into account and portrayed by a transformational leader when addressing conflict, namely: being patient, keep perspective, pay attention, express collaborative communication, show concern and care and to be assertive when necessary. Alper *et al.* (2000:638) state that it is important that teams are empowered to be able to manage conflict effectively and that in not doing so, a team can become demoralised. Methods for resolving conflict can include voting on a matter, reaching consensus or compromise, and by discussing or debating the issue (Behfare *et al.*, 2008:177). Therefore, it is recommended that School Directors be equipped to deal with conflict appropriately and in order to empower them, training in this matter should be made available to School Directors. The suggestion is made that School Directors attend the short course on conflict resolution and management which is presented by the NWU.

According to Fall and Wejnert (2005:318) the lack of dealing with conflict may furthermore cause a communication barrier and proper resolution of conflict in the storming stage is imperative to advance to the next stage, namely norming.

4.3.4 Norming

During this stage, the team members accept each other and team member roles are established (Bonebright, 2010:114). Tuckman (1965: 398) states that in this stage, the members become an entity and an increase in cohesion is evident in the team. Once again, the leader also portrays a sense of concern and instilling confidence in team members is important to empower members to reach the goals (Fall and Wejnert, 2005:319). Farrel *et al.* (2001:284) are of the opinion that effective leadership should be prominent in this stage which aims to empower team members to analyse failures and successes and establish new goals if necessary. The argument can be made that in order to provide an environment in which the team can develop to the next stage, the following aspects should be present: a supportive environment, the freedom to express and show concern for team members. These elements are all characteristics of a transformational leader and in analysing the results of the questionnaires it is evident that the academics and School Directors enjoy a positive experience regarding these aspects. The argument can, therefore, be made that School Directors successfully portray a transformational leadership style in this stage. Moon (2012:3) states that leadership involves “influence, vision and motivation to bring people together to focus on a common goal” and that the values held by a leader, as well as team members play a major part in the development of their relationship. Teams are characterised by shared values, beliefs and attitudes which should be enhanced by cohesion. According to Sanchez and Yurrebaso (2009:97) cohesion is considered as the most important determinant of success in teams and state that team culture – shared meanings held by members which distinguish them from other teams – play a vital role in establishing and promoting team cohesion (Sanchez and Yurrebaso, 2009:102).

The recommendation, therefore, is that School Directors sustain the supportive environment, encourage team members to communicate freely and to continue showing concern for team members. This recommendation is addressed in Step 2 of the proposed strategy, which deals with the team climate and the suitable leadership style which should be portrayed by School Directors in order to promote team development.

Acceptance and cohesion are according to Fall and Wejnert (2005:321) necessary to proceed to the performing stage of this five-stage model.

4.3.5 Performing

Tuckman (1965:396) states that during this stage, team members are energised and focused on the task. Members aim to solve problems they experience and enhance their performance (Bonebright, 2010:114). Sharp *et al.* (2000) identify six enablers of high performance teams namely: competencies of team members; good skills and processes; interpersonal and communication skills; a value system; shared vision; and goals and openness (Castka *et al.*, 2001:125). These enablers should be prominent during the performance stage of team development to ensure that team members reach the goals identified during the forming stage. Hughes and Terrell (2007:140) state that it is important to sustain a positive mood among team members as it is a vital part of emotional and social intelligence. Emotional and social intelligence refer to the ability to “recognise and manage your own emotions and to recognise and respond effectively to the emotions of others...understand your social community and the ability to direct change and to adapt to that change” (Hughes & Terrell, 2007:17). The presence of these factors influences the efficacy of teams in that it enables team members to communicate effectively, increase the recognition that emotions are applied in a social context and increase awareness in the way in which change is responded to.

Martin Seligman, former president of the American Psychological Association said that “when pessimistic people run into obstacles in the workplace, in relationships or in sports, they give up. When optimistic people encounter obstacles, they try harder” (Hughes and Terrell, 2007:141). Suggestions to sustain a supportive and positive environment are to focus on long term workplace contentment, have fun as a team and engage in brainstorming (Hughes and Terrell, 2007:152).

The argument is made that during this stage, it is most relevant to conduct an evaluation of the progress and performance of team members and provide feedback in order to establish whether the team is reaching its goals. In order for these actions to take place, both transactional and transformational leadership styles should be present, since a transactional leader will see to the evaluation or assessment of performances and the transformational leader will provide positive feedback and make sure that team members are empowered and motivated.

According to Farrell *et al.* (2001:284) successes should accordingly be celebrated. The leader should furthermore continue to show concern, create a supportive environment

and encourage communication. The team leader would also delegate tasks to other team members where necessary and provide support. These characteristics are usually portrayed by a transformational leader and the results of the analysis indicate whether School Directors portray this leadership style during this stage.

In the questionnaires for both academics and School Directors, the following aspects pertaining to this stage, was measured, namely performance management and feedback, acknowledgement of success and celebration and delegation of tasks and providing support.

The results from the analysis indicate that:

- Academics do not concur on the degree of monitoring of performance and feedback, which indicates a lack of leadership in this regard. School Directors indicate that they do make use of evaluation and feedback, which is contradictory to the perception of academics. This is contradictory to previous aspects which indicate that there is good communication between School Directors and academics. Conducting evaluation and providing feedback are characteristics of both transformational and transactional leadership – the transformational leader will focus on providing positive criticism to encourage team members, whereas the transactional leader will use performance management to either reward or reprimand team members.
- Academics perceive that their performance is acknowledged which is indicative of a transformational leadership style. However, 50% of School Directors indicate that their focus is on the celebration of good performance and 50% indicate toward a sole focus on the monitoring of performance, which is indicative of a transactional leadership style. Therefore it can be deduced that both transformational and transactional approaches are being displayed by School Directors.
- As mentioned earlier, academics, as well as School Directors have a positive perception of the manner in which delegation and support is provided, which is a characteristic of a transformational leadership style.
- Creating a supportive environment and encouraging communication are elements present in all stages of team development and are perceived as

positive by academics, as well as School Directors, which indicates the presence of a transformational leadership style.

From the above it can be deduced that this stage warrants a transformational leadership style as well as a transactional leadership style, in order to be effective. Castka *et al.* (2001:126) state that often the job description, compensation schemes and performance evaluations are focused on individual performance rather than on team performance and that institutions have not yet incorporated team performance into performance management processes. The leadership of an institution is responsible for creating a culture which supports team development and team empowerment and provides a supportive environment which incorporates monitoring, not only individual performance, but also team performance and reward teams accordingly. The recommendation is made that performance management measures should include the following (Zigon, 1997:38):

- a statement of results the team need to accomplish together with the performance standards;
- a statement of each of the individual results with the performance standards;
- the priorities and importance of the results; and
- a plan for collection of performance data to compare with performance standards.

In order to address the challenges identified in this stage of team development, it is recommended that, as mentioned during the forming stage, the team and team leader discuss performance management during the strategic planning session, as will be elaborated on in 4.4. This discussion would entail collaboration and input of all team members and as mentioned by Gajda (2004:69), it is a factor which should be present in all the stages of team development.

After completion of the goals and set objectives, the team is ready to proceed to the last stage in the five-stage team development model, namely adjourning.

4.3.6 Adjourning

This stage is focused on the finalising of tasks. Team members celebrate their successes and in the case where this stage implies the disbanding of a team, members can display feelings of sadness or loss (Miller, 2003:122). During this stage, team

leaders should recognise achievement and value the contributions made by team members (Nicolopoulou *et al.*, 2006:359), which are typical characteristics of a transformational leadership style.

For the purpose of this study, the focus will not be on the termination or disbanding of the team, as the academics in the respective Schools perform continuous tasks indicated and negotiated through their performance management agreements. However, it is recommended that with the closure of an academic semester or academic year, the team members should complete a questionnaire for self-reflection and personal empowerment (Nicolopoulou *et al.*, 2006:365.)

The element measured pertaining to this stage is the evaluation and feedback aspect where the team leader indicates whether the team has been successful in reaching the goals and meeting the objectives and celebrate the success. The results from the questionnaires indicate that academics are of the opinion that their performance is acknowledged which indicates that the team perceives this stage of team development as successful and it is evident that a transformational leadership style is portrayed by School Directors. Hughes and Terrell (198) suggest that in order to sustain the success reached during this stage, it is important for the team to celebrate the achievements and to identify strategies to be utilised in forthcoming projects to minimise conflict and strengthen team cohesion.

4.4 Proposed team development strategy for School Directors

As mentioned in Chapter 1, there are several challenges facing higher education institutions which influence the way in which higher education institutions are governed. More emphasis is being placed on the role of teams in the academic sphere which supports and upholds the institutional goals. The role of the leader in team development is crucial and in order to be successful, a framework or strategy is required to guide the activities of the leader. The purpose of this section is to provide such a strategy in the form of a four-step strategy that can guide School Directors in enhancing team development in the Schools.

This strategy is built upon the assumption that there are identifiable team characteristics which, if present, will ensure team success. These characteristics were highlighted in

Chapter 4 and the results of the questionnaires pertaining to those characteristics were analysed and discussed.

As mentioned in the above section, the stages in the model of Tuckman and Jensen (1977) are forming, storming, norming, performing and adjourning and in order to ensure and facilitate successful transition from one stage to the following stage, specific aspects should be addressed in the strategy.

The proposed strategy will encompass the following steps:

4.4.1 Step 1: Identify strengths, weaknesses, opportunities and threats (SWOT-analysis)

During a strategic planning session at the beginning of the year, it is proposed that the School Director and the academic team conduct a SWOT-analysis which will assist in identifying a vision, as well as a mission statement for the team, for that specific year. According to Rossouw *et al.* (2003:6) the value of a SWOT-analysis is *inter alia* that it is a source of information for strategic planning, it assists in identifying core competencies and assists in setting realistic objectives for strategic planning. The type of leadership style most suitable for this step of the strategy, is transactional in nature.

4.4.2 Step 2: Investigate team climate

As mentioned in Chapter 2, several characteristics of successful and effective teams were identified (Burke *et al.*, 2006:289; Gilley *et al.*, 2010:18). Factors which were investigated in the case study to ascertain whether the academics in the respective Schools were functioning as a team were the following:

- clear goals and directions;
- resource allocation;
- supportive environment;
- freedom to express;
- delegation and support; and
- performance management and feedback.

The results gave a clear indication as to whether the academics functioned as a team and identified problem areas which needed to be addressed in order for team

development to take place. It is proposed that this step of the strategy provide the opportunity for School Directors and academics to measure the degree of team cohesiveness and team development and to identify the current team climate. Action plans should be identified to rectify shortcomings. Practical suggestions and approaches to measure the existing team climate are to complete questionnaires, to observe team characteristics and to conduct interviews (Mealiea & Baltazar, 2005:146).

Furthermore, the nature of leadership of the School Directors was investigated to ascertain whether the School Directors portray a transformational or transactional leadership style, and which style is more suitable for team development. Similar action (suggested above) should be taken to ensure that School Directors portray the most suitable leadership style for the relevant stage of team development. A transactional leadership style is most suitable in this stage.

4.4.3 Step 3: Identify team-enhancers

This strategy proposes that School Directors and academics identify action plans to strengthen the team and to increase team cohesiveness. Suggested interventions are:

- team building exercises;
- empowering team as a whole, *e.g.* allowing for group decision making and problem solving (Mealiea & Baltazar, 2005:152);
- mandatory brainstorming sessions where team conflicts and stumbling blocks can be discussed; and
- changes to the performance management system (currently academics are evaluated on their individual performance, and no evaluation is conducted on team performance. The argument is made that in order to encourage team development, an additional performance measurement factor should be included in the overall performance management system. This will also minimise competition by rewarding group effort).

The most suitable leadership style to ensure success in this stage of the strategy, is transformational.

4.4.4 Step 4: Implement and assess

Implementation is a critical component of any strategy and should be assessed on a regular basis (Taggar & Brown, 2001:721). The strategy proposes that after each

semester, the School Director and team meet to plot their progress and identify any areas which necessitate immediate emergency action plans. As established in Chapter 2, celebrating success builds team cohesion and inspires and motivates team members to do more than what is expected from them. Rewarding the team as a unit will underline the importance of team work and a transformational leadership style will be most suitable in this stage.

4.5 Conclusion

Chapter 4 provided an overview of the concept strategy and what it entailed, and discussed the theoretical framework which was used in this study, namely Tuckman and Jensen's five-stage model of team development. This model was used as a framework within which the findings of the case study were discussed with specific reference to the five stages and resulted in specific strategies to enhance the role of School Directors in team development. A brief exposition on what a team is, was also provided as this study focused on team development. Furthermore, this Chapter proposed a strategy to assist School Directors in enhancing team development in the Faculty of Arts.

The results of the analysis of the questionnaires within the framework of the five stages of team development indicated the following:

- The aspect of providing a vision for the team and planning according to long term goals need to be addressed by School Directors and it is recommended that a transformational leadership style should be employed to successfully address this aspect.
- Collaboration between team members, as well as team members and School Directors, should be increased in order to increase team cohesion and assist in determining goals for each of the Schools. This warrants a focus on transformational leadership.
- Conflict management is an aspect which needs urgent attention as this prohibits a team from effective development, has a negative influence on team cohesion and obstructs effective communication. Transformational leadership should therefore be employed.
- Regarding evaluation of performance, providing feedback and acknowledging successes, it is argued that both transformational and transactional leadership styles should be evident. Performance management is used by the transactional

leader to reward performance, and providing positive yet critical feedback is a characteristic of a transformational leader. In order for a team to be effective in this stage, both leadership styles should be portrayed by School Directors.

- Regarding the provision of a supportive environment, delegation of tasks and providing the necessary support, encouraging freedom to express, as well as the provision of resources, are aspects that are positively experienced by academics as well as School Directors and it should be the aim of School Directors to increase their success in these areas.
- In order to sustain success in the stages it is recommended that teams celebrate their achievements, identify strategies to be utilised in forthcoming projects to minimise conflict and strengthen team cohesion and to focus on long term workplace contentment, have fun as a team and engage in regular brainstorming activities.

Chapter 5 will follow where conclusions of the study and recommendations based on the study will be provided.

Chapter 5: Conclusions and Recommendations

5.1 Introduction

The aim of this study was to determine the leadership role of School Directors in the Faculty of Arts, Potchefstroom Campus of North-West University in promoting team development between academics. In response to the research objectives and relating research questions, the study investigated the characteristics of an effective team and the type of leadership style – transformational or transactional, or both – which should be portrayed by School Directors in order to enhance team development. Specific concepts were discussed to provide a theoretical context and a specific model was chosen to underpin the study and within which the findings of the research was discussed.

The previous Chapter proposed a strategy based on the research to enhance the role of School Directors in the development of teams in the Faculty of Arts, Potchefstroom Campus of NWU. Chapter 5 will provide a synopsis of the study.

5.2 Conclusions of the study

Chapter 1 indicates that the higher education academic environment has changed over the last years due to specific factors, such as globalisation, the use of technology in the academic environment, the focus on providing distance learning and competition among higher education institutions. These changes warrant a reflection on how leadership transpires in the academic environment. Furthermore, it has become clear that it is necessary to distinguish between leadership and management as these concepts are not synonyms and imply different operational functions.

Chapter 1 highlights the belief that leadership plays a crucial role in team development, which in turn plays an essential role in institutional goal achievement. The focus of this study is to ascertain what the leadership role of School Directors at the Faculty of Arts of the NWU, Potchefstroom Campus, in team development is.

Chapter 1 posits the problem statement namely determining the role of School Directors in the Faculty of Arts in promoting team development between academics, while the research objectives focus on answering the following research questions:

- What is the difference between managers and leaders?
- What is the nature of the leadership role of School Directors with regard to team development at the Faculty of Arts, Potchefstroom Campus of the NWU?
- How is the leadership role of the School Directors in promoting team development perceived by the academics in the Faculty of Arts?
- What recommendations can be made for the establishment of successful teams in an academic environment?

The Chapter explains the locus and focus of the study as well as the research methodology to be followed. In this research, information was collected from primary as well as secondary sources and the following databases were consulted: catalogue of books from the Ferdinand Postma Library (Potchefstroom Campus); journals; research reports and dissertations; internet publications; and the North-West University's online library. The research design utilised in this study was a case study design. The population of the study comprised of the Faculty of Arts situated at the Potchefstroom Campus of the North-West University, which consists of five schools: The School for Music; the School for Language; the School for Social and Government Studies; the School for Communication Studies, and the School for Philosophy. The type of sampling used in this study was non-probability sampling.

Two types of questionnaires were drawn up – one for the academic employees and a separate questionnaire for the School Directors. The questionnaires consisted of two sections, namely a structured section for demographic details and knowledge-based questions and an open-ended section, which allowed the respondents the opportunity to project their own answers and views. In each of the Schools, questionnaires were handed to a minimum of five academics and a maximum of fourteen academics, as well as to each of the School Directors – taking into account gender representivity and rank. A total of 53 questionnaires were delivered via e-mail and the high return rate of 91% increased the validity of the study.

Chapter 2 provides a theoretical overview of leadership in the discipline of Public Administration and Management, as well as an overview of the concept of leadership, which encompasses the distinction between leadership and management, different leadership models, philosophies and styles. Focus was placed on two leadership styles namely transformational and transactional leadership style.

As this study focuses on the leadership role of School Directors in team development, it was necessary to provide a theoretical context and, therefore, the definition of a team was discussed, the team development model of Tuckman and Jenson explained - as this model was chosen to underpin the study - and the importance of the role of leadership in team development discussed. From the different viewpoints which were highlighted in this chapter regarding the abovementioned aspects, it was deduced that:

- the current academic environment in higher education institutions is challenging;
- teams are essential in enhancing productivity and quality of academic outputs; and
- the role of leadership in promoting team development is a critical factor in the success of teamwork.

Chapter 3 provides an overview of the higher education environment in South Africa and highlights some of the leadership challenges in the academic environment. Literature indicates that higher education institutions have to adhere to national priorities pertaining to higher education without relying solely on state funding, provisions have to be made and implemented to cater for a diverse student population and teaching-learning methods be revisited to incorporate the increase in the use of technology. These challenges necessitate a revision of how leadership is portrayed and perceived at all levels of governance in tertiary institutions, including School Directors, who are at the head of their entities and responsible for ensuring that challenges are addressed at School level. The Chapter describes the findings of the research done in the Faculty of Arts, Potchefstroom Campus of North-West University among academics and School Directors with regard to the role of leadership in team development.

Chapter 3 aims to explore the nature of team leadership in team development. This Chapter provides an analysis of the research ascertaining whether School Directors portray a transactional and/or a transformational leadership style. The analysis focuses on two specific aspects, namely team development, or the lack thereof, and the type of leadership style portrayed by School Directors. Characteristics investigated are the degree in which School Directors instil confidence and show concern for their team, whether their focus in terms of setting goals for the team are more short term than long term and whether performance of academics are monitored and celebrated. The results indicated that there are characteristics of both transformational and transactional

leadership styles present in most of the mentioned characteristics tested. With regard to showing concern and instilling confidence, the results indicate that a transformational leadership style is perceived, as well as being portrayed by School Directors. A strong sense of transactional leadership is prevalent in the aspect pertaining to planning and setting goals and both transactional and transformational leadership styles are evident in performance management and feedback. As indicated in Chapter 2, the argument is made that in order for team development to be effective and optimal, characteristics of both leadership styles should be portrayed by School Directors.

The results of the analysis of the questionnaires within the framework of the five stages of team development indicate the following:

- The aspect of providing a vision for the team and planning according to long term goals need to be addressed by School Directors and a transformational leadership style should be employed to successfully address this aspect.
- Collaboration between team members as well as team members and School Directors should be increased in order to increase team cohesion and assist in determining goals for each of the Schools. This warrants a focus on transformational leadership.
- Conflict management is an aspect which needs urgent attention as this prohibit a team from effective development, has a negative influence on team cohesion and obstructs effective communication. Transformational leadership should therefore be employed.
- Regarding evaluation of performance, providing feedback and acknowledging successes, it is argued that both transformational and transactional leadership styles should be evident. Performance management is used by the transactional leader to reward performance, and providing positive yet critical feedback is a characteristic of a transformational leader. In order for a team to be effective in this stage, both leadership styles should be portrayed by School Directors.
- Regarding the provision of a supportive environment, delegation of tasks and providing the necessary support, encouraging freedom to express, as well as the provision of resources, are aspects that are positively experienced by academics as well as School Directors and it should be the aim of School Directors to increase their success in these areas.

- In order to sustain success in stages it is recommended that teams celebrate their achievements, identify strategies to be utilised in forthcoming projects to minimise conflict and strengthen team cohesion and to focus on long term workplace contentment, have fun as a team and engage in regular brainstorming activities.

Chapter 4 provides an overview on the concept strategy and what it entails and gives a brief explanation of the difference between a group and a team, and what constitutes a team. The Chapter discusses Tuckman and Jensen's five-stage model of team development which was the theoretical framework used to discuss the findings of the case study. This resulted in recommendations to enhance the role of School Directors in team development. A strategy was developed which could serve as a framework and guideline for School Directors in promoting team development in the Faculty of Arts. The strategy proposed entails four steps namely:

- identify strengths, weaknesses, opportunities and threats of the team;
- investigate the team climate;
- identify team-enhancers; and
- implement and assess.

In addition to the four steps, it is necessary for School Directors to portray the most suitable leadership style in each of the stages to ensure success.

Chapter 5 focuses on the summary of the entire study and summarises the findings made in the previous chapters based on the research objectives and questions.

5.3 Recommendations emanating from the study

From the results of the research conducted and in relation to the study objectives as identified in Chapter 1, the following recommendations are made:

- develop a vision and long term goals for the team;
- collaboration between team members should increase to enhance team cohesion;
- effective conflict management procedures should be developed;
- regular evaluation of performance and feedback should be provided;

- sustain a supportive environment, continue to provide support, encourage open communication;
- celebrate achievements, identify strategies to minimise conflict and strengthen team cohesion; and
- implement the four-step strategy proposed to enhance team development, namely conducting a SWOT-analysis, investigating the team climate, identify team-enhancers and assessing the strategy.

5.4 Conclusion

This study aimed to determine the role of School Directors in the Faculty of Arts in promoting team development between academics. As there has not been a similar study conducted at the NWU, this study presents the opportunity to conduct further research within the higher education environment with the view to contribute to the existing body of knowledge regarding the role of leadership in team development. This study has indicated that the leadership role in team development should not be underestimated and in order to adhere to national, as well as institutional goals, the value of teams should be acknowledged and enhanced.

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PURPOSE OF THE RESEARCH:

Mini-dissertation for the Master’s degree in Development and Management at the NWU (Potchefstroom Campus).

Title: Leadership and team development in higher education: the case of the North-West University, Faculty of Arts, Potchefstroom Campus

The higher education landscape in South Africa poses several challenges due to a number of factors e.g. globalisation, the increase in the use of technology in higher education and the quest for effectiveness and efficiency as stated in the White Paper on Education, 1997. In light hereof, the role of management and leadership has to be redefined in order to meet the challenges. Research has indicated that teams plays a crucial role in an organisation and that leadership style has substantial influence in the development of successful teams. This study focuses on the leadership role of School Directors, as appointed managers, in the Faculty of Arts in team development. The research objectives are to describe the nature of leadership in relation to team development and how the leadership role in promoting team development is perceived by the academics in the Faculty.

You are requested to complete the questionnaire. All respondents are assured of their anonymity in participating in the study. Results from the questionnaire will be used for academic purposes only and participation is voluntary.

CONSENT:

I hereby agree to voluntarily participate in the research conducted by Sonya Snyman for the purpose of writing a mini-dissertation in the MA in Development and Management at the NWU.

Mark with an “X”

AGREE	DISAGREE
--------------	-----------------

RESEARCH QUESTIONS

SECTION A: DEMOGRAPHIC INFORMATION

Question 1:

In which School are you situated?

School of:	Mark the appropriate box with an "X"
Communication Studies	
Languages	
Music	
Philosophy	
Social and Government Studies	

Question 2:

Are you male or female?

Mark with an "X"

MALE	FEMALE

Question 3:

What is your appointment level? Mark the appropriate box with an "X"

Professor	
Associate professor	
Senior lecturer	
Lecturer	
Junior lecturer	

SECTION B1: PERCEPTIONS REGARDING THE IMPORTANCE AND NATURE OF TEAM WORK IN AN ACADEMIC ENVIRONMENT

The argument is made that the academics in your School form a team which should function as a team. Please review each of the following factors and indicate the extent (by making an “X” in the appropriate box) to which you agree or disagree that it is true about your team, according to the following scale:

1. Strongly Disagree
2. Disagree Somewhat
3. Neither Disagree nor Agree
4. Agree Somewhat
5. Strongly Agree

1. The School Director sets clear directions and goals for the team.

Strongly disagree	Disagree somewhat	Neither disagree or agree	Agree somewhat	Strongly agree
-------------------	-------------------	---------------------------	----------------	----------------

2. I experience good leadership and have a sufficient degree of trust in the School Director as leader of the team.

Strongly disagree	Disagree somewhat	Neither disagree or agree	Agree somewhat	Strongly agree
-------------------	-------------------	---------------------------	----------------	----------------

3. I am clear about my tasks and what is expected from me.

Strongly disagree	Disagree somewhat	Neither disagree or agree	Agree somewhat	Strongly agree
-------------------	-------------------	---------------------------	----------------	----------------

4. I have the necessary and appropriate resources to carry out my tasks effectively.

Strongly disagree	Disagree somewhat	Neither disagree or agree	Agree somewhat	Strongly agree
-------------------	-------------------	---------------------------	----------------	----------------

5. I experience working in a supporting environment and the School Director provides a sufficient degree of support to team members.

Strongly disagree	Disagree somewhat	Neither disagree or agree	Agree somewhat	Strongly agree
-------------------	-------------------	---------------------------	----------------	----------------

6. When there is conflict among team members, the School Director resolves the issues quickly and effectively.

Strongly disagree	Disagree somewhat	Neither disagree or agree	Agree somewhat	Strongly agree
-------------------	-------------------	---------------------------	----------------	----------------

7. The School Director encourages openness and I feel free to express myself on all issues.

Strongly disagree	Disagree somewhat	Neither disagree or agree	Agree somewhat	Strongly agree
-------------------	-------------------	---------------------------	----------------	----------------

8. The School Director delegates responsibilities to appropriate team members and provides the necessary support when members are assigned tasks.

Strongly disagree	Disagree somewhat	Neither disagree or agree	Agree somewhat	Strongly agree
-------------------	-------------------	---------------------------	----------------	----------------

9. The functioning and effectiveness of the team are evaluated on a regular basis and feedback is given to team members.

Strongly disagree	Disagree somewhat	Neither disagree or agree	Agree somewhat	Strongly agree
-------------------	-------------------	---------------------------	----------------	----------------

SECTION B2: PERCEPTIONS REGARDING THE NATURE OF LEADERSHIP IN TEAM DEVELOPMENT

The argument is made that the leadership role of the School Director is crucial in promoting team development and cohesion. Please review each of the following factors and indicate the extent (by making an “X” in the appropriate box) to which you agree or disagree that it is true about your team, according to the following scale:

1. Strongly Disagree
2. Disagree Somewhat
3. Neither Disagree nor Agree
4. Agree Somewhat
5. Strongly Agree

1. The School Director motivates and inspires team members.

Strongly disagree	Disagree somewhat	Neither disagree or agree	Agree somewhat	Strongly agree
-------------------	-------------------	---------------------------	----------------	----------------

2. The School Director encourages me to do more than what is expected of me.

Strongly disagree	Disagree somewhat	Neither disagree or agree	Agree somewhat	Strongly agree
-------------------	-------------------	---------------------------	----------------	----------------

3. I experience open communication channels in the School.

Strongly disagree	Disagree somewhat	Neither disagree or agree	Agree somewhat	Strongly agree
-------------------	-------------------	---------------------------	----------------	----------------

4. I have the confidence and freeness to speak to the School Director about my concerns and problems.

Strongly disagree	Disagree somewhat	Neither disagree or agree	Agree somewhat	Strongly agree
-------------------	-------------------	---------------------------	----------------	----------------

5. The School Director instils confidence in team members and enhances the self- esteem of team members.

Strongly disagree	Disagree somewhat	Neither disagree or agree	Agree somewhat	Strongly agree
-------------------	-------------------	---------------------------	----------------	----------------

6. The School Director promotes creativity and innovation.

Strongly disagree	Disagree somewhat	Neither disagree or agree	Agree somewhat	Strongly agree
-------------------	-------------------	---------------------------	----------------	----------------

7. The School Director shows concern for team members.

Strongly disagree	Disagree somewhat	Neither disagree or agree	Agree somewhat	Strongly agree
-------------------	-------------------	---------------------------	----------------	----------------

8. The School Director serves as an example for team members.

Strongly disagree	Disagree somewhat	Neither disagree or agree	Agree somewhat	Strongly agree
-------------------	-------------------	---------------------------	----------------	----------------

9. The School Director maintains order and structure in the School.

Strongly disagree	Disagree somewhat	Neither disagree or agree	Agree somewhat	Strongly agree
-------------------	-------------------	---------------------------	----------------	----------------

10. The School Director is focused on the tasks which team members have to carry out.

Strongly disagree	Disagree somewhat	Neither disagree or agree	Agree somewhat	Strongly agree
-------------------	-------------------	---------------------------	----------------	----------------

11. The School Director rewards / discipline team members according to their performance.

Strongly disagree	Disagree somewhat	Neither disagree or agree	Agree somewhat	Strongly agree
-------------------	-------------------	---------------------------	----------------	----------------

12. The School Director is focused on the management of resources such as financial resources and asset management.

Strongly disagree	Disagree somewhat	Neither disagree or agree	Agree somewhat	Strongly agree
-------------------	-------------------	---------------------------	----------------	----------------

SECTION C: OPEN-ENDED QUESTIONS

Please answer the following questions:

1. Do you see yourself as part of a team in your School? If no, please elaborate.

2. How would you characterise your relationship with your fellow team members? Collaborative? Friendly? Competitive? Adversarial? Substantiate your answer with examples, if possible.

3. Do you feel that team members are operating from the same guidelines; have the same goals in mind, sharing the same quest for quality? If no, please elaborate.

4. If you could choose, would you continue to be part of this specific team? If no, please elaborate.

5. Do you feel that the leadership and guidance of the School Director in promoting team development and cohesion are sufficient? If not, what would you like to be seen done differently?

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The higher education landscape in South Africa poses several challenges due to a number of factors e.g. globalisation, the increase in the use of technology in higher education and the quest for effectiveness and efficiency as stated in the White Paper on Education, 1997. In light hereof, the role of management and leadership has to be redefined in order to meet the challenges. Research has indicated that teams plays a crucial role in an organisation and that leadership style has substantial influence in the development of successful teams. This study focuses on the leadership role of School Directors, as appointed managers, in the Faculty of Arts in team development. The research objectives are to describe the nature of leadership in relation to team development and how the leadership role in promoting team development is perceived by the academics in the Faculty.

You are requested to complete the questionnaire. All respondents are assured of their anonymity in participating in the study. Results from the questionnaire will be used for academic purposes only and participation is voluntary.

CONSENT:

I hereby agree to voluntarily participate in the research conducted by Sonya Snyman for the purpose of writing a mini-dissertation in the MA in Development and Management at the NWU.

Mark with an “X”

AGREE	DISAGREE
--------------	-----------------

RESEARCH QUESTIONS: SCHOOL DIRECTORS

SECTION A: TEAM WORK

The argument is made that the academics in your School form a team, and functions as such. You in your capacity as School Director, is the leader of the team. Please review each of the following factors and indicate the extent (by making an "X" in the appropriate box) to which you agree or disagree, according to the following scale:

1. Very often
2. Quite often
3. Sometimes
4. Occasionally
5. Hardly ever

1. I set clear directions and goals for the team.

Hardly ever	Occasionally	Sometimes	Quite often	Very often
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2. I provide for the necessary and appropriate resources for the School in order for them to carry out their tasks effectively.

Hardly ever	Occasionally	Sometimes	Quite often	Very often
-------------	--------------	-----------	-------------	------------

3. I provide a supporting team environment.

Hardly ever	Occasionally	Sometimes	Quite often	Very often
-------------	--------------	-----------	-------------	------------

4. I provide sufficient support to team members in the execution of their team responsibilities.

Hardly ever	Occasionally	Sometimes	Quite often	Very often
-------------	--------------	-----------	-------------	------------

5. When there is conflict among team members, I resolve the issues quickly and effectively.

Hardly ever	Occasionally	Sometimes	Quite often	Very often
-------------	--------------	-----------	-------------	------------

6. I encourage openness and invite team members to feel free to express themselves on all issues.

Hardly ever	Occasionally	Sometimes	Quite often	Very often
-------------	--------------	-----------	-------------	------------

7. I delegate responsibilities to appropriate team members.

Hardly ever	Occasionally	Sometimes	Quite often	Very often
-------------	--------------	-----------	-------------	------------

8. I provide the necessary support when members are assigned tasks.

Hardly ever	Occasionally	Sometimes	Quite often	Very often
-------------	--------------	-----------	-------------	------------

9. The functioning and effectiveness of the team are evaluated on a regular basis.

Hardly ever	Occasionally	Sometimes	Quite often	Very often
-------------	--------------	-----------	-------------	------------

10. Feedback on the effectiveness of the team is given to team members.

Hardly ever	Occasionally	Sometimes	Quite often	Very often
-------------	--------------	-----------	-------------	------------

SECTION B: LEADERSHIP & MANAGEMENT

This section contains 5 statements. Assign a weight from 0 – 10 to each of the statements to indicate with which of the two statements you feel most comfortable and agree with the most. The points assigned for each pair must total 10.

STATEMENT 1	MARK
I show concern for my team members and aspire to instill confidence and to enhance their self- esteem.	
I am concerned about the management of the finances and assets of the School and I aim to ensure that the entity functions optimally and proceed to be viable and sustainable.	
TOTAL	10

STATEMENT 2	MARK
I plan, budget and schedule our School's tasks well in advance according to the overall goals of the Potchefstroom Campus of the NWU.	
I have a clear and compelling vision for the School for the next several years and I get excited about it and show my excitement to team members.	
TOTAL	10

STATEMENT 3	MARK
I monitor performance closely and provide regular feedback to keep team members informed and on track.	
I go out of my way to acknowledge excellent performance and celebrate the achievements of team members.	
TOTAL	10

STATEMENT 4	MARK
I ensure that each of the School's activities fits in with the Campus Plan and I encourage team members to stick to those tasks.	
I encourage team members to "think outside the box" and expand their knowledge and to be innovative and try out new ideas.	
TOTAL	10

STATEMENT 5	MARK
I focus on the short term priorities of the School (weekly, monthly and quarterly)	
I encourage team members to think long term and come up with strategies to help the School move closer to its long term goals.	
TOTAL	10

SECTION C: OPEN-ENDED QUESTIONS

Please answer the following questions:

1. Do you perceive the academic environment conducive to teamwork? If no, please elaborate.

2. Do you perceive the academics in your School as a team? Please elaborate.

3. Do you consider it a key responsibility of a School Director to develop your academics as a team? Please elaborate.

4. How would you characterise your relationship with your team members? Collaborative? Friendly? Competitive? Adversarial?

5. Do you feel that team members are operating from the same guidelines; have the same goals in mind, sharing the same quest for quality? If no, please elaborate.

6. Do you feel that the leadership and guidance to School Director to act as leaders / managers in their entities are sufficient? If not, what would you like to be seen done differently?

To Whom It May Concern

I hereby certify that I have language edited the following text:

A Mini-dissertation entitled: "Leadership and team development in higher education: the case of the Faculty of Arts, Potchefstroom Campus of North-West University"

BY

S SNYMAN

Date: 2013 09 02



<p>Prof SW Vorster, Pr Eng BA (Hons), MMet, MSc (Eng), PhD</p> <p>Accredited Member No. 1000923 South African Translators' Institute</p>

