How do leaders influence contextual performance?

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Dora Maribe-Moremi

82084521

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Name: Dora Maribe- Moremi

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'Nothing will work until you do,' Maya Angelou

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Dedication

A tribute to Mom.

A dedication to the two most wonderful people in my world: my daughter Rebatho, whose unwavering suppoprt has been steadfast, and to my granddaughter Oneo, my light and my hope.

Abstract

The thesis is in contextual leadership theory which underpinned the examination of leadership influence and the consequence of contextual performance. The contribution to knowledge is that botho leadership style imparts considerable spontaneity in active interdependent interactions of leadership and followership behaviours in a hybrid context. Leadership has been extensively defined but contextual performance definition has been extended to illustrate 'going far and beyond job tasks' in emphasis of context. Firstly, the aim was to investigate how a leader influenced the contextual performance of a follower who was a high-performer and of one who was average. Thereafter, I identified the relevant leadership behaviours in the process of influencing follower behaviours to higher performance. Secondly, the thesis discovered that leadership was constituted in followership and hybrid contexts with the benefit of related performance domains. Overall, the study filled the gap in leadership theory confirming that context matter and identified the relevant contextual behaviours arising from different contexts, which either enhanced or hindered contextual performance. This cross-sectional study used the social constructions approach, interpretive paradigm and qualitative methods to illuminate leadership influence. The 48 people from 16 triads answered open-ended questions, in face-to-face in-depth interviews. The textual data from the 16 triads, made up of 16 leaders and two of their direct reports, created multiple cases which enabled me to subject the data to hierarchical coding in NVivo. Coding was followed by both within- and cross-case analysis, which unearthed hidden contextual leadership-followership behaviours.

A major theoretical contribution is botho leadership style embedded in a hybrid context to account for contextual performance. Horizontal influence and task interdependence in botho contextual behaviours prompted differential leadership influence. The contribution to practice informs African leaders to optimise performance by correctly characterising relevant contextual leadership and followership behaviours in leading interdependent teams. In practice, embedding followership behaviours clarified the proximity that work engagement, adaptive and team performance were additional outcomes of leadership. Finally, the triad as a small group closed the hole between co-workers and networks as conceptualised by embedding task interdependence.

Key words:botho, hybrid contexts, contextual leadership theory, followership, contextual performance, proactive and adaptive behaviours,triads,network influence, interpretive paradigm,qualitative methods.

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List of abbreviations

AMJ	Academy of Management Journal
CAQDAS	Computer-aided qualitative data analysis software
CP	Contextual performance
CWB	Counterproductive work behaviours
EI	Emotional Intelligence
GLOBE	Global Leadership and Organizational Behaviour Effectiveness
GWA	Gallup's Workplace Audit
HBR	Harvard Business Review
HOD	Head of department
HR	Human resources
IPA	Interpretative phenomenological analysis
JD-R	Job Demands-Resources model
KPI	Key performance indicator
LMX	Leader-Member exchange
LPC	Least preferred co-worker
MBI	Maslach Burnout Inventory
mba	Mini business area
OCB	Organisational Citezenship Behaviours
OLBI	Oldenburg Burnout Inventory
Org	Organisation
PMS	Performance Management Systems
POB	Prosocial Organizational Behaviour
SSA	Sub-Saharan Africa
TA	Thematic Analysis
TL	Top leader
UoR	University of Reading
UWES	Utrecht Work Engagement Scale

CHAPTER 1.   INTRODUCTION

'To know where we are going with leadership research, we must know where we are, and where we have been—we must look backward and forward at the same time' (Hunt and Dodge, 2000).

1.1 Introduction to the research context

The chapter, introduces key ideas on leadership and contextual performance. The purpose was to highlight the unique balance in which leadership and followership converge and to account for leadership influence in certain contexts. In the process, I found the understanding of the underlying mechanisms in leadership processes and the increasingly critical influence of the contribution of context and the implied influence of followership, to be quite interesting. I have clearly delineated the research question(s) and their rationale, and as I did, the conceptual framework was carefully set out and the objectives, and opportunities of the study clearly explained. In my conjecture of the research on leadership, followership, and context, it was important to answer the central question*,* how do leaders influence contextual performance?

My interest to find answers to this question came from a realisation that corporate leaders in Africa seemed to be either ignorant or unaware of the contribution of followership influence in organisational performance. My perception of this growing disconnection therefore, warranted a systematic investigation to establish the extent to which this thinking was valid. Furthermore, based on my work experience during strategic sessions and at board meetings, I noticed a gap that required a better understanding of how the constructions of leadership influence could be balanced with followership to impact organisational performance. The interaction hinted at much more complex roles, systems, and ideas at play in the leadership processes and influence, than initially conceived. In my experience in the leadership of financial services companies, I was always fascinated by the dichotomy between leader and follower perspectives, which seemed to be on a collision path rather than on a convergence. In literature, we learn that until recently, leadership was acknowledged as a continuous process within a context which affects influential processes, because it is intertwined with followership (Ford et al., 2023; Oc et al., 2023).

Drawing from the literature therefore, I would like to investigate the possibility that botho context and followership are significantly important in achieving the desired leadership influence and its outcomes (see also Kempster et al., 2021; Oc, 2018).

I conceptualise that context is a hybrid of contexts, which create contextual conditions in which contextual leadership and followership behaviours thrive. Like Cullen-Lester et al. (2017) contextual performance, is seen as an outcome of the interaction between leadership and followership. According to Uhl-Bien et al. (2014) leadership is the ability to actively influence followers, whereas followership is the willingness for those followers to be influenced.

If the influence of followership in the leadership process is to be maintained therefore, it will provoke a corresponding question such as: what type of followership is implied? Furthermore, one would have to ask questions such as what could trigger contextual behaviours in leadership and what could the feedback from followers be? Also, what would a leadership-influencing process in context look like? (Ford et al., 2023; Hemshorn de Sanchez et al., 2022; Jepson, 2009), are of the view that finding answers to the leadership-followership-contextual influence may correct the missed opportunity of fully exploiting the human behaviours in the social context. Social context refers to the unique set of social environments which influence leader-follower support, co-worker support, and organisational support relevant in this study (Chiaburu et al., 2013: Roth, 2022). In this study, a hybrid contextual influence was preferred in order to maximise leadership influence. Both the macro context, which includes omnibus contexts and the botho culture, and micro contexts which are discreet and role-based but reflecting a group structure and social networks, became prominent in the contextual leadership theory research (Jepson, 2009; Kempster et al., 2021; Matshoba-Ramuedzisi et al., 2022; Uhl-Bien, 2014).

In part, hybrid contexts may provide a pathway to answering the dilemma that multinationals in Africa fail to answer. Perhaps the misalignment in the botho culture with the Western value systems needed to be corrected by proposing an integrated contextual and adaptive leadership framework which distinguishes the role of both context and followership. In this research, the extent to which relational interconnections, compassion, humanness, and interdependence as dimensions of botho, explain contextual behaviours in leadership, was important because of a cross-cultural context (Jepson, 2009: Sodi et al., 2021). Botho is an interdependent African culture like Ubuntu as it is called in South Africa. In my own experience, when I

actively leveraged multinational organisational culture, work resources, and team expertise and applied botho techniques, outstanding economic results were achieved (Hiller et al., 2020; Major et al., 2019; Zehnder et al., 2017).

The outcome of contextual performance prompted me to seek a deeper learning and understanding about what is possible in the African leadership process and practise (Jepson, 2009). Process is defined as ''members' interdependent acts that convert inputs to outcomes through cognitive, verbal, and behavioural activities directed toward organizing taskwork to achieve collective goals' (Matheiu et al., 2001:357).

This conception also reflected the complex patterns of human agency when interactions with their social context are steeped in cultural context in the constructions of leadership behaviours and contextual performance. Related to leadership and followership, such interactions unearthed the infinite number of contextual factors impacting contextual performance.

Contextual performance is defined as 'a set of interpersonal and volitional behaviours that support the social and motivational context in which organisational work is accomplished' (Motowidlo and van Scotter 1994; van Scotter and Motowidlo, 1996: 530). In proposing to add 'going far and beyond job tasks' the definition accounted not only for some variability in task performance but emphasised motivational resources. This critically inferred the potential influence by leadership that would either increase or hinder contextual performance as a reality of human interactions in the workplace (Ford et al., 2023; Matshoba-Ramuedzisi et al., 2022).

In conclusion, it seemed reasonable to consider leadership within the hybrid contexts and the botho culture, so as to clarify the impact of leadership influence within teams or groups. In doing so, the opportunity for followership and context as implied constructs manifested more as contributors to the creation of leadership and in answering the research questions as stated below. Additional questions have been added to further tease out the issues.

1.2 Research question and sub-questions

1.2.1 The first question seeks to establish, how leaders influence contextual performance. An attempt to answer this question leads one to ask a corresponding question, which is to say, what outcomes come as a result? After acknowledging the archetypal heroic notion of leadership, I considered leadership's optimal process and

contextual orientation on follower performance as balanced with followership whilst embedded in context (Bass and Bass, 2008; Pratt and Bonaccio, 2016; Schedlitzki et al., 2018; Yukl, 2012). Since context socially constructs the co-constituted nature of leader's, followers', and others' interactions, I clarify the boundaries of the process in which leadership actively and jointly affects the outcome of followership to create contextual performance (Avolio et al., 2022; Oc et al., 2023; Sims and Weinberg, 2022). When leadership and followership are embedded in the context, the contextual behaviours were accounted for and could potentially trigger influence and/or provide clarity on how that influence happened (Jepson, 2009; Johns, 2018; Motowidlo and Kell, 2013; Organ, 2018).

1.2.2 The second question looks at the contextual behaviours and asks; which type of behaviours promote or hinder contextual performance?

In considering the nature of the behaviours that influence contextual performance, I embraced positive or negative effects. Building on Jepson (2009), conceptualising the interactional nature of leadership, followership and their different contexts could offer an understanding of the leadership influencing process, organisational goal achievement and job performance. It seemed probable that the consequence of leadership value could be better understood and explained in the social contexts which influence how people think, feel, and act in the workplace (Garretsen et al., 2020; Hiller et al., 2020; Meyers et al., 2020). I am acutely aware that scholars have argued about how context influenced leadership and vice versa, but the reliance should be that 'outcomes are the consequences implied by a particular decision or a combination of decisions' (Garretsen et al., 2020; Hiller et al., 2020; Zehnder et al., 2017: 67). Whilst I am somewhat surprised by the short shrift done to followership and context in leadership research, to close the gap, this research fits into the theory that leadership, followership, and different levels of contexts, whilst complex and non-static, construct leadership and its outputs (Jepson, 2009; Kempster et al., 2021; Schedlitzki et al., 2018). This therefore means that the examination of the constitution of leadership results in contextual performance.

In my view therefore, the timing of this research highlights certain behavioural episodes and reflects a shift towards leadership facilitating more contextual actions than task functions. These actions embody the leadership process and actions in which leader- follower related outcomes improve job performance to enhance value. Job performance is defined as 'the total expected value to the organisation of the

discrete behavioural episodes that an individual carries out over a standard period' (Motowidlo and Kell, 2013: 3). As I suggested earlier, a process in which leadership, followership and context interact meaningfully unmasked the absence of followership to motivate some level of leadership influence to higher performance, or less so (Bastardoz and Van Vugt, 2019; Ford and Harding, 2018; Oc et al., 2023). It was prudent in this study, to consider both the positive and negative aspects of leadership influence. The reason for this approach was to address the paucity in research where mainly positive follower outcomes were considered.

Because the empirical objective of the research was to understand what constitutes the leadership process and its influence, the illumination of other performance outcomes in the study possibly confirmed that context defines leadership (Jepson, 2009).

1.2.3 By asking what other perceived outcomes the study could unearth, my intention was to attempt to show other relevant outcomes.

This question may be answered by the research context of 21st century Africa, which may show greater cause for emphasising the interaction of leadership and cultural context because of its collectivist, relational, and processual leadership mechanisms (Jepson, 2009; Metz, 2020a; Pérezts et al., 2020). It is useful to understand how the cultural context manifests in the emergent processes and outcomes because 'a traditional African worldview is located deeply in connection to community' (Geber and Keane, 2017: 502; Nansubuga and Munene, 2020; Sodi et al., 2021). It is important to expose the opportunities that illuminate contextual embeddedness and interdependent performance because of the botho context (Jowah, 2015: Sodi et al., 2021). This raises serious questions about the constructions of leadership and its outcomes in this study as a move away from the monolithic leader-centric leadership descriptions to a more indigenous leadership theory.

Whilst researchers are unanimous in calling for more management research in and on Africa, my aim for exploring the implications of botho in leadership was to highlight the inputs of different level contexts into leadership. This could bring expediency to a hybrid of the more scholastic Western ideas and the African context in organisational behaviour. The potential to improve contemporary organisational performance and reduction of business failure-based on knowledge, learning and understanding the complex system contexts would be enhanced (Metz, 2020a;

Ospina et al., 2020; Smith et al., 2023). Besides the sociocultural implications for leadership and its outcomes in Africa being novel, I think it is worthwhile to invest my effort in improving leadership practice and to expose the values and 'obligations inherent in botho (Ubuntu) culture' (Taylor, 2014:6). I propose that the integration of botho into business systems is long overdue with the advent of making businesses more sustainable through systems and networks embedded in leadership practise and a possible situated contextual leadership model, espoused in oneness of African culture and practice (Noman and Gurr, 2020; Mbigi, 2007; Mutsonziwa, 2020; Oyserman, 2017).

One rationale I used was to avoid a gross simplification of an otherwise complex and sensitive study of contextual leadership, indigenous effect and contextual performance given the central phenomenon of botho and followership in the study.

The rationale for the study lays the foundation from the research objectives to the perceived approach.

1.3 Rationale of the study

In the present study, I have attempted to answer the call by leadership theorists to undertake more research on the underlying mechanisms in what constitutes the leadership processes and what the outcome of contextual performance could add to theory and practice (Avolio et al., 2022; Ford et al., 2023; Yukl, 2010). Until recently, leader behaviours were influencing followers vertically along these lines: (a) as an influencing process that occurs between a leader and followers, with resultant outcomes being mostly transactional, and (b) the leader's dispositional characteristics and behaviours in the influencing process as attributed to follower interpretations of leader behaviours.

With a growing fascination in leadership theory for examining between-person influence, especially within groups and plural leadership in collective settings, the backdrop of botho context has become critical. With the evolution of what is leadership theory, it has become imperative to illuminate the need for an integrated theory that shows group-level context of leadership Jepson (2009) and highlight leadership as drawn upon the insights of humanity and the reality of their context (Ford et al. 2023). Contra, Fiedler (1967,1978) who might have situated leader influence on group effectiveness in context some five decades ago, but the current

trend encapsulates a growing contextual phenomenon of leadership everywhere (Day and Antonakis, 2012). Undertaking this inquiry against the backdrop of a contemporary world set in austerity measures, pandemics, and a looming recession unquestionably affects human behaviour and practice. A large part of the context of social, psychological, technological, economic, and geographic tensions illustrates the critical role of the social context in the constructions of leadership and capacity to influence outcomes.

The general consensus is to have an integrated theory which better accounts for the reality of global organisations and leadership dimensions which recognise the increase of leadership capacity because analysing leadership without context has proven futile (Ford ert al., 2023: Hiller et al., 2020; Osborn and Marion, 2009; Pratt et al., 2020). Several leadership studies address contextual factors and find a disconnect in the leadership literature, in which context was not adequately recognised and followership denied (Johns, 2006,2017, 2018; Oc, 2018; Osborn et al., 2014). Some researchers are addressing this deficit of context in leadership in teams as an interdependent collective (Maloney et al., 2016), leadership in social networks (Carter et al., 2015), followership orientations to leadership (Jowah, 2013; OC et al., 2023; Uhl-Bien et al., 2014), social constructions of leadership (Fairhurst and Grant, 2010), and what constitutes the context for leadership (Oc, 2018).

Why this study matters depends on the constructions of leadership, followership and context as suggested in the research question. The interplay of these key constructs should orient the study towards a leadership process in which the optimal outcome of leadership, followership and their context determined the outputs towards theory and practice (Avolio et al., 2022; Kelemen et al., 2020; Ospina and Uhl-Bien, 2012). Since the critical outcome of human effort is 'getting the job done', I invested great effort in the study, to delineate relevant leadership theories associated with the context of leadership, which infuse followership behaviours to result in appropriate outcomes explained in greater detail in chapter 6 (Campbell, 1986: 203).

The following research objectives clarify arguments that will inform this examination.

1.4 Research objectives

The following were the objectives of the study:

1.4.1 To examine how the process of leadership influences the outcome of contextual performance. The study assumed that the different contexts would capture the uniqueness of the social interactions by clarifying who is a leader and who is a follower, what leadership is and what followership is (Jowah, 2013; Yammarino and Dansereau, 2008).

1.4.2 To clarify how the relevance of leadership effectiveness in work-related contexts and follower behaviours inevitably affected performance (Jowah, 2015: Yukl, 2010).

1.4.3 To investigate the reciprocal types of relationships in a small group made up of a leader and two direct reports. To broaden the social construction of leader influence from a follower perspective, three different influencing relationships were explored: i) a leader with two followers, ii) between followers and iii) between groups. By doing so, the emergence of in- and between-group dynamics in leadership tended to shine a spotlight on group-level concepts and the co-construction of leadership influence by followers (Oc et al., 2023; Oyserman, 2017). As such, the botho culture was perceived to be prevalent in the different experiences of leadership influence and accounted for important outcomes which benefited practice (Avolio et al., 2022; Jowah, 2015; Uhl-Bien and Arena, 2018; Sodi et al., 2021).

Undertaking research in an inherently multi-dimensional and complex concept like leadership warrants multilevel analyses and configurations of influential relationships (Yammarino, 2013). When I established the cultural frame of the social context, I did so to interpret the symbolic practices of leader-follower relations according to the botho belief systems, which was necessary to influence contextual performance. Social context has historically been considered from the leader`s perspective (van Dyne et al., 2008), co- workers' perspectives of influence (Chiaburu et al., 2013; Griffin et al., 2007), and from the organisational context (Osborn et al., 2014). This research could be a pioneer study to consider followership and botho contexts as inputs of the leadership process and its influence on contextual performance.

1.4.4 To demonstrate understanding of how contextual performance and other performance domains could affect co-workers and their influence of other teams. Context-led mechanisms and followership perspectives illuminated the impact of

human agency and their use of resources central to 'getting the job done' to achieve 'total expected value' (Campbell and Wiernik, 2015; Katainen and Hakanen, 2022; Jowan, 2015: Motiwala an Kell 2013).

1.4.5 To give voice to participants of a small group through an interpretive research design and qualitative methods. Due to the interpretation of the participants' real-life work relationships, I anticipated that the leadership-influencing process would highlight the role of followership and the prominence of the botho context would enrich the theoretical model proposed (Jowah, 2013, 2015).

All of the objectives above point to how context in human relations provides the theoretical and practical opportunities, which are discussed in the section below.

1.5 Research opportunities identified.

Researchers have long established that qualitative stories have turns and shifts which culminate in giving accounts of the relative experiences of actors. My adoption of a sense-making mechanism aligns with my upbringing, in which knowledge is communicated in stories. In sketching this emergent theory about leadership and workplace relationships, I found important research gaps about the absence of followership and context in leadership. The fuzzy application and understanding of botho, and different outcomes which surfaced in the research fuelled my curiosity to establish the reality about context in leadership (Jowah, 2015; Matshoba-Ramuedzisi, et al., 2022; Nansubuga and Munene, 2020; Oc et al., 2023; Sodi et al., 2021). This absence therefore, demanded an investigation of the complex leadership relationships, and how their influence was constituted in the workplace in Africa, and which I have captured below as both theoretical and practical opportunities.

1.5.1 Theoretical opportunities

Senge (1990) was probably ahead of his time to suggest that for success to be achieved in the workplace, leaders had to adapt to their changing environments and different contexts. Whilst context has been linked to leadership since situational theory, I argued earlier that researchers have been very slow in accepting its importance and therefore rendering leadership research an exercise in futility (Ford et al., 2023; Johns, 2018, Oc, 2018). The first opportunity in the research is to increase the capacity of leadership influence by defining and identifying the applicable contexts (Jepson, 2009; Oc, 2018; Oc et al., 2023). As already indicated, a hybrid context was

assumed to account for contextual leadership which included macro and micro contexts. Both these influences were assumed to increase the capacity of leadership to orient followership behaviours positively to affect contextual performance (Jowah, 2013; Molm, et al., 2007; Uhl-Bien, et al., 2007).

Leadership behaviours (how leadership is measured) was criticised in Banks et al. (2021) because it affected the impact of human behavioural episodes of influence on the outcomes including organisational citizen behaviours. Extending the research to botho culture and behaviours and contextual performance should broaden evidence in organisational research and possibly suggest the relevant leadership theory which this study should bridge.

Lately, researchers have successfully argued that adaptable behaviours are critical in leadership because context is on the ascent in bioscience and technological-digital theories (Arena and Uhl-Bien, 2019; Avolio et al., 2022; Day and Antonakis, 2012), yet in such a contested field, it seems that theory and constructs of leadership are invigorated by the current disruptive and complex nature of doing business. Notwithstanding Bass`s (1985) transformational leadership models, theory, and input into leadership theory, the relevance of context in leadership, but specifically contextual leadership and context, show much appetite for more empirical evidence (Day and Antonakis, 2012; Liden and Antonakis, 2009; Yammamiro, 2013). I contend that context matters in leadership and, despite the discrepancy in the literature, offers an opportunity to use it as a bridge between the people in the leadership process and outcomes (Carter et al., 2015; Fischer et al., 2017).

A second opportunity is the role of followership. In exploring this concept, I attempt to move theorising beyond leadership influence on a broader view of the group. Follower influence unearths the mechanisms in the leader-follower constructions of influence in teams, which offers insights into other patterns and relationships. Both scientific knowledge and business practice resulted in newer influences which unmasked the social context, teams' operations, and Africa as an adaptive context (Lutz, 2009; Metz, 2020a; Pérezts et al., 2020). I see the opportunity to reinvigorate the participative structures of leadership influence at the organisational level, especially the role of followership as key to leadership theory (Matshoba-Ramuedzisi, et al., 2022; Muchiri, 2011; Oc et al., 2023). The interaction between leader-follower-context episodes creates loops of influence that are important in processes which are driven by the social context. It appears that these loops of

influence lubricate contextual behaviours within small groups. Conceiving the definition of contextual leadership in this light implies integrated contextual, relational, and social construction perspectives of leadership which should explain the botho concept (DeRue, 2011; Uhl-Bien and Arena, 2018; Uhl-Bien and Ospina, 2018).

I am surprised that little attention has been given by researchers to a shift in the role of followers in leadership and the missed opportunity of balancing their influence to emphasise their immense contribution (Jowah, 2013; Yammarino, 2013). Here the researchers echo the dilemma which this research addresses, that both contextual and followership inputs, and the cultural shift have an important role in leadership theory. Through my understanding of the demographical, organisational, and national cultures and technology, I can explain the shifting patterns of leadership influence and relevant behaviours in an African context (Avolio et al., 2022; Oc, 2023; Schedlitzki et al., 2018; Wellman et al.,2022).

Lastly, reflecting on the fundamental paradigm shift in leadership theory more noticeable in 21st century Africa should cultivate the shared functionality of the botho culture in leadership as a situated context. Unexpectedly, it seems collective and inclusive African leadership practise of botho may explain the presence of reciprocity, 'teamness' and reliance on resource context, as strong factors in leadership practise (Nansubuga and Munene, 2020; Pérezts et al., 2020; Setlhodi, 2019). My study could benefit theory if the relevant and appropriate leadership behaviours in the botho context could sufficiently support practice and add to the development of African leadership theory (Mbigi, 2007; Sodi et al., 2021; Wamburu et al., 2022). This study is one of the first to conceptualise botho leadership as an indigenous context in a situated cross-cultural context that can potentially impact organisational behaviour and contextual performance.

The practical implications are discussed next.

1.5.2 Practical opportunities

In the theoretical opportunities, I attempted to identify botho as an indigenous and therefore a contextual leadership style. The research sheds light on the influence of leadership and followership as equally constituting leadership and impacting contextual performance. I further provide clarity on the type of context in the thesis which triggered pertinent leadership behaviours which are assumed to optimise contextual performance. In the appropriate botho context, leadership

enlisted behaviours which are commensurate to the social context in which work happens and help to define what the behaviours were.

In practice, these changes require a review of work systems, attitudes, behaviours practices and policies consequential to leadership and thereby making an impact on performance. I propose that botho leadership offers a fresh look at internal processes and how the recruitment of leaders, followers and their job content, profiles and skills could best serve the contemporary African organisation and its desired outcomes.

In a botho environment, the spontaneity of interdependence makes team performance achievable and this should benefit practice as the leaders exploit interdependent and contextual performance. I suggest that leaders should take advantage of the natural team culture of interdependence linked to the botho concepts of relational connectedness and humanness in setting for instance, HR processes, which include the performance management systems (PMS), work design, and reward aimed at increasing work output and performance. Additionally, I recommend that contemporary leadership should espouse adaptive behaviours to not only influence the effective network systems and performance, but also position the employees for adaptive performance (Cullen-Lester et al., 2017; Zaccaro et al., 2018). For example, team effort benefits immensely from the quality of decision-making, quality exchanges, effective use of expertise, and knowledge management to sustain overall performance (Arena and Uhl-Bien, 2019; Nansubuga and Munene, 2020; Nkomo, 2011; Uhl-Bien and Arena, 2018).

I also highlight the practical opportunities akin to the human element of the decision-making context and the relationship with machines. In contemporary contexts, complex systems recognise the continuous interaction of humans and technological systems which both influence leading and following behaviours to promote or hinder both work engagement and contextual performance as leadership outcomes (Saks, 2017; Sims and Weiberg, 2023; van Knippenberg and Dwertmann, 2022).

The research approach is discussed in the next section to clarify the intentions of the researcher and to build a strong theoretical foundation.

1.5.3 Research approach

The question of how the leader influences contextual performance implies a natural setting in which leadership and followership socially construct leadership. I earlier alluded to leadership as constituting the interaction of elements in a single leadership occurrence of leadership and followership in a social context. The strength of my research is derived from the position that leadership is a complex, messy, and multilevel phenomenon and a co-constituted construct with followership. I relish the prospect of twenty-first century leadership practices within a collective of diversified contexts which have benefited from the culture, location and time (Fairhurst and Grant, 2010; Gill et al., 2020; Jepson, 2009; Schidlitzki et al., 2018). I also considered the current trends on shared leadership as a group-level cohesive act which has more horizontal, networks and is inclusive of followers than in previous leadership studies (Sims and Weinberg, 2022; Wellman et al., 2022).

In the next section the chapters are briefly described to give an overall feel of the thesis to the reader as well as give direction and focus.

1.6 Structure of the thesis

The chapter synopses below map the flow of the thesis.

Chapter 1 introduces the research, research question and sub-questions, and structure of the thesis to provide a general idea of the study. I deemed it necessary to define the key concepts underlying the study in the introduction.

Chapter 2 discusses the extant literature on leadership influence on followership to frame how the interaction affects contextual performance and therefore organisational performance. My study highlights the gaps in the literature connected to the research problem. Drawing from the literature, my research contributes to an understanding of leadership and contextual performance appropriate to organisational behaviour. The chapter concludes by tying the reviewed literature to the objectives of the study, the research design, and the theoretical framework.

Chapter 3 positions the philosophical assumptions and underlying research design concepts in the methodology. These link to the contextual, relational and social construction intentions introduced in chapter 1 and expanded in chapter 2, as feasible contributions to the body of knowledge. The social constructionist design underscores the choice of an interpretative paradigm in the experiential phase; qualitative methods uncovered interdependent relationships in leadership and its outcomes. The chapter

proposes the interview and thematic analysis as important drivers of the data collection chapter.

Chapter 4 discusses a systematic multilevel thematic analysis because of the contextual relationships being examined. It ends with the thematic framework and theoretical explanations, which are foundational to the findings.

Chapter 5 presents the findings based on the thematic framework, but expanded by contextual analysis to establish influence and relationship and patterns that answer the research questions. Cross-case analysis distils the findings, which anchor the stories that organise and evaluate the developing theories in multilevel analysis.

Chapter 6 discusses the findings underpinned by the vignettes which organised and evaluated the leadership framework. Notably, current research, which supports the developing theory, and the theoretical model are proposed as a contribution to leadership theory.

Chapter 7 contains the contributions, conclusions and limitations and points towards further future research. In addition, it makes recommendations for practice to practitioners, aimed at improving business leadership practice and performance. The trustworthiness standards tie to the explanation of the limitations as a way of building a hierarchy of qualitative evidence for the credibility and reliability of the study. The chapter ends with a personal journey of reflection, and a table for reflection, on how quality assurance is proposed to evaluate the research process.

1.7 Conclusion

To answer the question, how do leaders influence contextual performance, I used the research objectives to interlock with the research approach to arrive at the research outcomes. In the rationale for the research, both the theoretical and practical opportunities deepened the constructions of leadership as relational, influencing, contextual, and processual phenomenon. I have attempted to bridge the gaps created by the research inquiry by smoothing out the ebb and flow of theoretical mapping and modelling in the face of a question such as, 'How, in the context of bureaucratic organizing structures, can organisational leaders enable emergence of the new solutions and innovation needed to survive and thrive in today's complex world?' *(*Arena and Uhl-Bien, 2019: 23*).*

I propose that the social construction of leadership may offer new insights into how followership balance the leadership influence in the botho social context of leadership. The complex and dynamic aspects of such a process and the consequent outcomes could demonstrate why leadership is constituted in context and followership to define its central role in leadership theory.

The next chapter reviews the literature on leadership theory and contextual performance. It clarifies the research ideas, situates the study in extant literature in support of the research questions, sub-questions, objectives, and outcomes. The literature on these theories examines why it is appropriate or not, to do the research using the social construction lens and how the literature fits into the unfolding research process.

CHAPTER 2.   LITERATURE REVIEW

'If you "use" Weber or Durkheim or Marx or Mead, the exegetes have preceded you, laying out the terrain, specifying what the questions really are, defining what work by whom will be relevant to consider…' (Becker, 1986).

2.1 Introduction to the literature review

This chapter provides a theoretical basis for undertaking research on leadership influence on contextual performance. The main aim is to discuss relevant research and, to demonstrate how this contributes to the body of knowledge on leadership influence on contextual performance. The chapter also discusses in an extensive fashion, established literature which relate to how leadership processes, its context, the relationships and outcomes draw interrelationships related to the main research question, which is how do leaders influence contextual performance? Some of the issues, including paucity in the literature, further confirmed that context and followership are important in the leadership process.

The first part of the chapter discusses leadership theory development from transformational, relational and contextual leadership theories. The literature shows that research on situated context of leadership has evolved from relational leadership to a process-oriented system. The discussion, evaluation and analysis of the theories demonstrate how they have been influenced by transformational, relational, contextual, and collective leadership. This position relates to the cultural and collective types of leadership found in the African leadership context.

In the second part of the chapter, the contextual performance behaviours and other discretionary behaviours are interrogated on a general-to-context specific basis. Exploring the integration of the dynamic interplay between leaders and followers in context partly explains the essence of contextual performance as an interdependent discretionary behaviour (Kahn and Heaphy, 2014; Kaltiainen and Hakanen, 2022; Meyers et al., 2020). The last part identifies the gaps that are addressed as relatively new ideas for a theoretical framework, 'a logical structure which establishes a vantage point, a perspective, a set of glasses through which the

researcher views the problem' (Clark et al.,1977:11). A framework operationalised by a phenomenological methodology (Bowen 2008; Pratt and Bonaccio, 2016). The review of relational theories in the next section places the research within a relational-contextual leadership frame.

2.2 Review of leadership theory and relational research concepts

Context-based leadership theory conceptualises leadership influence as a relational process in context and not 'just old wine in a new bottle' (Gioia et al., 2012 :18). To recapitulate, the research sought to capture the influence of leader-follower interactions within group settings in which contextual performance is an outcome. The scholarship in leadership theory highlights that relational and contextual concepts seem to affect contextual performance through human conduct. This is about how leaders and followers feel, and behave at work and how they experience work, in what context and for what outcome.

The various leadership theories, descriptions of a leader, follower and their behaviours are considered in the next sub-section, to explain the relational and contextual phenomena.

2.2.1 Leadership Theory

Due to its amorphous nature, there is no grand theory or coherent definition of leadership. The plethora of theories to date illustrate its complexity and taxonomic nature but also espouse a particular leadership phenomenon (Bass, 1985; McDermott, 2020; Zehnder et al., 2017). Table 2.1. shows the many definitions of leadership. One such definition and its constituents, is attempted below.

2.2.2 What is leadership?

Leadership has been defined as the action of leading a group of people or an organisation or the ability to lead as in Oxford (2003). Avolio et al. (2022:441) define leadership as a 'process in which leaders enact certain behaviours that influence followers.' Yukl (2010: 8) echoes the processual nature by suggesting that it is a 'process of facilitating individual and collective efforts to accomplish shared objectives. Vroom and Jago (20007: 17) have asked the question; 'if leading is influencing, then what is leadership?' also, and is it different from relationship-based

theories? The result then, is that in the end, leadership is seen as characterised by the ability to actively influence followers whereas followership was the willingness for those followers to be influenced (Uhl-Bien et al., 2014).

More recent descriptions confirm the processual nature of leadership which are more interconnected than before. Interactions have become more active, intense and among groups of individuals typical of contemporary organisations as non-static context. Leadership is a more collective, distributed, relational, situational, and patterned influence in the social networks (Carter et al., 2015; Fairhurst et al., 2020; Zaccaro et al., 2018). Akin to the study on leadership influence are relationship-based approaches and these have evolved into more contextual leadership due to the group effect, cultural context and leadership being socially constructed (Ashford and Sitkin, 2019; Graen and Uhl-Bien ,1995: 233; Lord and Dihn, 2014; Oc, 2018). These connections have prompted Ashford and Sitkin (2019: 456) to suggest that leadership is related to 'behaviours associated with conveyance or exercising such person-to-person influence…'

Leadership is 'socially constructed in and from a context where patterns over time must be considered' to influence follower behaviours (Osborn et al., 2002: 798. In part, DeRue and Ashford (2010) emphasis on social identities and role-based context of leaders and followers, revealed some controversies about what constitutes leadership. These controversies are considered in this study by defining 'who is a leader' and 'who is a follower' and the context of their relationship in the agency of leadership influence (Carter et al., 2020; Zaccaro et al., 2018; Zehnder et al., 2017). These led to asking questions like 'what are leader behaviours', what are follower behaviours' and 'what is the context in which they relate' and 'what are the outcomes' considered in the following sections.

2.2.3 Who is a leader?

A leader is a person who leads or commands a group (Oxford, 2003). In making a distinction between leader and leadership, a leader is distinguished by the role while leadership is the act of leading to increase the capacity of followership (Friedrich et al., 2016; Gill et al., 2020; Zhu et al., 2018). Measures of personality, social attributes and behaviour show either the capacity or limitations in 'our various samples of people holding a formal position of authority or 'leaders' thereby enhancing their importance yet again and beyond recognition'

(Ashford and Sitkin, 2019: 456). The basis for horizontal influence tends to increase the act of leading and the process of influencing because leaders are 'individuals who have a differential influence on the initiation, direction, and coordination of group activities' (Bastardoz and Van Vugt, 2019: 82).

Since influence occurs when the aspiration of the leader is prototypical to the follower's view of leader influence, this match creates influence (Avolio et al., 2022; DeRue and Ashford, 2010). Based on the functions of a leader, how they frame the influence on followers depends on the balance of support optimised in follower behaviours and performance (Hiller et al., 2020; Meyers et al., 2020; Zaccaro et al., 2018). Such follower behaviours are also influenced by context (Ford et al., 2023; Johns, 2018; Ospina et al., 2020). Examples of contextual behaviours in followers include networking, support, conflict resolution, motivation, recognition and reward, resource planning and problem solving (Ashford and Sitkin, 2019). Undertaking complex and dynamic tasks by followers puts the contextual behaviours at the cusp of horizontal leadership and influence in conjunction with followers (Uhl-Bien et al., 2014). Such interactions in post heroic leadership, is co-produced with followers in a leadership process with outcomes like behaviours, commitment engagement and performance to name a few.

Leader behaviours are discussed in the following section.

2.2.4 What are leader behaviours?

In leadership, it is assumed that leader behaviours explain how leaders engage in relatively stable contexts to influence the attitudes and performance of individual subordinates (Yukl, 2012; Zaccaro et al., 2018). Behaviour is 'what people do at work depending on perceivers' purposes and situational factors' (Motowidlo et al., 1997: 73). Some researchers efficaciously argue that to understand leader behaviours, one is compelled to observe influence through a follower lens (Avolio et al, 2022; Lee and Carpenter, 2018; Müller et al., 2018). Avolio et al. (2022) considered prototypical and antitypical attributes of leaders and followers in transformational leadership. Followership attributes are the tendency of followers to value and devalue leadership influence by exhibiting reciprocal behaviours and this more or less denotes the type of leadership influence.

The relationship, contextual or transformational orientations still hold true today (Horila and Siitonen, 2020; Yukl, 2012). Leadership influence can be task-oriented (vertical) or relationship-oriented (considered more reciprocal exchange) in behaviours between leaders and followers (Cropanzano et al., 2017; Uhl-Bien, 2006). Followers are the direct recipients and judges of the leader influence whilst the leader directly influences, reinforces, and models behaviour (Müller et al., 2018; Uhl-Bien et al., 2014).

However, the relationship-based behaviours are more prevalent in contemporary organisations and tend to orientate more towards contextually constructed leadership influence with such influence currently limited in literature (Banks et al., 2021; Ford et al., 2023; Sims and Weiberg, 2022). Day and Antonakis (2012: 5) defined these constructions as 'an influencing process. Its resultant outcomes, which occur between a leader and followers is explained by the leader's dispositional characteristics and behaviours, follower perceptions and attributions of the leader, and the context in which the influencing process occurs'.

The shift from leadership as a functional practice to a process aligns conveniently with the active interactions in the context of a group or collective proposed in this research (Hiller et al., 2020; Roth, 2022; Zaccaro et al., 2018). Constituting leadership in context and followership go together, because leaders and followers accomplish leadership within certain contexts (Ford et al., 2023; Jepson, 2009). This shift facilitates influence of interdependent behaviours which reside in the leadership capacity behaviours and followership behaviours. The absence of these is what is addressed by this research (Banks et al., 2021; Mathieu et al., 2017).

2.2.5 Who is a follower?

Uhl-Bien et al. (2014) summarised followers as those employees who are willing to follow a leader and be influenced by them. In large part followers gained recognition in Burns (1978) relationship of mutual stimulation and elevation and the rise of follower outcomes. But Bass (1985) theory about inspiring followers to great performance- 'performance beyond expectations', solidified the concept of followership and performance. In the social exchange, the leader-follower dyad for instance, suggested a two-way dichotomous relationship joined by the respective roles, identities granted in those roles (DeRue and Grant, 2010; Fairhurst and Ospina, 2012; Uhl-Bien and Graen, 1975). Questions about the subordinated, less glamorous

and absent follower persist in literature despite acknowledgment in some quarters about followers being important to leadership (Ford and Harding, 2018; Schedlitzki et al., 2018; Uhl-Bien and Pillai, 2007). In their paper, Schedlitzki and her colleagues challenged the absent follower in the constructions of an act which requires both leader and follower. Using the identification theory and a Lacanian construction, they give a critical account of leadership and followership which corroborates the absent follower in my own investigation.

In many respects, researchers have queried the essence of the labelling of followers as not atypical in the everyday workplace and contexts. For instance, Kempster et al. (2021) highlight the absent follower by understanding followers within leadership research. Whereas some consider follower as the radical other (Ford and Harding, 2015) absent and forgotten (Schedlitzki et al., 2018, 2020), as taken-for-granted and assumed irrelevant (Ford et al., 2023). It is Sims and Weiberg (2022) who align with a balanced perspective that leaders and followers meaningfully create leadership. Other research looked at follower envy by leaders (Leheta et al., 2017), follower and social influence (Oc and Bashbur, 2013), follower identities (DeRue and Grant, 2010; Ford et al., 2023), prototypical and antitypical follower attributes and behaviours (Avolio et al., 2022; Oc et al., 2023).
Follower behaviours are considered next.

2.2.6 What are follower behaviours?

Follower behaviours are considered outcomes of leadership and leader behaviours emanating mostly in the behavioural age of leadership but remains both tenuous and always out of reach (Ford et al., 2023). Supportive of Banks et al. (2021), there is an absence of follower behaviours in organisational research which incumbers the development of theory. Follower behaviours are largely autonomous, self-directed, overly personal and depend on what leaders do (Avolio et al., 2022). Beyond leaders, the development of leadership identities in which followers(following), is a function of leader influence has had immense influence on the composition of how follower influence and behaviours are created (Uhl-Bien et al., 2014: Oc et al., 2023).

The advent of horizontal leadership movement in implicit followership behaviours, followers experience, features as a second wave of behavioural episodes in which they influence leadership (Lord et al., 2017; Uhl-Bien et al., 2014).

In contemporary organisations, the collective structures have emerged with more following and following behaviours, actions and relations created in co-producing leadership and followership (Banks et al., 2021; Hemshorn de Sanchez et al., 2021; Uhl-Bien et al., 2014).

In conclusion, Banks et al. (2021) caution that there is a lack of behavioural factors in examining leadership in most studies they reviewed. Their work on behaviour underscores the importance of behaviour in leadership, followership and organisations. Specifically, they criticise researchers for limiting behaviour to actions, thoughts, feelings, memories, and attitudes often measured in the inappropriate survey research. They proposed the classifications of behaviours to fall into content, action or inaction decisions, quality, and those that are physical as groups of behaviour for studying leadership and organisations. Behaviours also extend to dynamic contexts, aligned to Osbon et al. (2002) who considered edge of chaos, constant or stable behaviour in addition to complex behaviours and those related to performance.

To put a perspective to leadership evolution, Table 2.1 provides a summary of the foundational leadership theories before I consider the implications of relational leadership and differing contexts in the constitution of leadership.

Table 2.1 Leadership theory development (Source: Adapted from Sandbakken, 2004)

Type of leadership theory	Key factors	Contribution
Trait approach – 1900- 1990s Freud,1922; Carlyle, 1949, Stogdill 1948, 1974; Weber, 1947. Tannenbaum & Schmidt, 1958; Mann 1959; Kirkpatrick and Locke, 1991. Kirkpatrick & Locke, 1991, De Vader & Alliger, 1986; Goffee & Jones, 2000. Kakabadse and Kakabadse, 1999	Trait behavioural qualities Leader-centric/innate, epoch and achievement focused, 'influence and the great man theory', behaviours influence leadership.	Focus on the leader traits, subjective behavioural context, leader, charismatic ignores influences and the leader-follower connection. Leader is great.
Behavioural/Cognitive Style approach 1970-1980`s Blake & Mouton, 1964; Bales, 1954; Katz and Kahn 1951,1978, Hemphill, and Coons ,1957; Likert, 1961; Fleishmann and Harris, 1962; Kotter, 1990, 1998; Northouse, 2003; Stodgill, 1948; Homans, 1958, 1961; Jacobs, 1970; Misumi and Peterson, 1985; Peters and Waterman, 1982; Pfeffer, 1977; Skinner, 1953; Tannenbaum and Schmidt, 1958, 1973; Vroom and Yetton, 1973; Yukl and van Fleet, 1982.	Leadership behaviour, style and performance, leader actions, follower performance and outcomes Growing concern about results Leader-Member Exchange. Interaction-expectancy role theories, exchange theory, perceptual and cognitive theories.	Develops leader – follower theory, focus on leader performance and employee outcomes. Behaviours can be learned. People centrism.
Contingency or Situational approach/path-goal theory 1980- beyond 2000 Blake & Mouton, 1981a; Fiedler, 1967, 1978; Hersey & Blanchard, 1977; Tannenbaum and Schmidt, 1958; House 1961, 1971; Yukl, 1971, 2010, 2011; Vroom and Yetton ,1973; Blanchard ,1985; Filley et al., 1976; Hunt, 1991; Zaccaro et al, 1991; Northouse, 2003, 2013. Bennis and Nanus, 1985; House & Aditya, 1997.	Situational leadership-based on context: instrumental, supportive, participative, focus on leader-follower relationship, leader's effectiveness-based on 'task motivation performance and expectancies. Deductive decision-making theory and humanistic models. criteria. Humanistic models. Leader- match theory, Least preferred co-worker.	Leader`s styles prescribed by reality: task structure, leader-member relations, and position power. Match leaders to situations and fit for leadership
New Age Authentic, Transformational, Charismatic, Strategic approach 2000 – onwards Weber, 1927; Burns, 1978; Bennis & Nanus, 1985; Bennis, 2007, Bennis & Thomas, 2002; de Vries, 1994; Sashkin, 1988; Senge, 1990; Conger &	Visionary /Inspirational, shared value leadership is emphasised, charismatic.	Transformational leadership instruments developed. Collective efficacy and performance measurement. Authentic leadership model. Ethical leadership.

Kanungo, 1987, 1998; Terry, 1982,1993;Hunt & Conger, 1999; Shamir, 2007; Shamir et al., 1993; Alimo-Metcalfe & Alban-Metcalfe, 2001, 2008; Avolio, Bass, & Jung, 1999; Bass, 1985, 1987, 1999, 2003; Bass & Riggio, 1994; Yammarino and Bass 1990; Vandenberghe & Bass, 1999; Dobby et al., 2004;Dvir et al., 2002; Hunt, 1999; Jung & Avolio, 1999; Tichy & DeVanna, 1986; Bryman and Cramer,1997; Child, 1972; Donaldson & Schoorman, 1977; Hambrick & Mason, 1984; Hunt, 1991; Finkelstein& Hambrick, 1996; Hambrick, 1989; Boal & Hooijberg, 2001; Hooijberg et al.,1997; House & Aditya, 1997; Zaleznik, 1990; Kakabadse & Kakabadse,1997.	leader-led theory, intellectual stimulation and capacity /laissez-faire leadership, characteristics, distributed and shared power. Authentic leadership and ethics. Focused agency theory, stewardship theory, locus of control, direction of organisations, discretionary and developmental theories.	Performance by followers.
Competency approach, contextual, distributed/participative and LMX-emerging theories. Thorndike, 1920; Salovey & Mayer, 1990; Goleman et al., 2000; Boyatzis & van Oosten, 2003; Dulewicz & Higgs, 2003a; Gardner & Stough, 2002; Gill, 2002; Goleman,1998;Goleman et al., 2001; Higgs & Aitken, 2003; Higgs & Rowland, 2001a; Palmer et al., 2001, 2002; Sosik & Megerian, 1999; Alimo-Metcalfe & Alban-Metcalfe, 2002, 2007; Graen & Uhl-Bien,1995; Uhl-Bien, 2006; Johns, 2006, 2017, 2018; Osborn et al., 2002; Osborn et al., 2014; Oc, 2017; Gronn, 2002; Bolden, 2011.	Effective leaders and EQ, IQ for success, leadership – follower engagement/empowerment. Leadership behaviour/style and context. Individual, team, and organisational workplace performance. Increasing followership and advent of social networks and leadership influence.	Operationalise EI as a performance indicator, workplace performance, leadership engagement, employee engagement, organisational performance. Crossover contagion theory and context including cultural contexts.

2.3 The review of relational leadership theories

In the previous section, a paradigm shift is noticeable from the static behavioural traits in leaders to non-static behaviours contingent upon situational constraints and events. To emphasise the central role of context, Yammamiro (2013: 20) suggested that 'leadership is a multi-level...leader–follower interaction process that occurs in a particular situation (context) where a leader…and followers...share a purpose…and jointly accomplish things...willingly'. This definition aligns with that of Lord and Dinh (2014 :161), who thought that 'leadership is a social process that involves iterative exchange processes among two (or more) individuals.' Among leadership researchers, there seems to be clear support for leadership as a process which highlights follower behaviours as integral to that process (Action et al., 2019; Mathieu et al., 2017).

In practice, the symmetrical relationship and interplay between leader, follower, and context, represent the leadership process, but highlights the subtle differences between the relationship-based theories, their application, and definition (Cunliffe and Eriksen, 2011; Johns, 2018; Meuser et al., 2016; Uhl-Bien et al., 2014). In sum, the reciprocal exchanges in relational theories seem to discount the context of how leaders influence followers (Arena and Uhl-Bien, 2019; DeChurch and Contractor, 2014; Hannah et al., 2011; Uhl-Bien and Arena, 2018). Relational theories are discussed to unpack what constitutes leader-follower interactions in task or discretionary/contextual situations and their outcomes (Jepson et al., 2009: Lee and Carpenter, 2018).

2.3.1 Relational Theory

Borne out of the pessimism of the pre-1980`s, the relational leadership theories tried to build a bridge between leaders and employees in organisations. Relational, means characterised or constituted by relations to bind together (Ospina and Uhl-Bien, 2012). Relationship-based leadership orientations represent an embedded social system that uplifts leadership theory from vertical influence between dyads to a horizontal process of groups and systems of influence (Foldy and Ospina, 2023; Ospina and Foldy, 2010).
In Table 2.2 relational leadership theories are compared to show variation in the context of leadership and to illustrate the parallel meaning of relational and the more horizontal contextual influence.

Whilst leadership is mostly relational, the comparison shows a move away from the vertical influence considered formal between leaders and followers to more group structure where leadership involves more people.

Table 2.2 Comparing new leadership theories.

Type of Leadership	Relational leadership	Transformational leadership	Contextual leadership	Collective leadership	Distributed/Shared
Definition	Relational leadership is a social influence process through which emergent coordination . . . and change. . . . are constructed and produced" (Uhl-Bien, 2006: 655). It is a relational process of influence which connects two or more people. The social constructions of organizing– how leaders construct organizational realities and identities in social-psychological processes occurring in relation to other people (Cunliffe and Eriksen, 2011). Emphasis is on both leader and follower co-constructing leadership (Carter et al., 2015).	Transformational leader encourages the follower to build a self-concept that identifies with the leader's self-concept and mission (Bass, 2000).	Contextual leadership is a flexible emergent influence that can be activated by problem situations demanding leader–member cooperative, extra-role action much beyond the ordinary action feasible for formal supervisor and subordinate or co-worker and co-worker problem situations (Graen et al., 2010). Leadership is embedded in context as a socially constructed construct, associated with network influence (Osborn and Marion, 2009).	Collective leadership is a dynamic process in which a defined leader, or set of leaders, selectively utilizes the skills and expertise within a network as the need arises' (Friedrich et al., 2016:2). Collective leadership which is network bound and multi-group. More dispersed and informal leadership	Constructed from the widespread distribution of agency throughout complex organisations and the extent to which leaders' influence is inexorably bound to the contribution of others, so that leadership may be said to be "stretched over the social and situational contexts (Spillane et al., 2004: 5). Network bound and more dispersed.
The theory	A relationship-based theory where behaviours of both leader and follower mix in a relational context to promote leadership outcomes (Carsten	Leaders motivate and inspire followers to create high performance, motivation and stimulation of higher	Discernment of leadership as a complex contextual phenomenon that is adaptable to the situation and context	A plural form of leadership in which power influences networks (Foldy and Ospina, 2022).	Hybrid' mix of approaches originated from collegiality, complements other inspirational leadership theories, team-based Bolden at al., (2008); Gronn, 2002). Insinuate shared leadership in

	et al., 2010; Uhl-Bien, 2006; Cunliffe and Eriksen, 2011; Sy, 2010).	ideals, encouraging, personal sacrifice entrenches self-actualisation, building harmonious relationships of influence, change orientation. (Bass and Avolio, 1994; Bass and Bass, 2008)	(Liden and Antonakis, 2009; Osborn et al., 2002). Complexity implies a dynamic and resource-driven context of leadership (Arena and Uhl-Bien, 2019). Implies a multi-theoretical lens of leadership psychology, narrative, and social constructionist approaches to leadership. Related but goes beyond relational theory. Highly adaptable and proactive behaviours (Koopmans, 2014).	Described as shared, distributed, discursive and dispersed leadership (Gronn, 2002, 2015). Contextual yet powerful cultural norms and practices. Self-reinforcement in group Integrated vertical and collective theories to recognise vertical and horizontal influences Friedrich et al. (2016).	schools (Klein et al., 2006; Leithwood et al., 2007). Encourage mutual support and reciprocity, empowering effects of distributed leadership, context-driven (Gosling et al., 2009)
Advantages	Strong inference to social construction, social identity and context and the focus on relational performance outcomes. Gives more voice to followers in leadership and emphasise leadership styles. Enhances team leadership theories.	Strong influence on followers, promote a collective sense of optimism, promotes self-worth, innovation and intellectual debate, high leader support, leadership development, enhances process change, behavioural change and mutual respect, direct influence	Contextual leaders enabled by complexity and dynamically engaged teams across the organisation and geographies. Benefits from social context through contextual conditions, complexity factors and outcomes.	Emergence of work-teams, cohesiveness mastered. Team-leadership Need for effective diagnosis of a team needs. More contextual influence because of national cultural influence.	Context-driven, incremental value through collaboration in teams, complimentary to other leadership theories. Leadership role shared with others.

	Promotes social influence context through contextual factors. Research can use both qualitative and quantitative techniques, but qualitative methods illuminate the uniqueness of relationships more.	of performance (Osborn and Marion, 2009) Enabling leadership (Alimo-Metcalfe and Alban-Metcalfe, 2001, 2005)	Linked to adaptive performance and proactive behaviours. Contribute to a positive organisational and psychological context. Uses both external and internal contexts, more networked and horizontal (Maloney et al., 2016).		
Disadvantages	Emphasis on interpersonal relations may negate influence. Gives more advantage to leaders. Lack may spark counterproductive behaviours.	Can conform to contextual factors, too inspirational, less networked, can cause conflict.	Too much reliance on resource allocation, context, and systems adaptation, Danger negative leader behaviours/influence	Deemed to evade power (Foldy and Ospina, 2022). Contention regarding the role of focal vs informal leader (Friedrich et al., 2016). Different antecedents for each collective theory.	Anecdotal theory in education, lack of role clarity creates conflict, overreliance on funding resource, rhetorical and distant leadership. Not directly linked to national culture
Key words	Relational context, leadership effectiveness, followership, social constructions, interdependent performance outcomes.	Performance beyond expectations, ideation, follower performance, transformational and affective influence	Contextual behaviours and conditions, proactivity interdependent performance	Cultural context and power, lateral influence, collective leadership	Distributed, shared values and influence in Higher education.

2.3.2 Relational leadership theory

Taking a step back in history, Uhl-Bien (2006: 660, 668) defined relational leadership as 'a social influence process through which emergent coordination (i.e., evolving social order) and change (i.e., new values, attitudes, approaches, behaviours, ideologies, etc.) are constructed and produced'. Uhl-Bien goes on to say that the 'change of new values, attitudes, approaches, behaviours…emanate from the rich connections and interdependencies in its constructions' (2006: 655). The author added impetus to the relational perspectives of leadership in which it is a process of social construction in which leadership relationships are produced. She explained the context for action and how the dynamics of the relationships actually affected each role.

Relational leadership was defined in the context of leadership behaviours focused on developing high quality relationships in which people thrive. This combination fostered positive social influence; trust ensured people worked well together with a more positive outlook. The traditional orientation of the psychology of truth by individuals as dyads leader and follower was described as entity whereas, relational orientations of knowing became interdependent relationships between leaders and followers. This introduced an intersubjectivity to leadership as a social influence in organisations which was relational.

Uhl-Bien and Ospina (2012) on the other hand show how relational leadership concepts now import a symmetrical nature of influence where vertical and horizontal influences, are equally important. Horizontal influence is usually practised amongst co-workers as a phenomenon that underlined interdependent behaviours in groups. The other implication is that social construction related to the social identity, and context in the construction of relationships identify the leaders' attributes as unique influencing episodes that positively influence follower performance (Uhl-Bien et al., 2014). With the growing call for integration, followership has become very prominent in more interdependent practices. To legitimise relational leadership the authors, suggest a paradigm interplay in which leadership is co-produced and interpreted. It is hardly surprising that in these approaches, a more proactive follower emerges to adapt to certain leader behaviours aligned to more contextual variations that lean towards contextual leadership (Johns, 2017, 2018; Oc and Bashshur, 2013; Uhl-Bien and Ospina, 2018; Uhl-Bien et al., 2014).

2.3.3 Transformational leadership theory

The theory has already been defined and its definition 'encourages the follower to build a self-concept that identifies with the leader's self-concept and mission' (Bass, 2000: 24). Espousing a high moral and ethical standard, the leadership process elevated a character which inspires followers to greater performance. The ideal improvement according to Bass and Riggio (2006) is that effective followers should transform into effective leaders and effect change to enhance performance in organisations. In theory, it is possible that transformational leadership has the ability to transform self, whilst also transforming others, and the organisation to new heights of motivation and performance. Most research situates transformational leadership in the realm of change, whether followers into leaders or an effective leadership that spurns boundaries to enhance performance (Bass and Riggio ,2006).

Whilst an effective use of the process of leadership is a non-coercive influence, Bass and Bass (2008) advocate to direct motivation with a ripple effect of influencing self and other group members in a coordinated structure. This would permeate organisational change or even society. Some core tenets displayed in the transformation of the core like mutual benefit, trust, ethical conduct, inspiring followers and the long-term shared perspectives that stimulate ideation and innovation, are designed to bring favourable change to employee sentiments, energy and positive organisational performance. For instance, Avolio et al. (2022) suggest that employees required transformational leadership in crisis or in uncertainty when stimulation challenges innovative solutions. Attributing leadership influence to how the leader is affective, uses stimulating cognitive influence and motivates followers, inspires certain leadership and followership attributes, motivational, and cognitive features.

The expression of positive expectations typically influences followers in the prototypical response to enthusiasm, optimism and resilience to the leadership influence. van Knippenberg's (2020) view is that follower–leader relationships depend on self-conceptions as a motivational force behind collective identities and prototypes when defining leadership. With emphasis on followership, group-specific understanding of leadership in similar conceptions to prototypical behaviours, followers adopt good leadership acts. In shared perspectives

intrinsically, motivating followers instils a sense of belonging, meaning of work and ultimately be prototypical of the organisation (Avolio et al., 2022; van Knippenberg, 2020).

Critiques of transformational leadership cite its weaknesses as emphasising on style over form which could lead to the dilution of substance. For example, distress through a variety of negative mood states, including aggression, contempt, disgust, guilt, fear, and nervousness are some negative dispositions that affect performance. Avolio et al. (2022) caution that these breed incongruent effects in followers and incongruent behaviours of followership and antitypical consequences.

2.3.4 The social construction of leadership

An important shift is from the traditional postpositivist entities to more inclusive, interdependent everyday proactive constructions of leadership influence (Jepson, 2009). The idiographic focus seems to be giving prominence to the contextual embeddedness of leadership (Ashford and Sitkin, 2019; Endres and Weidler, 2017; Fairhurst and Uhl-Bien, 2012). How to make sense of how the partakers experience leadership is generating interesting research. In an event cycle, reciprocal influence is reliant on type of context and how followers respond to it to generate desired performance outcomes (Johns, 2017; Uhl-Bien and Ospina, 2018; Uhl-Bien et al., 2014).

Uhl-Bien and Pillai (2007) for instance show the social constructions of leadership but contracted and interpreted through follower lenses. The study shows how followers co-create leadership in their own understanding of how they experience leader influence and define their own followership. Attributing follower experience to how they affect others is an important conception of relational theory. In these followership constructions, leadership is actualised when followers understand their role as followers within the leadership context. This twist questions how followership is socially constructed?

Followership is socially constructed in proactive actions which influence leadership with the potential to increase the capacity to lead. Some authors have followers engaging in leading behaviours as expanding the capacity of leadership (Endres and Weibler, 2017). Another way in which capacity is created is in the social

networks when followers influence each other. Under followership below, the emphasis on the context-shaping process of leadership and contextual performance also depicts the central role of followership (Hiller et al., 2020; Uhl-Bien et al., 2014).

On the one hand, (Jepson, 2009) illustrated the social construction of leadership at the individual, group and organisational levels in cross-cultural studies in Europe. Apart from deepening our understanding of how interconnected humans act, the existence and meaning of leadership is illuminated by qualitative studies like this one. In their study, they realised a greater sensitivity to contextual factors and flexibility when the cultural contexts enlightened the unexpected phenomena. Their findings also confirmed the relationship between leadership and cultural contexts. Jepson`s (2009) findings dovetail with (Blair and Bligh, 2018; Matshoba-Ramuedzisi et al., 2022; 2022; Molose et al., 2019) that the collective phenomenon, the discursive, networked connections and, the role of followers in leadership influence resembled those in botho, an African leadership concept. The emphasis on a hybrid of context and behavioural agency, national culture and in co-creating leadership outcomes are important elements of the current study. Combining these concepts with botho culture should bring novel understanding to leadership in an African context.

Fairhurst and Antonakis (2012) further crossed-over from postpositivist to social constructions in relational theory because of apparent cracks in the method. They espoused a different paradigmatic treatment, interpretation, and explanation necessary to understand leadership and followership. Social constructions distil thematic patterns to amplify meaning in a theoretical framework of leadership theory. However, 'they were part of the messy details of unadulterated speech that surveys and 7-point scales and many coding schemes tend to sweep under the rug like so many particles of dust. It was better to gloss them by folding them into "styles," "types," "patterns," or "qualities" and to view relationships in snapshots of meaning instead of its ongoing negotiation' (Fairhurst and Antonakis, 2012:19).

As a result of what is seen above, the social construction lens therefore, champions followership because it is central to leadership but relevant to cultural contexts. These tensions represent leadership influence variability in the shared systems, social networks in botho and other contexts. The significant role of

followership in the leadership process hinted the social identity of players in the leadership process which is considered in the next section.

2.3.5 The social identity of leadership

At par with the social constructions of leadership, was the social identity of one being a leader or follower in the co-construction of leadership. The social identity theory of leadership is echoed in the belief 'that leadership is co-created in relational interactions between people, and that…leadership is dynamic, developing and changing over time' which are granted in those identities (Uhl-Bien and Ospina, 2012: 541). The intuitive effect of individual influence in the identities as a leader or follower depends on leadership traits, abilities, and behaviours of team members because 'it allows us to examine leadership as a set of distinct behaviours with distinct effects' (Ashford and Sitkin, 2019:458).

Other scholars make the distinction within the set of contextual behaviours for leaders and followers in their interaction with context in contextual leadership theory. Recently, scholars have linked appropriate resources, support, and capacity to widen the imprint of relational and contextual influence derived from the cognitive and behavioural pursuits of leaders and followers (Graen et al., 2010; Hiller et al., 2020). Whilst attributing the linkages of leadership influence to the contexts, the unique patterns of prototypical behaviours in leaders either entrenched or eroded such influence in followers (Avolio et al., 2022; Eberly et al., 2011; Eberly et al., 2013). Attribution in this instance, means the reciprocal interaction between leader-follower which was attributed to how follower's made sense of leader influence.

Without doubt, identity constructions combine interpretation from leaders' and followers' perspectives to show how the leadership and followership in the social context mutually affect each other (Carsten et al., 2014; Hannah et al., 2011; Hogg et al., 2012; Osborn et al., 2014; Uhl-Bien et al., 2014). In stark contrast to the more robust contexts linked to effective leadership, followers, on the one hand, knowingly attribute their success to an engaging and exciting leader-context interaction (Oc et al., 2023). On the other hand, leaders manifested attributes that 'integrates several previous models of leadership focusing on the leader, direct and indirect leadership, followership, and the context' (Eberly et al., 2011: 432).

The quest to widen the leadership influence, capacity and impact of context does consider reciprocal influence, that is, in leadership leader effectiveness

depends on followership. To elaborate further, followership is put into context as a contributor to leadership.

2.3.6 Followership

Whilst little is known about how followers enact followership, it seems it 'involves an investigation of the nature and impact of followers and following in the leadership processes' (Uhl-Bien et al., 2014: 89). This has implications for orienting a shift noticeable under the social constructions of leadership (Bastardoz and van Vugt, 2019; van Knippenberg and van Kleef ,2016). In Bastardoz and van Vugt (2019), the authors wanted to understand what motivates people to be followers in the leadership process because of their crucial role in its co-creation. Followership styles, behaviours, and actions seem to result from the ability of followers to be adaptive to leader influence and prevailing leadership style, organisational culture, and their own capacity for goal achievement (Alvesson, 2019; Bastardoz and van Vugt, 2019; Jepson, 2009). Simply put, followers help leaders co-create leadership (see Uhl-Bien and Pillai, 2007) and the social constructions of leadership. Shondrick and Lord (2010) confirmed followership perceived from a leader`s understanding of the role of follower and when followers understand their role as following. Oc et al. (2023) also champions followership and proactive following in the leadership process.

This agrees with Uhl-Bien et al. (2014) definition of leading and following advanced earlier even though little is known about how followers enact followership. Uhl-Bien et al.'s (2014: 96) expanded followership theory to suggest that 'it is not the study of leadership from the follower perspective...it is the study of how followers view and enact following behaviours in relation to leaders.' With a bit more clarity, it can be concluded that both leadership and followership enact leadership by constructing leadership and its outcomes (Fischer et al., 2017; Oc, 2023). Ford et al. (2023) could not have been more precise in the real challenge of followership being their absence, obstruction of followers, and acknowledgement of their contribution to the leadership process.

Carsten et al. (2018) tested the scope of the social construction of leadership and how partnership and deference by followers affected contextual behaviours in China. Interpreting leader influence from followership had important lessons for how context, leader influence and followership interacted to influence contextual

performance. Like Jepson (2009), Carsten et al.'s research underscored the contribution of followership in the social construction of leadership. They also linked leader characteristics, and behaviours with follower influence, and the capacity for followers to frame problem-solving mechanisms in contextual performance (Bastardoz and van Vugt, 2019; Hiller et al., 2020; Uhl-Bien and Arena, 2018).

In their view, Sims and Weiberg (2022) affirm that equal significance of leaders and followers in the leadership process align with a balanced perspective. This confirms the emergence of a leadership relationship in which followers construct leadership and that context was importantly influential in the horizontal relationship. Like Blair and Bligh (2018) who found that followership intersected the fostering of positive behaviours through cultural norms and values which enrich leadership influence. In fostering more effective and innovative group decisions, followership emphasised on the context-shaping process of leadership and contextual performance also depict the central role of followership (Hiller et al., 2020; Uhl-Bien et al., 2014). New insights, opportunities and understanding of proactive followership brings about using the cultural lens to gain understanding of followership and its outputs, or dissent (Blair and Bligh, 2018). This study supports the social constructions of followership in leadership to enhance performance through the cultural lens (Matshoba-Ramuedzisi et al., 2022).

In conclusion, at the heart of my research is the emphasis that both leadership and followership, as organisational functions, promote the co-constructions of the leadership process (Carsten et al., 2018; Schedlitzki et al. 2018). The opportunities lie in connecting followership and how it facilitates leadership influence in botho as a social network system. One might ask, how do networks of leadership relationships impact outcomes of leadership? (Carter et al., 2015 Lerutla and Steyn, 2022; Matshoba-Ramuedzisi et al., 2022). The latter confirmed that Africa is least researched in followership but recommended studying it from different cultural perspectives. My study builds on Singh and Bodhanya (2013), a qualitative approach to followership in South Africa, followership and job performance in Botswana (Oyetunji ,2013) and followership as integral to leadership (Matshoba-Ramuedzisi et al., 2022).

2.4 Contextual leadership theories.

As a prelude to discussing contextually based leadership, one should mention that Fielder`s model of situational leadership conferred meaning on leadership in organisational contexts, but was also too leader-centric (Liden and Antonakis, 2009; Fiedler, 1967, 1978; House, 1977). Leadership is an input in a social context which facilitates contextual and complex systems and corresponding behaviours by followers (DeRue, 2011; Oc, 2018; Uhl-Bien, 2021). Relevant contexts and their contextual factors may explain how variability in leadership influence may differ (Chizema and Pogrebna, 2019; Johns, 2018; Oc, 2018; Oc and Bashshur, 2013; Ospina and Uhl-Bien, 2012). These contentions provoke the different applications and interpretation of contextual leadership theory in relation to followership and cultural contexts.

2.4.1 Contextual Leadership

A contextual leadership theory is one that recognises that leadership is embedded and 'socially constructed in and from a context' (Osborn et al., 2002: 798). Conceived as leadership embedded in context, contextual leadership identified leadership practices relevant to the dynamic and context-led modern knowledge economy (Osborn et al., 2002; Osborn and Marion ,2009). Contextual leadership has also been defined 'as informal emergent influence that can be activated by problem situations demanding leader–member cooperative, extra-role action much beyond the ordinary action feasible from formal supervisor and subordinate or co-worker and co-worker problem situations' (Graen et al., 2010: 563). This cultivates its optimal recursive interactions in which influence occurs in unique patterns which attempt to redefine the contextual behaviours and factors that enhance or hinder the impact of leadership practice for better performance (Day and Antonakis, 2012; Johns, 2018; Li et al., 2016; Osborn and Marion, 2009). This definition reflects the micro-dynamic influences which create relevant contextual conditions and 'yields an emphasis on new leadership dimensions including how networks develop' (Osborn et al., 2014: 3). In addition, the above augments complexity leadership, heightened communication, dissemination of information, building of capacity, skills for complex problem-solving and motivational resources (Banks et al., 2021; Gerpott et al., 2019; Lee and Carpenter, 2018; Zehnder et al., 2017). As a result, the contextual perspective of being both internally (within the interpersonal context) or externally (in the job and

wider environment), could constitute a sanguine context in which a leader influence optimises the contextual performance of followers (Visser et al., 2022). Simply put, the leader behaviours which are the demands, constraints and choices for leaders' stem from the context (Osborn and Marion, 2009).

Maloney et al. (2016: 896) say that 'external changes in task, environment, resources, and the like, can occur in response to internal team processes or states, such as conflict and trust'. Recently, researchers have considered leadership in context approaches to work performance (Hoffman and Lord, 2013), the context in organisational behaviour (Johns, 2006, 2017, 2018), contextual theorising in teams (Carter et al., 2020; Hannah et al., 2011;Lungeanu et al., 2022; Maloney et al., 2016), leadership in social networks (Carter et al., 2015; Cullen-Lester et al., 2017),contextual leadership and innovation(Visser et al., 2022), followership orientations to leadership (Uhl-Bien et al., 2014), social constructions of leadership (Fairhurst and Grant, 2010) and what constitutes the context for leadership (Cullen-Lester et al., 2017;Oc, 2018; Moir, 2009, 2017; Ross, 2022).

Despite the plethora of situational leadership research, only a few studies in complexity theory show an evolving system of leadership which captures context as a central feature in the dynamic and highly adaptive leadership process and its outcomes (Dihn et al., 2014; Hannah et al., 2009; Uhl-Bien, 2021). From the perspective that complexity theory deals with adaptive networks and systems in organisations, it is feasibly different to the orientation of contextual leadership.

These theoretical perspectives of the contextual leadership theory are important to consider for four reasons.

Firstly, the study of context in leadership is on the ascent, its manifestations in the leadership processes and how they stimulate performance in complex systems within the contemporary organisations must be understood (Hoffman and Lord, 2013; Osborn et al., 2002). This is consistent with the initial conceptions of complexity theory that augmented (not replaced) existing relationship-oriented approaches grounded on context. Perceptions of complexity as an enabler of the emergence of complex system behaviours in teams may be relevant (Marion and Uhl-Bien, 2007; Meuser et al., 2016).

Secondly, Uhl-Bien and Ospina (2018) admit that complexity theory is difficult to comprehend and implement because 'arguably, any research into complex

systems involved some degree of simplification and decomposition' (Varney, 2013: 73). Complexity theory enables the decomposition of contextual related leadership because of the broadening of human agency based on leadership as an embedded part of context. In organisational hierarchy, similarly complexity leadership theory challenges us to reframe our human systems to embrace new practices and learning' (Arena and Uhl-Bien, 2019; Uhl-Bien, 2021; Zaccaro et al., 2018). Eventually, 'one way that organizations can be more effective and responsive to an increasingly complex and fast-changing world [is] by cultivating more leadership in more places' (Ashford and Sitkin, 2019: 456). Cultivating horizontal influence confers influence in teams and social networks by creating interdependent opportunities in both contextual leadership and complexity because they are both a social process safe for the context (Carter et al., 2020; Oc, 2018: Oc and Bashshur, 2013).

Thirdly, the interactions in the teams are interdependent relationships in which trusted leader behavioural episodes are interpreted by followers within the context of work (Bligh, 2017; Li et al., 2020; Osborn et al., 2014). Hoffman and Lord (2013: 558) concur regarding 'the link of leader behaviours to outcomes at the lower level of events, where adaptive leader responses and their variable influence on subsequent outcomes can be better assessed'. In assessing leader behaviours and their impact on outcomes, considering the collective approaches to the influencing patterns is critical for systems in organisations and has potential to explain context (Westaby and Parr, 2020).

Lastly, the workable difference between contextual leadership and complexity lies in the adaptive context and dynamic change. Complexity is defined as 'the dynamic (i.e., changing, interactive, temporal), informal interactive patterns that exist in and among organizational systems' which are complexly adaptive (Uhl-Bien et al., 2007: 314). Complexity leadership would therefore be an enabler in facilitating adaptation of dynamic environments and how patterns of complex systems influence people as a context in change contexts (Arena and Uhl-Bien, 2019; Uhl-Bien and Arena, 2018; Uhl-Bien and Marion, 2009). Assuming a clear path of using contexts in the structural, organisational, ideational, and behavioural mode like contextual leadership influence such influence happens via spiral and interdependent feedback loops (Uhl-Bien, 2021). Group agency implies 'leadership as networks, or dynamically shifting patterns of leadership relationships involving multiple actors' as

a process (Carter and DeChurch, 2012: 412: Larson and DeChurch, 2020; Uhl-Bien et al., 2007).

The connection with team leadership is discussed in section 2.4.3. whilst shared and distributed influence by collective systems is discussed next.

2.4.2 Collective leadership.

From the onset, it is important to clarify what is collective leadership because of the challenges associated with its definition, application, interpretation and leadership perspectives (Fairhurst et al., 2020; Friedrich et al., 2016). In literature, both authors considered collective leadership as dispersed leadership, shared leadership, distributed leadership, complexity theory, emergent leadership, and team leadership. The list gives the impression that collective-oriented leadership schools, share a platform in which leadership is 'viewed as emergent, informal, shared, collectivistic, distributed systems, and networks comes to be…when it is effective' (Cullen-Lester and Yammarino, 2016: 177). From a perspective that collective leadership seems to be plural leadership, grouped under a collective non-hierarchical leadership, it is plausible to assume non-hierarchical and collectivistic approaches (Foldy and Ospina, 2023; Friedrich et al., 2016; Ospina et al., 2020).

As a reflection, collective leadership is the 'dynamic process in which a defined leader, or set of leaders, selectively utilizes the skills and expertise within a network as the need arises' (Friedrich et al., 2016:2). It assumes that the characteristics of the leader and the leader's network are at the core of an effective leadership of a network of people.

Friedrich et al. (2016) proposed a framework which integrated both the more traditional vertical theories with the collectivistic approaches which seemed to be horizontal. In their view, a merger of the focal leader and informal leader influence can benefit leadership theory. They cite communication forms of medium of expression as central to collective leadership. According to them, the embeddedness and interconnection of the teams are behaviours which are more cognition and reasoning than the leader's personality. Behaviours like communication and support would increase affect factors, trust in leader and team/network effectiveness.

Echoing most collective leadership theorists, the network bound forms of collective action create higher levels on interdependence and teameness (Clifton et al., 2020; Fairhurst et al., 2020; van Knippenberg and van Ginkel, 2022). Similar

conceptions in Fairhurst et al. (2020) interpret collective leadership to integrate, shared leadership, distributed leadership, complexity leadership, discursive leadership, relational leadership, and network leadership.

With such a diverse group, Fairhurst et al. (2020) cautioned that collectivist leadership styles have an ambiguity in the leadership space which may be difficult to measure. They suggest a distinction between collective (assumed to be horizontal) and hierarchical leadership, which permits hierarchical influences. This conceptualises collective leadership as a notion of leadership concept in which collective settings are dependent on a non-static construct like culture, explained more sufficiently in qualitative research.

Like Friedrich et al. (2016) the authors agree that a hybrid of blended formal and informal roles into more horizontal leadership in teams could encourage them to work interchangeably in leadership. As advocates for an integrated collective leadership theory, DeRue et al. (2015) proposed trusted relationships and reciprocity based on horizontal influence with implications for the team's social network, influence and performance.

This overlap of the collective leadership theories shows a consensus that leadership is conjoint in loops of quality interactions which are continuously negotiated and co-created (Ospina et al., 2020). The authors caution that collective is elastic enough to cover the broadest possible approach of leadership mainly in reference to whether collective leadership resides in group or system. Ospina and company go further to isolate the collective lens through which leadership is devised to an 'entirely different way of understanding leadership' (Ospina et al., 2020:447).

It seems the difference of the shared and distributed paradigms of leadership with the collective, may lie in the cultural context of influence within cultural groups (Friedrich et al., 2016; Hiller et al., 2020; Ospina et al., 2020; Ospina and Foldy, 2022). For instance, the configuration in teams or a larger social group flow in networks of relationships which enhance work tasks and group outcomes is highlighted in the comparison in Table 2.2 (Gronn, 2015, 2020; Khumalo et al., 2022). On the other hand, shared leadership is defined 'as a dynamic, interactive influence process among individuals in groups where the objective is to lead one another to achieve group and organizational goals' (Day and Antonakis, 2012: 18).

The convergence of the collective theories around these factors underscores the identification of leadership in groups, team process, role-based contexts, cultural

influence and the behaviours across teams which benefit this research (Oc, 2018; Ospina et al., 2020; Zhu et al., 2018). Some of the gaps to be closed are whether it is time for a consolidation to address the different antecedents in other collective streams which may be less contextual? Or whether collective leadership is more horizontal, hierarchical or contextual.

Overall, the process of collective leadership has the potential to impact team leadership and botho leadership discussed next.

2.4.3 Team leadership

Conceptualised in the 1950`s work group phenomena have evolved from individual members of the team to the team itself as a focal point of larger systems. The configuration of teams, group influences, work attitudes and behaviours overlap, with collective theories (Carter et al., 2020; Friedrich et al., 2016; Matheiu et al., 2017). Teams are an arrangement of people brought together to accomplish one or more common goals, are interdependent, and function in organisational contexts (Mathieu et al., 2017). On the other hand, team leadership 'can be thought of as actions taken by one or more team members to ensure that team needs are being met' (Larson and DeChurch, 2020:7).

'Teamness' or team spirit is an extension of distributed and shared perspectives of leadership which involve a complex process entailing mutual influence of people with similar values (van Knippenberg and van Ginkel, 2022). The perspectives on team leadership and inclusion seem to stimulate relevant aggregated behaviours in the workplace derived from context (Friedrich et al., 2016; Matheiu et al., 2017). van Knippenberg and van Ginkel (2022) make a valid point in suggesting an integration of inclusive leadership for diversity mindsets because the behaviours define the leadership, and its effects like in this study. For example, to enhance team interpersonal processes, members in group contexts also share mental models in leadership which are novel and intentionally influence team performance (Horila and Siitonen, 2020; Larson and DeChurch, 2020; Matheiu et al., 2017). It can be argued that an important strategy is to identify relevant leadership behaviours and how effective they are in team contexts because leadership is embedded in context (Horila and Siitonen, 2020; Lungeanu et al., 2022; Roth, 2022). Presaging an integration that adapts the different elements of Western influence and

local contexts may be beneficial to 'bridge siloed perspectives in leadership research' (van Knippenberg and Dwertmann, 2022:1695).

The advent of team leadership fits neatly into the team contexts, intergroup leadership, and their interdependent leadership behaviours in distinct contexts. Bolden and Kirk (2009) in a study concerned particularly with leadership in sub-Saharan Africa found a high humane factor with prominence in team-orientated, participative and humane approaches to leadership. This is important for the botho culture in Botswana discussed in the next section.

2.4.4 Botho leadership

Botho is an African philosophy of life and belief systems, which are indigenous to Bantu speaking people of Southern Africa. It is a phonological equivalent of 'Ubuntu'. Whilst there is no consensus on a botho/Ubuntu definition, it has been accepted that it is an amalgamation of qualities which resemble those of Ubuntu. According to Sodi et al. (2021) botho captures the very essence of what it is to be a morally and ethically celebrated person. These qualities include humaneness, compassion, gentleness, hospitality, generosity, empathy, kindness, friendliness, and community.

Note that Mangaliso (2001: 24) defined Ubuntu as 'humaneness – a pervasive spirit of caring and community, harmony and hospitality, respect and responsiveness – that individuals and groups display for one another'. Considering that botho offers the naturalness of team process and connectedness, this can be extended to the development of relational and contextual theories (Guma, 2012; van Nierkerk, 2013). In Bolden and Kirk (2009) there were strong opinions about a distinctively 'African' leadership perhaps because of identity and belonging. They upheld the relational view of leadership and how it relates to the collectivist and humanistic approaches to leadership.

The oneness and a collective 'cohesiveness' offer a modicum in which the individual's sense of personhood exists suggests that humane citizenship is central to African leadership (Lynham et al., 2009; Nansubuga and Munene, 2020; Mbigi, 2005; Mungumbate and Chereni, 2020; Sodi et al., 2021).

Mbigi (2002:20) states that the African leadership dimensions of botho/Ubuntu are respect for the dignity of others; group solidarity because an 'injury to one is an injury to all; to the teamwork, and to say that 'none of us is greater than all of us',

'provide services to others in the spirit of harmony and interdependence', 'each one of us needs all of us', respectively to emphasise group in social networks. Others include collaborative meaning and a sense linked to storytelling. As a demonstration of interdependence of humanity, Mbigi (2007) associated the cultural context of a common good in botho with a contextual leadership. This is because African collectivism as a behaviour, is assigned a unifying power in the cultural context of the varying degree of humanness, unlike collective leadership (Molose et al., 2019; Mutsonziwa, 2022).

It is paradoxical that Ospina et al. (2020: 444) define collective as 'involving all members of a group' which is distinctive from Western culture. In agreement, Sodi et al. (2021) describe botho as collective leadership to explain, describe, predict, and manage the human mind and behaviours in terms of a conjoint agency of organisational settings in Africa. Jowah (2015) sums up botho values to lie in the spontaneity of people in group solidarity, communalism and 'teamness', all interconnected, collaborative, communal descriptions.

Botho/Ubuntu is socially different from the Confucian culture in Asia which tends to display strong filial piety attached to achieving dynamic harmonisation, respect for elders and moral rationality (Metz, 2020a). In addition, some of the dimensions of botho such as interconnectedness or interdependence are arguably found in the other collectivist cultures like Buddhism (Nussbaum, 2003; Mutsonziwa, 2020; Thielmann et al., 2007). The comparison at Appendix L highlights the differences. Consistent dimensions across these cultures on leadership influence are consensus value, team/interdependence performance, social networks but Africa has extended social networks, harmony, deep trust, respect, and dignity (Thiemann et al., 2006). Botho/African leadership influence on the other hand distinctly differ in centralised control, uncertainty and ambiguity, reluctance to judge individual performance, value of communication/dialogue and openness (Thiemann et al., 2006). These variations make botho/Ubuntu unique.

On these differences, Chilisa et al. (2017) argued that the African worldview is becoming deeply embedded in the social practices of Africanness or philosophy or Afrikology. Some researchers see an opportunity in the code of unwritten cultural ethics to entrench the virtuous good in people into organisational systems (Grobler and Singh, 2018; Metz, 2020a; Rodny-Gumede and Chasi, 2017). In his paper, Metz (2020a) agreed with this conception because the cultural differences augment the

steering mechanisms of what could possibly constitute strong leadership influence. In part leadership is a social construction of human agency, embedded in culture and co-oriented towards social networks of influence in Ubuntu (Eze, 2020; Grobler and Singh, 2018; Lerutla and Steyn, 2022; Metz, 2020a).

Earlier, Fairhurst et al. (2020) suggested that it could be difficult to measure collective leadership because of a perceived ambiguous leadership space. A view shared by Taylor (2014), confirmed that Ubuntu defines how people and communities should behave in their interactions. But, on the measurement of botho/Ubuntu as a collective system, Mutsonziwa (2022) developed a scale to measure the leadership concept with the growing interest in its construct. In her thesis, Mutsonziwa (2022) crystallised dimensions from about a hundred studies on Ubuntu and the key dimensions of compassion, humanness and interconnectedness but aimed to include diverse cultural backgrounds.

Siggers et al. (2010) acknowledged the cultural context of Ubuntu applied to managers only. Molose et al. (2019) applied Mbigi's (1997) African Leadership Model dimensions of compassion, group solidarity, respect dignity and survival, but did not include humanness. The multidimensional study checked the effectiveness of managing culturally diverse work teams in South Africa and would be culturally relevant to Botswana. Researchers into indigenous methods are proposing an integration of cultures to achieve 'multi-epistemological research partnerships that legitimise all knowledge systems' (Chilisa et al., 2017).

Whilst modern African management is still in its infancy, botho/Ubuntu only has a handful of references. Questions about its legitimacy and value will arise, like those raised under collective leadership (Ewuoso and Hall, 2019; Fairhurst et al., 2020; Metz, 2020a). The dilemma of botho group interconnectedness strong in humanity and Western leadership traditions of individualism and performance focus, are strongly debated (Khumalo et al., 2022; Lerutla and Steyn, 2022; Jowah, 2015; Metz, 2020a; Nansubuga and Munene, 2020).

There is scope in botho as an Afrocentric practice to be fused with Western practices to bring out the richness in organisational behaviour (Lerutla and Steyn, 2022; Msila, 2015; Nansubuga and Munene, 2020). Few studies address leadership and management in Africa, yet developing empirical knowledge in leadership, organisational change, and context has become increasingly relevant (George et al., 2016, 2016; Chasi, 2014; Nansubuga and Munene, 2020; Nkomo, 2015).Leadership

development (Abebe et al.,2020; Erasmus, 2012; Iwowo, 2016; Metz, 2020a,b; Nkomo, 2011; Sigger et al., 2010), leadership behaviours and cultural context (Lerutla and Steyn, 2022; Muchiri, 2011; Marques, 2019), ethics(Metz, 2007a,b), followership(Du Plessis and Boshoff, 2018 ; Matshoba-Ramuedzisi et al., 2022; Singh and Bodhanya, 2013) , social-economic issues (Zoogah et al., 2015), African identity(Gade, 2011; Khumalo et al., 2022), geopolitical implications (Lituchy et al., 2013), research methods and measurement (Chilisa et al., 2017; Molose et al., 2019 ; Mutsonziwa (2022). However, Ubuntu as a philosophy account for the context of culture and spirituality (Lynham et al., 2009; Mangaliso, 2001; Msila, 2008, 2015; Nansubuga and Munene, 2020; Rodny-Gumede and Chasi, 2017).

The potential to develop botho leadership resides in the lens used to interpret it as a collective value-system suggested in Ospina et al., (2020) which should be a fundamental shift from historical traditions. This should also answer the criticism of ambiguity, centralised relationships are difficult to measure and specifically issues of diversity of individual experience in groups (Fairhurst et al., 2020).

Metz (2020b) also acknowledges that African leadership theory is widely criticised as autocratic, corrupt, tribalistic, and intolerant of individualism and argues that the critics have no substance.

Now I turn to the role of the social context and attempt to distinguish the contextual leadership concepts in the literature.

2.5 Comparing contextual leadership and botho

Both contextual leadership and botho rely on the social context but there are subtle but important differences. Using the constructions of leadership and context as inputs into the emergent leadership theories, contextual leadership and botho can be distinguished by leadership behaviours (Avolio et al., 2022; DeRue and Ashford, 2011; Johns, 2018; Roth, 2022). Based on geographic location, culture, and institutional differences the variation in the influence of contextual factors account for such differences (Maloney et al.,2016; Sigger et al., 2010). Thielmann et al. (2007) have identified the unique differences which highlight the African and Western value systems based on leadership practice.

Contextual leadership and botho are both relational and contextual and use social constructions in the co-production of leadership. The packaging of the

contextual features into leadership constitutes a move away indicated in Ospina et al. (2020). Emphasising the context of culture should signal a new orientation that embeds leadership in context (Bolden and Kirk, 2009; Jepson, 2009; Johns, 2018; Osborn et al., 2014). The outcomes are different because contextual leadership prizes economic benefit much more than the rationality in botho.

Arguing for a combination of these leadership styles in a hybrid leadership of formal structures (presumed to be Western) and informal practice (presumed to be botho) partly addresses questions raised in collective leadership (Fairhurst et al., 2020; Ospina et al., 2020). The hybrid suggests that pervasive contexts may influence leadership processes and expand the capacity and dimensions of network perspectives and informal relationships found in botho (Metz, 2020b; Ross, 2022). The degree of adoption to hybrid mechanisms seems feasible in the face of growing followership (Matshoba-Ramuedzisi et al., 2022).

In showing the convergence then a mechanism to measure its leadership influence to enhance better performance would be amended, because both systems now have measurements (Lungeanu et al., 2022; Molose et al., 2019; Siggers et al., 2010: van Knippenberg and van Ginkel, 2022). Given these prospects the scope for theory, research methods and inductive approach whilst underdeveloped holds promise for African leadership and organisational development.
I discuss the effect on contextual performance in the next section.

2.6 Contextual performance

Motowidlo and Borman (1993: 73) define contextual performance as 'a set of interpersonal and volitional behaviours distinguished contextual performance through enthusiasm, extra effort, perseverance, job dedication and persistence'. The research is set in a contextual complexity setting which already invests in followership because of botho and the interdepend effect (Jepson, 2009). Contextual elements present in hybrid context, the interconnections and social networks and the attributes of leaders, followers and others enlighten the processes, social interactions and organisational systems in answer to Motowidlo and Borman (1993). The ascent of followership and hybrid contexts have a strong impact on how leadership in this study will impact contextual performance. The combined prospects of an integrated leadership by contextual and botho influence support the contextual-related outcome.

The configuration of job performance is aligned to the contextual influences, whether positive or negative related to motivational resources, personality and related outputs (Harvey et al., 2018; Motowidlo et al., 1997) The definition given above for contextual performance distinguishes interpersonal and volitional behaviours of enthusiasm, extra effort, perseverance, job dedication and persistence highlighted in Table 2.3 as critical. The critical role of the social and motivational contexts is essential to support effective leadership and the technical core of organisations (Borman and Motowidlo, 1993; Motowidlo, 2000). It seems that persistence in the face of adversity and volunteering to perform additional tasks are important (Motowidlo, 2000).

This study is concerned with the contextual performance expressed in contextual activities which increase organisational value (Motowidlo and van Scotter, 1994; van Scotter and Motowidlo, 1996). The value of contextual performance lies in equalising the value of task performance in job performance (tBorman and Motowidlo, 1997). Consider Jepson (2009) who considered contextual factors like the level of education, present occupations or job role and the cross-cultural contexts of national origin/and nationality and groups. In a European setting, the nature of contextual activities were similar but different countries had different organisational structures, team structures and affected leadership influence differently. The influence on upholding positive attitudes in the organisational effectiveness and different departments impacted teams at various degrees. Jepson concluded that national culture was primarily driving leadership behaviours and given current research, followership behaviours (Blair and Bligh, 2018; Matshoba- Ramuedzisi et al., 2022; Sims and Weiberg ,2022).

Providing an emphasis through motivational resources, the significance of botho should support the notion of proactive follower and 'going far and beyond job tasks' (Blair and Bligh, 2018; Hanson and Borman, 2006). The behaviours exhibited like persistent, proactive and connected behaviours should underscore interdependent performance. For instance, Jowah (2015) attributed the act of proactivity, caring, nurturing and helping others to the spontaneous connectedness of botho influence.

Contextual performance is purported to equal task performance in overall job performance (Hanson and Borman, 2006; Borman and Motowidlo, 1997;

Christian et al., 2011; Schaufeli, 2011). Comparatively, task performance is 'the proficiency with which job incumbents perform activities that are formally structured, and it is embedded in the performance measurement of an organisation as an in-role behaviour,' (Borman and Motowidlo,1993; van Scotter and Motowidlo,1996). The functionality of completion of tasks differentiates task from contextual because of its transactional nature (Organ, 2018). As earlier observed, task performance focuses on completing job tasks, but contextual performance is social and psychological because of personality and the prospect of degree of influence to achieving the optimal functioning at work (Chiaburu et al., 2013: Meyers et al., 2020).

Aligned to how the leadership and followership effectiveness are, the use of resources motivates behaviours, and demonstrates that this is a central factor in contextual performance (Meyers et al., 2020). Motivational factors are reputed to build the capacity to make decisions, problem solving mechanisms, adjustment to organisational goals, and reconfiguration of task performance to change the leadership process and outcomes (Cullen-Lester and Yammarino, 2016; Pietraszewski, 2020).In modern contexts, technological and AI integration into organisational systems intertwine in complex systems to promote adaptive, contextual or task performance depending on the type of context and leadership (Garretsen et al., 2020; Hiller et al., 2020; Zehnder et al., 2017).

Another new and growing criterion associated with cultural contexts is adaptation which may be related to changing contexts which are non-static (Ospina et al., 2020). Implied in botho as a collective value aligned to change in dynamic work contexts, adaptation seems to have connections to contextual behaviour (Harvey et al., 2018; Fairhurst et al., 2020; Kaltiainen and Hanaken, 2022; Uhl-Bien, 2021). As a result of fast paced contexts related to technology, that combination links performance to the dynamic capabilities, transformative processes and resources (Lungeanu et al., 2022; van Knippenberg and van Ginkel, 2022). The suggested integration would require further consideration under the botho context and to determine its impact and effect on performance (Arena, 2018; Friedrich et al., 2016; Kaltiainen and Hanaken, 2022; Uhl-Bien, 2021). Consideration of botho leadership and social networks and how interdependent work teams relate to produce contextual performance would be

an added benefit (Kaltiainen and Hanaken, 2022). Capacity in leadership is inextricably interwoven with complex systems of context but it is unclear how adaptive or contextual performance flourish in those processes (Cullen-Lester and Yammarino, 2016; Fischer et al., 2017). Exploring other inputs like economic context specifically within the scope of survival dimension in botho has implications for motivational resources and contextual performance (Garretsen et al., 2020; Molose et al., 2019).

Resting on an integrated resource exchange, the contextual knowledge, skills, machine learning and AI have the requisite potential to stretch leader capacity needed to develop contextual behaviours and adaptive network systems (Cullen-Lester and Yammarino, 2016; Zaccaro et al., 2018). More fundamentally, many versions and descriptions of discretionary behaviours obfuscate contextual performance, as shown in Table 2.3. Other performance domains of leadership, namely, contextual performance, task, adaptive performance, and counterproductive behaviours (Koopmans, 2014).

The comparison clarified some of the subtleties in the various discretionary behaviours: Organisational Citizenship Behaviour (OCB), Prosocial work behaviour (POB), engagement, and counterproductive behaviours (CPW), discussed in turn in the next section.

2.6.1 Comparing discretionary behaviours

Contrasting contextual performance with other discretionary behaviours streamlined the rubrics of OCB, POB, engagement and contextual performance and their different application exposed subtle differences (Borman and Motowidlo, 1997; van Scotter and Motowidlo, 1996). The hybrid contexts in the study at both the macro- and micro-level context, consider contextual performance from an interpersonal facilitation, interpersonal skills and volition. Other discretionary behaviours OCB (Organ, 1997) and POB (Brief and Motowidlo,1986) have overlapping contextual variables distinct from contextual performance because of personality Borman and Motowidlo (1997) and interpersonal relations and levels of influence (Koopmans, 2014).

Overall, the distinction in the discretionary behaviours contribute to the attainment of organisational goals at different levels and along different pathways in Table 2.3.

Table 2.3 Extra-Role Work Performance Dimensions (Source: Adapted from Podsakoff, MacKenzie, Paine and Bachrach, 2000)

Author	Williams and Anderson (1991)	George and Brief (1992); George and Jones (1997)	Borman and Motowidlo (1993, 1997)	van Scotter and Motowidlo (1996)
Definitions	OCB-I defined as organisational spontaneity.	POB is a prosocial behaviour, spontaneous behaviour as extra-role behaviours that are performed voluntarily and that contribute to organisational effectiveness.	Contextual performance is a set of interpersonal and volitional behaviours that support the social and motivational context in which organisational work is accomplished. Emphasis on persisting in the face of adversity and volunteering to perform additional tasks. Influenced by personality.	Contextual performance refers to interpersonal elements, such as good working relationships, cooperating with others, volitional, motivational elements. Job dedication defined is the motivational foundation for job performance that drives people to act with the deliberate intention of promoting the organisation's best interests.
Behaviours	OCB-I behaviours that immediately benefit specific individuals and indirectly thereby contributing to the organisation (e.g., helps others who have been absent, takes a personal interest in other employees) . . . altruism (Williams and Anderson 1991: 602). Behavioural elements	Helping co-workers— to facilitate the accomplishment of tasks and attainment of goals. Includes behaviours ranging from helping a co- worker with a heavy workload, sharing resources, to calling attention to errors and omissions and instruction in the use of new technology (George and Brief 1992: 154).	Helping and Cooperating- Working with others—Including assisting/helping co-workers assisting/ helping customers [and] altruism (Borman and Motowidlo,1997: 82). Persisting with enthusiasm	Interpersonal Facilitation— consists of interpersonally oriented behaviours that contribute to organizational goal accomplishment, helping behaviours, altruism, helping co-workers, and interpersonal acts that help maintain effective task performance. Additional motivational traits to enhance helping others and volitional behaviours based on personality.

OCB-O refers to behaviours that benefit the organisation as generalised compliance: gives advance notice, adheres to rules, maintains order. Important for organizational effectiveness.	Making Constructive Suggestions—volunteerism, acts of creativity and innovation in organizations, ways to improve individual, group, or organisational functions (George and Brief, 1992: 155). Important for organizational effectiveness.	Following rules and procedures, following orders and regulations and respect for authority, compliance, adapt organisational values and policies . . . conscientiousness… meeting deadlines. Act with enthusiasm, extra effort, perseverance, and persistence, conscientiousness, organisational effectiveness.	Job Dedication—centres on self-disciplined behaviours such as following rules. . . Both job dedication and interpersonal facilitation influence supervisor judgement of tasks. Contextual performance ensures organisational success (Katz and Kahn, 1978). Job dedication "will do" factors identified in. . . . (Campbell, 1990).

2.6.2 Contextual performance versus OCB

When contextual performance is considered alongside OCB, it immediately becomes clear that even though there are similar contextual variables between them, there are also differences (Borman and Motowidlo, 1993; Motowidlo, 2000; Organ, 2018). Particularly, Motowidlo (2000) argued that a distinction must be maintained in the volitional non task performance in organisations. OCB developed from a disposition of job satisfaction and the human willingness and spontaneity to help other co-workers within the formal structures of work. Organ (1988: 4) defines OCB as 'individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization'. For Organ (1997: 87), OCB consists of 'only those behaviours that, in the aggregate across time and across persons contribute to organisational effectiveness'. In fact, summated across the categories of other contextual behaviours that affect job performance, OCB ultimately impacts organisational goals and outcomes (Organ, 2018). Contextual performance enhances the achievement of the technical core in the organisational context (Motowidlo, 2000).

There are implications, however, that the macro-relationships in dynamic social contexts could overlap because, like contextual performance, OCB contributes to organisational performance (Organ, 2018). The main distinction is that contextual performance is non-task (Organ, 1997 in Motowidlo, 2000). The proactive characterisations of spontaneity, problem-solving, skills and knowledge, habits which shape contextual performance, the work behaviours in dynamic and complex contexts also have implications for POB (Arena and Uhl-Bien, 2019; Harvey et al., 2018; Organ, 2018).

Clarifying contextual and collective behaviours should distinguish contextual performance in the study.

2.6.3 Contextual performance versus POB

Prosocial work behaviours (POB) aim to promote the welfare of employees, co-workers, customers, and the organisation (Brief and Motowidlo, 1986). POB has a broader element of helping co-workers to perform with strong inference to extra effort, helping others, volunteering, personal initiative, and proactive behaviours

directed towards helping the organisation are important. These behaviours overlap with OCB and contextual performance. In Organ's words, 'the nature, causes, and effects of prosocial behaviours sound much like what I described…of OCB and CP (contextual performance) ... Prosocial behavior obviously is the broadest of the three constructs; it seems open-ended in terms of the context and target' (Organ, 2018: 298). POB similarly impacts performance because the prosocial propensity and concern for others, reliance on personality, agreeableness, and proactive behaviours tend to bring out high-level personality traits and disposition in followers (Griffin et al., 2007; Harvey et al., 2018; Motowidlo and Brief, 1986). Proactive behaviours broadly represent employee efforts 'to bring about change, including change to the situation [a]nd/or change within him- or herself' (Bindl and Parker, 2010: 568).

Proactive behaviours run through most of the main performance constituencies of task, context (trait element), adaptiveness, proactiveness, and proficiency which in organisational change benefit from the stimulation of exchanges in positive leadership styles (Ghitulescu, 2012). Conversely, value was found in change-oriented citizenship (Chiaburu et al., 2013), adaptive behaviour (Griffin et al., 2007; Meyers et al., 2020; Uhl-Bien and Arena, 2018) followership, and contextual behaviour (Carsten and Uhl-Bien, 2014; Carsten et al., 2010; Fay and Sonnentag, 2011; Grant and Ashford, 2008; Uhl-Bien et al., 2014). The overlap in behaviours does not seem to expressly show how context affects pro-social and proactive behaviours in change-oriented contexts (Grant and Ashford, 2008). On the other hand, Motowidlo et al. (2016) suggested that prosocial behaviours maybe context-independent. Expressly stating the contextual behaviours and conditions should clarify this greyness.

Due to the fledging complexity in the contextual environments, 'one ubiquitous challenge for contemporary organisations is that they must change and adapt to the increasingly dynamic environments' (Fay and Sonnentag, 2011: 5). The trade-off between leader influence and efficiency amplifies the context-independent 'initiative taken to volunteer to carry [tasks out]' in the enhancement of contextual performance (Borman and Motowidlo, 1993: 74; Griffin et al., 2007; Meyers et al., 2020; Yukl and Mashud, 2010). Linking prosocial behaviours to job performance is not new, what is relatively new is justifying the dynamic capabilities that explain how context influences because prosocial behaviour is more trait/personality and seems to be

context-independent (Cullen-Lester and Yammarino, 2016; Hiller et al., 2020; Motowidlo and van Scotter, 1994).

By contrast, the intuitive relationship between contextual performance and counterproductive work behaviours, considered next, may not necessarily be negative based on follower perceptions and context (Conway et al., 2018; Koopmans, 2014; Meyers et al., 2020).

2.6.4 Contextual performance and CWB.

Historically, negative behaviours were not considered as contributing to the more acceptable contextual behaviours to promote job performance. Recent research has shown that under certain circumstances counterproductive work behaviours, CWB and OCB (not contextual performance) could overlap and affect performance positively (Fox et al., 2012: 215). From this vantage point, CWB is defined as 'a voluntary behavior that harms the wellbeing of the organization' (Rutondo and Sacket, 2002: 69). Related to deviant behaviours that harm relationships, the negative aspects of contextual behaviours become prominent against dysfunctional behaviours in organisations. An interesting example is 'with those devoid of budgetary control (or direct influence over those who control the finances) were somewhat disempowered and frequently bypassed in decision-making' (Campbell and Wiernik, 2015: 52). When these negative behaviours manifest, it is usually due to the lack of support, fairness and initiative with the undesirable consequences that cause low self-beliefs and esteem (Bakker et al., 2020; Sherf et al., 2019). Deemed to be undeveloped, negative behaviours disallow contextual behaviours and are considered in this study in relation to how they affect contextual performance. The tension is created by hierarchy because issues of disorder, power, competition, and conflict in leader-follower interactions manifest (Chreim, 2014; Gronn, 2015).

Conflict and negative action arise 'when employees have insufficient control, do not receive regular feedback, and cannot develop themselves professionally, they lose their interest in work and develop negative attitudes' (Bakker and de Vries, 2020: 3). For instance, evidence of autocratic and disempowering leadership styles depletes personal resources and, consequently, contextual behaviours (Bakker et al., 2020).

The significance of helpful or harmful behaviours that either enhance or hinder contextual behaviours, could explain the asymmetrical influence on contextual and counterproductive behaviours potentially linked to the economics of leadership (Fox et al., 2012; Hiller et al., 2020; Ospina, 2016).

Eventually, researchers who have called for the categorisation of context as a central phenomenon in leadership may find answers in the complex working relationships, unique patterns of working and related discretionary behaviours (Avolio et al., 2022; Graen et al., 2010; Oc, 2023).

Engagement as discretionary outcome is considered to reveal connections between leadership and contextual performance.

2.7 Engagement

So far, there has been little agreed upon in the literature about 'engagement', because of its diverse perspectives on definition, frameworks, and measurement (Shuck et al., 2017). This confusion may have led to asking the question, 'What is engagement?' (Schaufeli, 2015). The contextual nature of the study considered the peril of ignoring those processes and context and discussed the different engagement constructs in Appendix M (Kahn and Heaphy, 2014). One of the primary objectives has been to identify a suitable type of engagement for a heavily contextual study and how the cultural context may contribute to contextual performance as an outcome and its variability in task performance. Given the motivational resources impact, personal engagement and employee engagement are mentioned briefly and work engagement in more detail.

2.7.1 Kahn`s personal engagement

Personal engagement is the oldest model 'self-in-role' concept, in which people bring their total selves into the work role as they 'respond to the momentary ebbs and flows of those days' (Kahn, 1990: 693-4). Personal engagement is the 'simultaneous employment and expression of a person's preferred self in task behaviours that promote connections to work and to others, personal presence (physical, cognitive, and emotional), and active, full role performances' (Kahn 1990: 700). Its emphasis on the individual rather than group or context distinguishes it from contextual performance.

Relative to in-role behaviours like one's thoughts, feelings, and beliefs the role-based context maybe relevant in the context of role performances' (Kahn, 1992).

Considered more relational in context, because of the cognitive presence at work, personal investment means people inhabit their roles to entrench themselves. In doing so they harness the extra effort, dedication and may promote contextual performance (Kahn and Heaphy, 2014; van Scotter and Motowildo, 1996). Kahn's psychological focus resembles proactive behaviours, a central contextual behaviour but relational context is still important (McBain and Parkinson, 2017; Salanova and Schaufeli, 2008; Schaufeli et al., 2002). As a similar engagement construct, employee engagement is 'a distinct and unique construct consisting of cognitive, emotional, and behavioural components that are associated with individual role performance' (Saks, 2006: 602). Since it influences the social capital and psychological contracts of employees and emphasis on followers, it was deemed to convey more contextual activities related to work engagement (Decuypere and Schaufeli, 2020,2021; Zhu, et al., 2009).

The next construct of work engagement may have the potential to connect personal engagement to work engagement.

2.7.2 Schaufeli et al., `s work engagement

Schaufeli et al. (2002: 74) defined work engagement as 'a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption; 'engagement entails a behavioural energetic (vigor), an emotional (dedication), and a cognitive (absorption) in doing work'. This construct is distinctive because of its consistency in measurement, which is regarded as reliable, stable, and attitudinally enduring and widely used (Schaufeli, 2013, 2015; Shuck et al., 2014). The relevance of the Job Demands-Resources Model (JD-R model) in work engagement distinctively uses the functionality of job requirements and resources to assess employee well-being (Bakker, 2011; Bakker and Demerouti, 2007; Demerouti et al., 2001). This is related to intrinsic motivation which make engaged employees 'feel like time flies when they are working', due to a pervasive and persistent state of mind (Schaufeli and Bakker, 2004). Motivational resources make work engagement to be differentially related to task or contextual performance and its strong linkages to leadership (Conway et al., 2018; Decuypere and Schaufeli, 2021).

Job resources are 'those physical, social, or organisational aspects of the job that may do any of the following: (a) be functional in achieving work goals; (b) reduce job demands and the associated physiological and psychological costs; (c) stimulate personal growth and development' (Demerouti et al., 2001:501). Accentuating the positive, affective-motivational state of fulfilment that is characterized by vigor, dedication, and absorption, affects the tasks, goals, and context in which work occurs (Kahn et al., 2013; Schaufeli et al., 2002; Schaufeli and Bakker, 2004). This is related to extra effort, high energy overlaps with persistence created in pervasive contexts in which vigor: a statement such as 'at my job I feel strong and vigorous', is described as 'energy at work' (Kahn, 1990) and as a tap metaphor of vigor (Cole et al., 2011; Parkinson and McBain, 2013). Dedication is reflected in such statements as 'I am enthusiastic about my work' (Schaufeli, 2013)—and absorption, as 'I get carried away by my work', seem to be consistent statements across the different types of engagement (Christian et al., 2011; Schaufeli, 2017; Schaufeli and Taris, 2011). However, claims that absorption is the same as flow, which is an outcome of engagement, are dismissed because 'absorption is the one dimension of the UWES that is most like other conceptualizations and measures of engagement' (Saks and Gruman, 2014: 166).

Overall, in-role behaviours emphasise the instrumentality of task performance, whereas task proactivity show initiative and self-starting (Demerouti and Cropanzano, 2010). These represent future-oriented behaviours linked to contextual performance to harness extra-role behaviours that are prototypical of work engagement (Griffin et al., 2007; Kahn, 1990; Schaufeli and Bakker, 2010). These psychological states highlight the differences between task and contextual performance, focused on proactive work behaviours which manifest in improved job performance (Bakker et al., 2020).

Schaufeli (2015) suggests that work engagement can be integrated to mediate between leadership and job resources consistent with persistence even in the face of difficulties found in leadership contexts that have positive outcomes (Breevart et al., 2015; Meyers et al., 2020; Schaufeli, 2015). In their study, Brevaart et al. (2015) link employee engagement with work-related resources and organisational-related resources as job outputs. It seems plausible that the value of work engagement as job resources or job demands could be modified by including the psychological conditions

which promote extra-role behaviours to make the model more effective (Bakker and Demerouti, 2007; Decuypere and Schaufeli, 2020; Gruman and Saks ,2011; Kahn's 1990).The theoretical integration could improve the inadequacies of the current models by offering a contextual leadership- work engagement nexus to promote contextual performance (Decuypere and Schaufeli, 2021; Knippenberg and Dwertmann, 2022; Meyer et al., 2020).

In the section below, I discuss the relationship between trust and botho culture.

2.7.3 Trust in botho culture

Trust is credited with being the linchpin between leadership and engagement, and specifically cited as a glue that holds people together in botho culture (Bligh, 2017; Decuypere and Schaufeli, 2021; Sodi et al., 2021). The Oxford Dictionary of English (2003) describes trust as 'the firm belief in the reliability, truth and ability of someone or something.' Factors of integrity, ability, and benevolence engender trust in employees and boost participative leadership behaviours that influence engagement and foster behavioural and attitudinal changes in the workplace to promote work performance (Ashleigh et al., 2012; Bligh, 2017). Linking the relational, contextual, and motivational influencers of contextual influence aligns with contextual behaviours entrenched by botho especially in group dynamics (Fairhurst et al., 2020; Mutsonziwa, 2022).

In anticipating positive outcomes of botho context, trust in leadership context could also underline differences in the contextual experience of an employee and have variable outcomes (Bolden and Kirk, 2009). They found that for instance, experience and temporality affect the capacity of leadership, and was sometimes limited by old belief systems and lack of resources. These behaviours are negative to contextual activities and negatively impact contextual behaviours (Bakker and de Vries, 2020; Bligh, 2017; Conway et al., 2018; van Knippenberg and van Kleef, 2016). On the one hand, negativity may be an indication for the leadership to take corrective action. In knowledge-based workers the process improvement can impact contextual performance (Fox et al., 2012; Harvey et al., 2018).

It is important to consider negative behaviours in the role of leadership in botho cultural context and how they may impede contextual performance

factors and the completion of tasks (Decuypere and Schaufeli, 2021; Meyers et al., 2020).

2.8 Conclusion

This chapter has attempted to follow a critical pathway from understanding the context of leadership and followership and the outcome of contextual performance. The review presented relational based leadership theories. The shift from the formal leader-centric approach to informal leadership underscored collective capacity and the contextual leadership (Moir, 2017; Zaccaro et al., 2018). Centred on the cultural context of botho, an orientation towards a collective effort not only were hybrid contexts proposed but the richness of followership was revealed (Friedrich et al., 2016; Ospina et al., 2020). Context and followership will enrich the value and main contribution of the study

Gaps identified will be sufficiently addressed by the sub-questions in this current study as follows:

Firstly, contextual leadership bridge the criticism that context is ignored in leadership research. The relevance of botho context to contextual leadership should stimulate certain contextual behaviours and invigorate commensurate behaviours and type of performance. This alignment into an integrated leadership theory should relay how different leadership behaviours, systems and influences result in certain outcomes. The question that the research should answer is,

What type of leadership influences contextual performance and its relevant outcomes?

Secondly, there is need to clarify how the continuous and cyclical influence of leadership and followership impacts performance outcomes. Further research should show how leadership is constituted to illuminate both context and followership. With contextual performance being the result, this should underscore the economic import of motivational influences within contextual influence. Certain mediating factors will explain positive or negative outcomes.

In this regard, a relevant question to ask is,

What kind of contextual conditions occasion contextual behaviours that promote or hinder contextual performance?

Lastly, the prospect of understanding the effect of botho context on negative leadership and behaviours could expand the potential for practice to understand the extent to which the cultural context impacts business performance. These questions informed the theoretical perspectives and framework summarised below in Figure 2.1 by marrying the research objectives and gaps.

The theoretical framework presented below depicts the research question and the sub- questions raised in the literature review. It also indicates the assumptions made about the research process, the social constructions of leadership, and methods adopted. Given a qualitative methodology for data collection and analysis, the aim is to establish relational patterns about how the context of botho affects leadership and in what circumstances. These new ideas will be explored, elucidated, justified and explained in answer to the research question,

How do leaders influence contextual performance?

Figure 2.1 Theoretical framework of the leadership process

Purpose of research	Theoretical framework	Research outputs
The purpose of the qualitative study is to examine the lived- experience of leader and follower influence on contextual performance in their natural setting.	Social constructions of leader-follower influencing process in contextual conditions.	Contextual leadership Relational leadership Contextual performance linked to adaptive performance.

Based on the social constructions of leadership and phenomenological design the methodological approach is in next chapter.

CHAPTER 3. 'RESEARCH METHODOLOGY

'*Qualitative research is a situated activity that locates the observer in the world'*
(Denzin and Lincoln, 2000).

3.1 Introduction to the methodology

The first part of the current chapter lays the philosophical foundation for this phenomenological study that is underpinned by social constructionism approaches. Suited in social context, the perceived reality linked the research purpose to the research question. The research purpose sets out to demonstrate how leaders influence the contextual performance of followers in their natural setting. A relativist ontology was combined with a subjective epistemology to position an interpretivist paradigm. This reinforced the need for a social constructionist worldview (Blignault and Ritchie, 2009; Pratt, 2009; Suddaby, 2010).

The second part ties the underlying philosophy to the interpretivist nature of the research design in which the basic assumptions of qualitative techniques are located. Interviews within a case study framework are proposed to support a qualitative data collection and multi-level analysis consistent with answering the research question, 'How do leaders influence contextual performance?'.

The question tag 'How' indicates a social constructionist view in which the social reality of the actors would be constructed from lived experiences based on transcendental phenomenology (Husserl, 1917,1964) and the everyday innate human characteristic of being-in-the world (Heidegger 1962). It is the phenomenology rather than ethnography, narrative, or grounded theory, that offered plausible arguments for looking at the social constructions which recognise leadership influence, not as a constant that can be measured, but as an experience inducted from words expressed freely by the actors (Husserl, 1965; Smircich and Morgan, 1982).

In the introduction chapter, contextual performance was extended to include motivational resources and impact of 'going far and beyond the job tasks. (see Borman and Motowidlo, 1997; Motowidlo and van Scotter, 1994; Pratt, 2009).
In addition to the use phenomenology as a tool for enquiry, I also relied on my axiological beliefs, which were underpinned by African storytelling oriented towards social construction. The ability to interpret stories was a central requirement in which

interpretivism would unpack the intricate nature of workplace relationships in the naturalistic inquiry in the African context (Denzin and Lincoln, 2011; Guba and Lincoln, 1982; Matshoba-Ramuedzisi et al., 2022; Metz, 2016).

At the end of this chapter, the framework of multiple data analysis and trustworthiness are discussed within a time horizon which provides the basis for seeking the *Verstehen* —the understanding of the selection of the philosophical assumptions and a phenomenological methodology. The philosophical assumptions follow to justify a systematic phenomenological approach and research process justified in a relativist reality and subjective epistemology.

3.2 Philosophical underpinnings

Figure 3.1 read from left to right, reveals the relativist ontology explained in the phenomenological epistemology of social constructionism. The research process underscores the storytelling and dialogic nature of phenomenology because the reader must understand how it has come together (Fairhurst and Uhl-Bien, 2012; Lincoln and Guba, 1988; Pratt, 2009). The distinction between a relativist ontology and the social constructivist epistemology invokes an interpretivist paradigm. The intention is to examine and establish the social realities of multiple viewpoints in which leader influence could be constructed (Denzin and Lincoln, 2011; Easterby-Smith et al., 2008: 73; Flick, 2004).

Figure 3.1 A phenomenological framework (Source: Adapted from Creswell, 2014)

Philosophical Worldview

Research Design

Constructivist

Qualitative Storytelling

Research Methods
Interviews
Iterative Analysis process - Coding
Interpretation
Validation
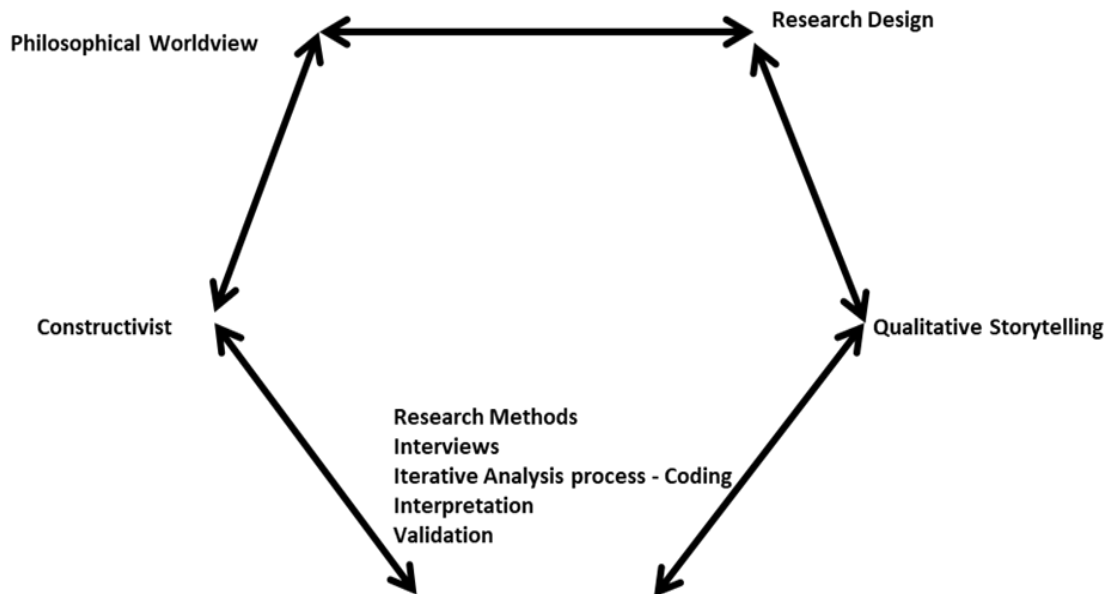
Overall, the phenomenological framework manifested in a relativist reality, assumes a somewhat robust, understandable, executable, and interpretable research process which (Creswell, 2007; Crotty 1998).

Contrasting with the framework of Crotty (1998) and others, whose paradigmatic views flow from epistemology to ontology, underscores the constructivist view. In doing this, the assumption is that creating knowledge flowed from ontology to epistemology to create a systematic research process (Fairhurst and Grant, 2010; Suddaby, 2006). Criticism from seasoned researchers, play down the usefulness of philosophy, as can be gleaned Dahlberg and Dahlberg (2020:3) when they state that: 'it is the way in which philosophy is used that is causing the trouble' (Dahlberg and Dahlberg, 2020: 3). The baseline of phenomenology adapted in the study and its assumptions, which are discussed below, justify the *Verstehen* or (understanding) Husserl (1917) and *Dasein* or (being in the world) Heidegger (1962) of the study. The understanding is through transcendental phenomenology. Transcendental phenomenology is the scientific study of the 'appearance of things, of phenomenon just as we see them and as they appear to us in our consciousness' (Moustakas 1994: 49).

In a bid to justify the philosophy, the interconnectedness of the phenomenological framework allowed me to seek a more understandable and interpretable reality, discussed next.

3.2.1 Phenomenological approach

In lay terms, phenomenology is the interpretation of human experience understood through the lived experiences of partakers. It is 'the expression "phenomenology" that signifies primarily a concept of method' (Heidegger, 1927: 72). Phenomenologists describe knowledge as all-embracing because the consciousness of individuals in pure reflection of their everyday experiences is shaped by the essence of their everyday life (Giorgi et al., 2017).

The contentious and classical disagreement between philosophers caused me to reflect on phenomenological practice and I selected   two types of phenomenology, which are Husserl's phenomenology (Husserl (1965) and Heidegger's phenomenology (Heidegger 1972). These are discussed below in acknowledgement that, 'phenomenology is a philosophy-based form of inquiry with a long tradition that may be both confusing and disorienting to academic and clinical practitioners alike' (van Manen, 2017: 1).

Husserl`s phenomenology

To Husserl (1982:3), phenomenology is 'a science which aims exclusively at establishing 'knowledge of essences'' Husserl`s phenomenology develops a deeper understanding and meaning of the natural objects within the framework of social science.   To consider phenomenology as the science of pure consciousness, 'it would be the task of phenomenology, therefore, to investigate how something is perceived, how it is remembered, phantasised, pictorially represented, symbolized etc.' (Husserl, 1917). This view calls for what Husserl referred to as 'back to the thing's themselves'. Finlay (2008: 2) seems to agree that 'when we are conscious of something (an '"object"') we are in relation to it, and it means something to us.'

Phenomenology as a science of consciousness has been perceived as a habitat for rich ideas, perceptions, and experiences of people's everyday lives 'the term lived experience signifies givenness of internal consciousness, inward perceivedness' (Husserl, 1964: 177). It is this preoccupation with 'givenness' which earned Husserl much criticism by Heidegger, who believed that 'being' was already

given to human life itself (Zahavi, 2003). In the philosophical interpretation of the life words, if you graft hermeneutics onto phenomenology in similar ways, one can ask, 'how the things really are' and 'how things really work' to understand the leadership phenomena (Guba and Lincoln, 1994: 108). From this observation, it would seem phenomenology will expose the bare bones of the leadership phenomenon through stories constructed from the true experience of leaders and followers. Thus, leading to a better understanding of leadership experience in organisations.

Both Husserl (1982) and Giorgi (2009) preferred bracketing past knowledge in interpretation because being sensitive to the implications of that knowledge greatly improved meaning and outcomes. Accordingly, such knowledge was said to occur in three interlocking steps: phenomenological reduction, description, and search for essences during reduction (Giorgi, 1997). According to Moran (2011:27) 'the reduction was supposed to suspend naïve commitments to the actual reality of what is perceived and grasped'. The concept of reduction (*re-ducere*) is the natural sphere back to what constitutes transcendental meaning in which during the analysis, I will suspend any pre-given knowledge from the general thesis and bracket such views. Epoché means that any knowledge outside the phenomenological knowledge is put aside and rendered non-functional (Giorgi et al., 2017).

This form of phenomenological and natural attitude (involving the epoché and reduction) distinguishes reduction as 'not a form of descriptive psychology' but a natural attitude (Husserl, 1982; van Manen, 2019; Zahavi, 2019). The natural attitude occurs when 'human beings [live] naturally objectivating, judging, feeling, willing "in their natural attitude"' …simply there for me 'at hand…' (Husserl, 1982: 49). Of great importance and relevance to the reductionist process in the study, has been to 'resist from positing as existing whatever object or situation is present' and to practise the natural attitude by excluding my views as an analyst (Giorgi, 2012: 4). As regards epoché which is bracketing, Husserl says that 'every view about …every opinion about "the" world, has its ground in the pregiven world. It is from this very ground that I have freed myself through the epoché; I stand above the world, which has now become for me, in a quite peculiar sense, a phenomenon.' (Husserl, 1970: 57). When bracketing, the researcher disengages from all past theories or knowledge about the phenomenon' and 'withholds existential assent of the phenomenon' (Giorgi, 1994: 206, cited in Zahavi, 2019). However, the difficulty for me was how 'to simultaneously embody contradictory attitudes of being "scientifically removed from,"

"open to" and "aware of'' while also interacting with research participants during their own experiencing' (Finlay, 2008: 3).

It could be that the classical positions between the two surround the anecdotal connotations involving bracketing and epoché, which in fact is phenomenology itself. The hotly debated contention of Husserl`s and Heidegger`s standpoints influenced me to use both aspects of phenomenology (bracketing and reflexivity) in succession. (Zahavi, 2019, 2020). Husserl`s and Giorgi`s epoché and transcendental reduction are essential to phenomenology, but it can be controversial (Zahavi, 2020). Whereas the Heideggerian hermeneutic phenomenology view advocates reflexivity which might be a wholesale rejection of Husserl though complementary.

Heidegger`s phenomenology

The Heideggerian philosophy (1889-1976) was viewed as distinguishing the different elements of phenomenology which either rejected or contrasted with Husserl`s going back-to-the things- themselves (Demeritt, 2002; Zahavi, 2019). Heidegger stated his divergence from Husserl in his seminal work Being and Time, stating that 'phenomenology expresses a maxim which can be formulated as 'To the things themselves!' (Heidegger, 1962: 63). Being-in-the-world*, Dasein,* was credited with simplifying the understanding of the experiences of an otherwise malleable human nature by pre-understanding the reality of the here and now in existential phenomenology (Gill, 2014: 120). *Dasein*, as person-in-context, influenced the hermeneutics movement and made interpretation a central tenet because 'the task of ontology is to explain Being itself and to make the Being of entities stand out in full relief' Heidegger (1962: 27). His post-Husserlian writings, have been criticised as being too philosophical, yet when I used the phenomenological analysis of words, 'being of those entities which are present-at-hand', the meaning sprang to life (Heidegger, 1962: 60).

It seems that in scholars admitting 'to a non-objectifying, non-theorising, and reflective writing', the experiential nature of phenomenological meaning -making stands out (van Manen, 2017: 5). Instead, the circle of pre-understanding and under-standing meaning through dialectical text gives coherence and agreement regarding meaning arising from interpreting words as social actions. These words 'offer the fundamental ontological insights into human interpretation and understanding'

(Butler, 1998: 287, 292). Whilst agreeing that there is a commonality in the lived experience and the living dimensions of our existence, Heidegger nevertheless rejected bracketing in favour of building inflection points of reflection. Reflection, he said, is 'a theoretical intrusion that interrupts the stream of experiencing and exercises an analytically dissective and dissolving effect upon it' (Heidegger,1919, cited in Zahavi, 2003: 3). Distinctively, Heidegger denied a fully detached reflection in practise and would differ from Husserl's idea of bracketing presuppositions of belief and values, understood by me from the rebuttal by van Manen (2019) of Zahavi`s (2019) views on the complementarity of phenomenology. It is this oscillation between Husserlian theoretically objectivated notions of bracketing and Heideggerian phenomenological positions of increasing the dialectical interpretation of objects which helped my own understanding of phenomenology.

Van Manen (2019: 3) seems to be sympathetic to Heidegger's views to looking at phenomenology and views writing on concrete phenomena as a revival of the spirit of knowledge about lived experience in our everyday existence. van Manen (2019: 5) was quick to dismiss Zahavi's (2017) claims about logical assumptions of lived experiences between the great philosophers largely because Zahavi 'tied tightly to Husserl'. In van Manen's view, the presence of the object does not in fact experientially resonate with phenomenology but renders the project of phenomenology skewed by an overly foundational, rationalistic discourse (about Husserl`s view) perhaps in agreement with Heidegger (van Manen, 2019). These contentions strengthen my argument for integrating the Husserlian transcendental and Heideggerian hermeneutic phenomenological philosophies (Denzin and Lincoln, 2018; Zahavi, 2003).

I therefore adopted both bracketing and reflexivity successively to overcome the criticism that Husserl's phenomenology is more descriptive, and Heidegger's interpretive hermeneutics more reflexive in reconstructing meaning (Denzin and Lincoln, 2018; Giorgi, et al., 2017).

In the foregoing section, I have attempted to combine Husserl and Heidegger in the belief that this encapsulates ontology of the multiple realities of everyday living. Poignantly, Heidegger`s proclamation that 'only *as phenomenology, is ontology possible,'* led me to consider the relativist ontology in the next section.

3.2.2 Relativist ontology

. As part of a tapestry in phenomenological methodologies for analysis and data collection used in this thesis to construct social reality, I also used relativist ontology. That realities exist in multiple mental maps, is a paradigmatic position in constructivist epistemology. The mental maps are 'dependent for their form on the person who holds them' (Guba, 1990: 27). I took this route to make sense of the relativism of socially constructed outcomes and this   greatly enriched my research process (Guba and Lincoln, 1994, 2001).

As I constructed knowledge from and through my lived experiences, relativism illuminated how life worlds and the experience gained in the world of work, are linked with what I do in constructing my reality. For instance, according to a Heidegger belief system the construction of leadership should 'reflect on the fact that we can make epistemically subjective statements about entities that are ontologically objective' (Denzin and Lincoln, 2018: 723). When interpretating the data in the research, therefore, the analysis privileges humanist data as the primary source of knowledge. This is consistent with the view that a relativist reality confers a flow of action about how epistemological knowledge is constructed (Denzin and Lincoln, 2011). Thus, intersubjectivity from the reality is contingent upon social relations. I became aware of the constructions of human practices 'in multiple individual consciousnesses because leadership involves a process of defining reality in ways that are sensible to the led' (Smircich and Morgan, 1982: 259).

With the relativist ontology, I weaved my own human experience as an interpretive *bricoleur '…*as one who knitted the experiences into a social reality that could be understood' *(*Denzin and Lincoln, 2011, 2005: 12). As a *bricolage* in the research, I pieced together the research strategy, methods, and empirical materials subjectively in an interpretive paradigm and social constructionist research design (Denzin and Lincoln, 2011). When Crotty (1998: 64) said that '… at different times and in different places there have been and are very divergent interpretations of the same phenomena' it resonated with my attempt to weave explanations about leadership relationships in organisations. The social construction lens invokes questions like, 'How is one to know such reality?' and 'How does one construct the reality through interpretation that might not even need ontological philosophy?' (Berger and Luckmann ,1991: 13).

The need to gain knowledge means that I 'assumed a subjectivist epistemology (knower and respondent co-create understanding and a naturalistic inquiry) in the natural world' (Denzin and Lincoln, 2005: 13). However, despite the conflation of social constructivism and social constructionism in literature, a social construction epistemology was selected that matched an interpretivist paradigm (Denzin and Lincoln, (2018:114).

In the next section, I explain the social constructionist epistemology as a basis to interrogate the human experience of my subjects.+.

3.2.3 Subjective epistemology

Denzin (1971) defines epistemology as the theory of knowledge that is concerned with what counts as valid knowledge: 'How do we know what we know' about how a leader influenced contextual performance? To understand 'what might be 'epistemic', in this phenomenological hermeneutic research design employed both the descriptive and interpretive modes of theory building. To legitimise the reconstruction of the nature and "function of being" a leader or follower required subjective constructions and interpretation (Zahavi, 2003, 2020). Constructing knowledge in an intersubjective process of learning the reality represented 'concepts, schemes of action, goals, and ultimately feelings and emotions are shared by others and, therefore, more real than anything experienced only by [myself]' (von Glasersfeld, 1995: 120). The social constructions of leadership, followership and the effect of the botho context are formed through interpreting the culturally constructed perceptions of what constitutes leadership in an African context (Berger and Luckman 1991, 1996; Denzin and Lincoln, 2018; Gergen et al., 2015). Based on conversational talk akin to storytelling, the experiences shared were interpreted into the reality of the meaning sets (Fairhurst, 2009; Guba and Lincoln, 2001).

My social construction of the reality in the leadership process and how it influences contextual performance are discussed next.

3.2.4 Social constructionism

Social constructionism is the social process, playful but serious 'by which reality is both revealed and concealed, created, and destroyed by our activities' (Fairhurst and Grant, 2010: 173). As a 'sui generis' of society, it represents

an inquiry into the way reality is a daily social construction (Berger and Luckman 1991 Endres and Webler, 2017).

Relevant to current thinking, individuals construct their reality by virtue of their interactions as they negotiate with others in their work environment within their context (Gergen et al., 2015; Matshoba-Ramuedzisi et al., 2022). I based the constructions of leadership influence on the relational constructionism. This documented human interaction and discourse through conversations and the function of serving one another. In the constructions of leadership, my social construction focused on the life experiences of leaders and followers in the workplace in Africa. Combining phenomenology and hermeneutics allowed the participants to express their feelings, hopes, and anxieties in their everyday work lives. The context of work in Africa, is abound with examples of the botho context which itself emanates from cultural influences.

I expected the dual characteristics of community, humanness and respect to make it easier for the team composition to bear witness to the virtue of interdependence in most of the organisations. The social cohesion and influences matched the small groups being studied to emphasise relationality in the constructions of leadership and followership. Botho might have emphasised the human interaction discourse of service to another compared to the static and non-relational Western culture because of innate personhood and caring for other livelihoods (Metz, 2016). My axiology as a storyteller recognised that leadership was constitutive of the role of communication and language. From conversations, I created reality in narrative stories which validated participant leadership behaviours.

Through the multiplicity of numerous accounts, I was able to discern authentic and relational themes linked to the meaning of leadership influence. The social reality negotiated between people in groups clarified the convergence between the static and non-static cultures in the organisational context and how contextual conditions were created. In some sense the diversity in the social identities of leader, follower, leadership, followership and context explained in the literature review, espoused relationality.

In the social context, despite constraints of the historical context, contextual influence in the data highlighted the multiple-level contexts at play. The joint effects of the macro and micro levels underscored the constitution of context in the influence of contextual leadership and contextual performance. Unearthing how these intra

and interrelationships between cultural, organisational structure and Western culture co-exist would add to theory and practice.

3.2.5 Research design and interpretivism paradigm

As a pre-condition of the point of departure from the more traditional leadership theories, the research design is an interpretive and hermeneutic mix. Interpretivism is the process by which meaning is created, negotiated, sustained, and modified within a specific context of human action, interpreted in the co-construction view of the social reality. The naturalistic inquiry offered a contextual relevance and richness to my role as 'human-as-instrument', interpreting experiences and socially constructing the reality about people in a deep examination of the leadership phenomenon (Denzin and Lincoln, 2005; Guba and Lincoln, 2001; Guba and Lincoln, 1982:235). 'Naturalistic inquiry is a paradigm of inquiry, that is, a pattern or model for how inquiry may be conducted' classified as inquiry in a natural setting (Guba and Lincoln, 1982:233). A detailed explanation of the research design is in Appendix A.

I borrowed from Alvesson and Deetz (2000:37) and integrated the interpretative and critical hermeneutics paradigms to enrich the design. This was necessary as the overarching objective was to disclose the embedded relational patterns in leadership according to the social construction (Fairhurst and Grant, 2010). Interpreting a complex network of exchanges between leaders and followers demanded that a combination of interpretive and hermeneutics design complemented a Type 1 thesis in which leadership was socially constructed as a process against the Type 11, which embraced critical theory (Fairhurst and Grant, 2010).

In the framework in Figure 3.2, the straight arrow connects the interpretive and hermeneutic approaches as phenomenology to illustrate how implicit the paradigms are in the social constructions of leadership. The collective meaning of the social interactions and intersubjective context, social identities, and behaviours denote interdependence (Alvesson, 2019). This design answers the social reality of leadership in multiple cases of contextually embedded relationships brought out by the research question in ways that maybe a quantitative analysis might not (Suddaby, 2006; von Glasersfeld, 1995a; Smircich and Morgan, 1982).

Figure 3.2 Interpretivist paradigm framework (Source: Alvesson and Deetz, 2000 adapted from Reid, 2013).
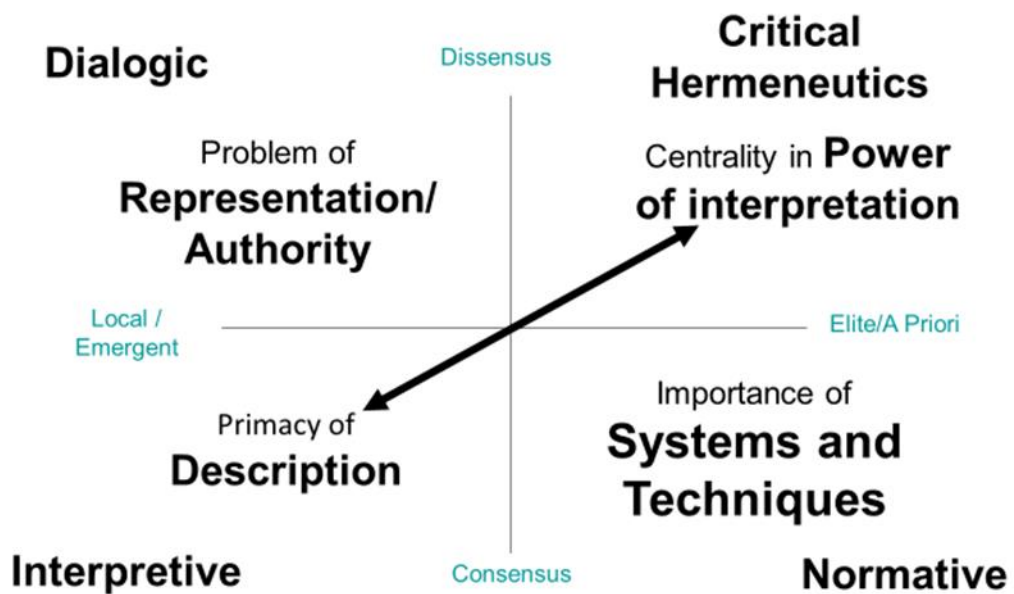
The proposed research strategy was inductive in approach, and qualitative methods, and hermeneutic interpretations made part of the main study design. All this is elaborated in the next section.

3.3 Research strategy and qualitative methods

Turning now to the main study, the full report of the pilot study tested the research design in Appendix B and offered the advantages of qualitative research. The research plan was revised to adopt an inductive approach and qualitative methods as a strategy which relies on case study methods, interview data and thematic analysis. Figure 3.3 draws together the step-by-step actions of the research process read from top to bottom. The entire research process was tested in the pilot study in which data collection and analyses used qualitative data and analysis to establish contextual leadership as a complex but novel contextual phenomenon (Ospina, 2004).

Figure 3.3 Research strategy (Source: Adapted from McWhirr, 2016).
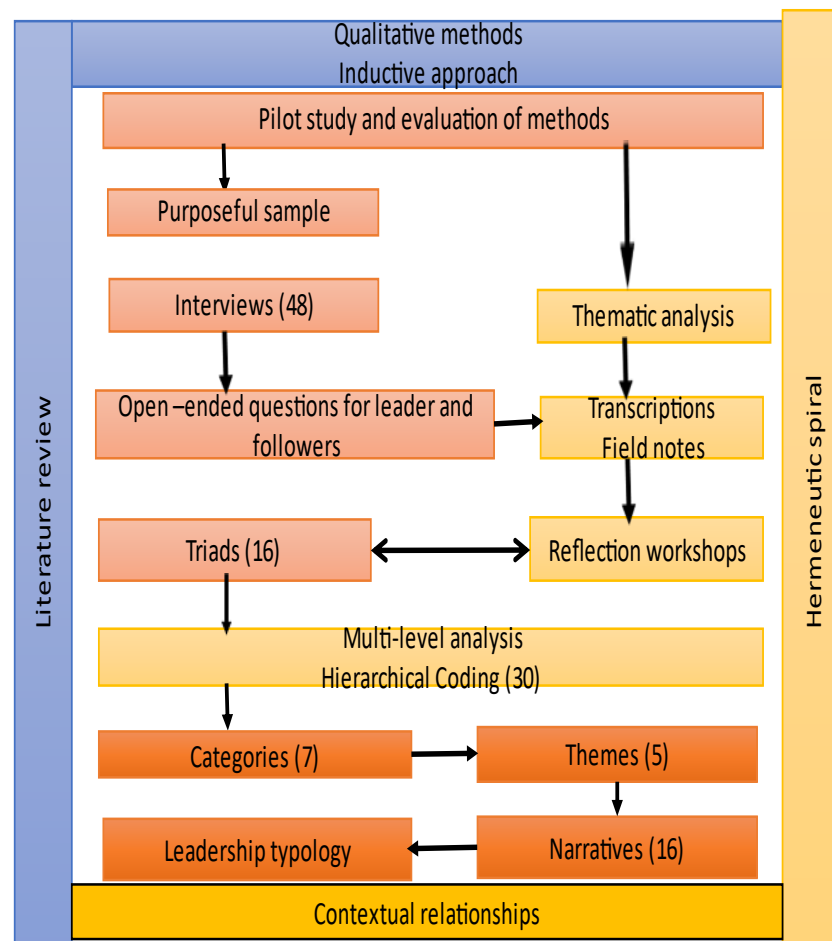
Each activity represents the research design, discussed in turn below, starting with the procedures for the main study.

3.3.1 Procedures for the main study

This section is in two parts: the first sets out the data collection procedures which are relative to the choices made to support the interpretivist research design and qualitative approaches. These are elaborated in Appendix A. It was important to explain the sampling procedures and how they relate to answering the research question. In the second part, I describe the actual data collection protocols in qualitative research and justify the choice of in-depth interviews complemented by observational data.

An outline of the sampling size and frame follows below.

3.3.2 Sampling size and frame

Theoretical sampling is widely used in qualitative research and allows for purposive sampling in the selection of cases and of participants (Creswell, 2014; Miles and Huberman, 1994; Ritchie et al., 2013). For theoretical reasons of extending existing theory, the choice of a predetermined purposive sample was convenient and transparent (Aguinis et al., 2019; Eisenhardt,1989). The case selection informed the development of theory and was chosen to illuminate hidden patterns and extend relationships. The identification of participants and cases with skill and knowledge about the subject was deemed to improve the logic of constructs discussed in the analysis (Aguinis and Solarino, 2019; Eisenhardt and Graebner, 2007).

Participant interviewees were selected from different organisations to fully appreciate the diverse views on the social interaction of intragroup leadership processes and relationships. Figure 3.3 reflects a sample of 48 participants, representing the number that can provide the theoretical depth requisite for a doctoral thesis. The sample seemed to give adequate support for the thematic analysis because a sample size of between 25 to 30 participants was regarded to be adequate for a good qualitative study. From the perspective of a small group, the participants were grouped into 16 triads which was deemed to be adequate because multiple cases of around eight teams offers the requisite base for making conclusive theory (Eisenhardt, 1989; Eisenhardt and Graebner, 2007; Yin, 1994). In defence of sample sizes in qualitative research, Braun, and Clarke (2016: 742) emphasise 'fine-grained coding' discussed in section 3.5 over size because 'bigger isn't necessarily better'.

In addition, the decision to select a diversity of cases for intensive interviewing produced large volumes of textual data (Giorgi, 2006). The rationale for diversity in polar organisations (discussed in section 3.3.5) was consciously and purposively selected 'for contrasting cases (negative, extreme)' to increase the value (Miles et al., 2012: 296). Apart from the experiential nature of phenomenology, the 16 triads benefited from the need not only to construct the process of influence on contextual performance but also to identify a process matched to inductive research (Gioia et al., 2012). The participants were assumed to have the knowledge and experience of being either a leader or a follower in the workplace.

Inductive reasoning was thus called for, and it demanded that the data collection and analysis methods should create a 'feel, smell and seem' inextricably linked to the choice of participants who were assumed to know the subject matter (Denzin, 2001; Flick, 2004). Likewise, the researcher also considered the Braun and Clarke (2018) reflective analysis in the creation of giving voice to the participants, discussed in more detail in section 3.6. Moving from the induction process, I now turn to the process of undertaking the field work towards providing empirical evidence.

3.3.3 Data collection protocols

Before commencing the field study, ethical clearance was sought from my university to ensure confidentiality because leadership and performance are sensitive subjects in human relations. During the preparatory work, I was careful to situate the interviews in the appropriate organisations and select the right people to be interviewed. Designing field protocols has 'no patent recipes as to how a way into the field should be sought and found', therefore I started with participant selection to identify the profile before locating the organisations and sites (Flick, 2004: 196). The selection of participants and organisational sites in the next sections resembles scaffolding to answer the question 'Where is the evidence for your assertions? (Gioia et al., 2012: 18). Table 3.1 provides the demographic data and job profiles about age, education, gender, job role, and tenure to allow the reader to make transferable conclusions about the findings of the study. Some key characteristics which are relevant to the contextual nature of the research question are summarised in the demographic data in Table 3.1 and Appendix F respectively:

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Table 3.1 A summary of demographic data

Organisation	Participants	Leader	Followers	Male	Female	Mean Age	Mean Experience	Qualifications			Profession
								Degree	Diploma	Certificate	
Org A	9	3	6	8	1	44	18	5	3		Leadership, engineers, admin and risk and safety
Org B	9	3	6	6	3	46	16	8	1		Leadership, engineers, admin and finance, geologists
Org C	15	5	10	11	4	52	29	14	1		Leadership/professors, lecturers, researchers
Org D	6	2	6	4	2	35	8	5	1		Directors, systems and tech support, admin and campus management.
Org E	9	3	6	7	2	33	10	4	2	3	Leadership, marketing, design and admin and finance
Totals	48	16	32	36	12			36	9	3	
Percentage	100			77%	23%			75%	18%	7%	
Mean						38	18				

3.3.4 Participant selection

The participants were selected either as leader or follower and were all full-time employees in their organisations. Recruiting the right participants was left to the Heads of Department or HR practitioners who had a working knowledge of the leader-follower interactions to reduce bias. Using performance ratings that were validated by an independent HR information source helped in the selection criteria. Participants had to be people with knowledge of the research question; they also had to be knowledgeable about leading and following as an integral part of work described in the demographic data. Aside from the focal point of experiential nature of phenomenology being multiplicity and offer diverse perspectives, the participants had to have volunteered to be interviewed. For consistency, the leaders were mostly elite participants at executive level (EXCO), which was level 2 in all the organisations, to boost the quality of the data. The followers were at level 3, equivalent in all the organisations except for C and D, which had two clerical staff (Aguinis and Solarino, 2019).

The selection criteria were as follows: firstly, a leader was typically one who attended to the higher-level goals of their business units, managed significant projects, managed teams with the ability to stimulate performance in followers who directly reported to him and was exemplary at lower organisational level. Secondly, a follower was a high performer and assumed to be well influenced by the leader (labelled Follower*vg*). Thirdly, another follower was an average performer (labelled Follower*av*), assumed to be averagely influenced by the same leader. These descriptions were assumed to present different experiences of influence by the leader and the effect on work outcomes projected different performance potential. Any interpretation of follower performance was in accordance with organisations' performance management systems of measurement. The different performance measurement criteria by and large ranged from excellent or outstanding to average and poor.

Contrasting a high performer and an average performer allowed me to understand the behaviours involved in influencing contextual performance. The team members brought the diverse skills and expertise which gave a good variation to the data (Fairhurst and Grant, 2010). Theoretically, the composition of the people between particularly good performers and average cases had potential

to account for different patterns of influence which could enrich the patterns in the data and offer different views on leader-follower-context ability to influence. The variation also served to enrich the comparative data of behavioural and cognitive patterns of relationships. In answer to the questions about leader influence, follower interpretations and perspectives about contextual influence, the small group discussed under unit of analysis was deemed relevant.

3.3.5 Organisational selection and context

Consistent with good research practise, I needed to identify my cases and then bounded them for the analysis in a way consistent with the choice of organisational beliefs, context, and profile of participants (Collins, 2012). The profile was based on age (years in operation), size in (number of employees), and ownership, because in an interpretive examination, culture and history are critical influencers of behaviour in the leader–follower contexts (Eisenhardt and Graebner, 2007: 27). Learning about HR and leadership practices across the organisations gave valuable insights into the depth of both skill and experience showing how the employee behaviour is inextricably influenced by their context (Holliday, 2007). As a qualitative researcher, I typically matched context, skill and experience to verify the selection.

The organisations were considered hubs of human activity; organisations influence behaviours and cognition. In studying a small number of subjects through extensive and prolonged engagement, the aim was to assess the development of sufficient patterns and relationships of meaning (Moustakas, 1994). Context was part of the organisational culture that influenced behaviour but also highlighted was how context interacted with leadership to boost contextual behaviours in small groups. The use of both internal and external contexts was important for the study because external context represents the 'environmental constraints and opportunities that have the functional capacity to affect the occurrence and meaning of organisational behaviour' which directly influence organisational behaviour (Johns, 2017: 577). The hybrid contexts proposed potentially have a critical impact on 'the expression of leadership' through the intrinsic behaviours of leaders and followers (Johns, 2018: 31).

Based on these descriptions, access was granted by four organisations; two were educational and two were mining institutions to which the researcher had

connections and previous work experience. The fifth organisation being the pilot study site. Bearing in mind Eisenhardt (1989) opinion that these multiple cases were deemed to be robust in theory- building there was consensus that the data from the four organisations had the potential to be replicated (Yin, 1994). Even though the whole range of organisational culture was beyond the scope of this study, this approach was however relevant as both the national and organisational structures supported the participants' social network behaviours and relationships (Graen and Uhl-Bien, 1995; Graen et al., 1977).

As this was a naturalistic inquiry, interviews were conducted in a natural setting and participant workplaces brought out the constituent behaviours of the individuals through words and nuanced observations. I observed some leader and follower behaviours during the interactions because of the strong contextual factors. I was always conscious of the fact that … 'it is one thing to observe leaders; it is quite another thing to observe leadership' (Bryman, 2011: 20). For example, the researcher's experience of the organisation, was invaluable because of the opportunity to observe the everyday practicalities of arranging interview rooms, keeping appointments, and social interaction; these were invaluable in increasing the quality of data because the context clarified the pre-existing conditions in the research setting (King, 2004).

Together with the human aspects of influence, a summary of the organisations and particular information about gender, roles and context in Table 3.2 expresses the likely contextual influences and potential. Overall, most leaders were men as well as followers which infers masculinity in the workplace. The participants' behaviours were in addition influenced by the organisations' age, culture, history and size which implicitly attributed certain organisational behaviours. Connecting the assumptions made about the research question to the people in these organisations should tell a story about their contextual experiences, leadership and followership influences as well as contextual. The meaning behind these lived-experiences should provide the depth of data, analysis and relationships in a transparent, processual and multi-level analysis. I should be able to interpret and write their storylines in a manner that make sense, and which can be replicated with similar conclusions by the reader (Aguinis and Solarino, 2019; Geertz, 1973).

Table 3.2 Interviews by organisational context

Organisational Code	A		B		C		D		E		Total
Gender	M	F	M	F	M	F	M	F	M	F	
Leaders	3		2	1	2	3	1	1	3		16
Followers	5	1	5	1	8	2	2	2	4	2	32
	9		9		15		6		9		48
Gatekeepers	HR Manager		General Manager		Deans/HOD/HR		Dean		Managing Director		
Employee Roll	650		300		2000		340		35		3325
Description of organisation	Large and old		Small and young		Large and old		Small and young		Small and old		
Started Operation	1973		2010		1975		2009		1982		
Ownership	State - Private ownership		Private		State		Private		Private		
Description	Market leadership		Technology driven and dynamic		Old, tired bureaucratic culture		Creative, fast paced & young		Old but small		
Business Type	Mining		Mining		University		University		Supplies		5

Each organisational profile listed below gives concrete descriptions that support the use of polar characteristics in the influence of the participants' behaviours and how leaders ordinarily influence followers in those contexts.

Organisation A

This forty-five-year-old company is a subsidiary of a renowned global mining house whose practise of excellence has invariably influenced the operations of the subsidiary. The formidable team had a high-performance culture driven by exceptional leadership efficacy, an exciting workplace environment, and strategic imperatives that promoted health and wellbeing. The performance culture, par excellence, was supported by a world- class parent company that provided critical people and technical support. The organisation was transitioning through a public-private partnership to be state owned.

Organisation B

This junior diamond mining outfit was established less than ten years ago and built technological capability that differentiates it from the giant companies in its field of business. This business model includes acquisition of resources, exploration, and operation of diamond properties, and it has adopted leading-edge technological and human management practices that have advanced high performance. Described as a phenomenal, people first- organisation, it had adopted high performance as a key competitive imperative, and its six-hundred-strong workforce thrived in the middle of the Kalahari Desert.

Organisation C

This thirty-year-old university with four campuses: two in the capital city, and two in the north, is a leading research centre for ecosystems and sustainability. With its six faculties, supported by a two-thousand-strong workforce of men and women, it remains the focus of higher learning in the country. The fifteen thousand undergraduate and graduate students are funded by a government endowment fund which has been reducing and is therefore posing a significant threat to operational performance.

Organisation D

Established in 2007, this creative arts' university is foreign- owned and straddles three continents. As a hub for innovation, and technology in the arts, it boasts a young, vibrant workforce that has successfully achieved exponential growth as a fast-paced global university that merges eastern and Western educational systems. According to the leadership team, their 300+ employees and 2 000 undergraduate students have become energised, versatile, progressive, and mobile 21st century employees.

Organisation E

This company was established in 1982 and was the site for the pilot study, which provided the data collection procedures in Appendix B. It is a small but growing SMME with associated companies in advertising, office supplies, and a retail business with a total of 35 employees. It is on a growth trajectory, and its mission statement of 'best choice by people' embraces the objective of a high-performance trajectory. Now its unorganised and not well-established systems on account of limited resources have affected the capital investment and the quality of human

assets. The team is positioning the organisation for a growth and possible public offering in the longer term.

To conduct the interviews, I negotiated entry into the sites discussed in the next section.

3.3.6 Gaining access

I used my local idiosyncrasies and personal contacts to increase the heterogeneity of the sample and the transferability of the outcomes. I wanted to specifically enrich the data with the diversity of the characteristics found in different data sources (Demerouti and Rispens, 2014). To increase the quality of data, I wrote letters requesting access that set out the details of participant selection, based on the sampling criteria (see Appendix C). I requested a designated quiet space for interviewing because listening as well as observing participants was critical for the quality of the data (Kvale, 2006; King, 2004). The organisations determined the appropriate timing for fieldwork, chose the interview sites, and allocated interview rooms. The five organisations described above met the profile standards that would adequately respond to the questions on leader influence and contextual performance.

Once access was gained, meetings were set up with the gatekeepers to familiarise them with the data collection requirements and obtain the names of participants through the institutions' organograms. Prior engagement with institutions provided useful insights into the concerns, politics, timing, and salient issues within the organisations that greatly assisted the process.

I engaged via email and telephone with the participants after consent was granted by each organisation. I wrote to all the participants to obtain their consent to be interviewed. The letter outlined the nature of the research, the ethics compliance, the consent form, and a summary of the research questions, including the duration of the interview (see Appendix D). Each participant signed a consent form which also assured the participants that they would not be known to third parties beyond the researcher.

After the initial interaction, I then undertook the interviews.

3.3.7 Interview guide and open-ended questions

I relied more heavily on participants' interviews than on observation, nuances in language and other behaviours which I recorded on the log sheet. What became obvious after the pilot study was that the participants delved deep into their work lives because they wanted to know whether they were performing to company set standards.

The participants were assured that no statements would be attributed to any identifiable participant in the research, and the system of codifiers was explained (Ritchie and Lewis, 2003). The interview questions were designed to encourage participants to talk because participants had indicated in the pilot that they enjoyed speaking about their environment and work. Participants were therefore advised to be as authentic as possible because the researcher sought to understand their experiences and how they perceived their leader- follower interactions.

I sought to capture the vivid interaction of the participants in their natural setting, and I used the interview schedule as an aide memoire that linked the research question to the data and method of analysis (Charmaz, 2006; Guba and Lincoln, 1985, 1994; Mason, 2002; Ritchie and Lewis, 2003). The pilot had confirmed that one hour was adequate for the leader to narrate actions, thoughts, and emotions on the relatively sensitive subjects (Kvale, 2005; McGrath et al., 2019). Followers were also each interviewed for 30 minutes to understand from their perspective, how they were psychologically situated to talk about their lives. The length of the interview was deemed to be adequate because related studies had used the same length of time for their interviews (see Wright et al. (2007; Flint et al, 2018).

Typically, the interviews evoked the experience of the participant since I configured a short interview schedule of one -and- a- half pages. For me, what was paramount was that 'when performed, the interview text creates the world, giving the world its situated meaningfulness, a way of writing the world, a way of bringing the world into play' (Denzin 2001: 25). As confirmed in the pilot study, self-reporting data aims to provide a wider range of responses because interviews are flexible and adapted well to an interpretive research design than would other data collection instruments like surveys. Underlying participants' perspectives on their experiences,

views, and opinions about leader influence found support in the pilot to include them as the analytic strategies discussed later.

The way I framed the interview schedule in (Appendix E) was explicitly and openly related to leader-follower relationships, mirrored to show the leaders' and followers' perspectives on contextual performance (Gergen et al., 2015; McGrath et al., 2019). The interview process or information was structured as follows:

- Prefatory information about the research and ethics compliance for quality control: I explained about the interview procedure, referred to the consent form and ethics of anonymity and confidentiality to set the participant's mind at rest (Reid, 2013; Ritchie and Lewis, 2003).

- Questions on job features, experience, and work environment to ease the participant into the discussion (Parkinson, 1998). I started the interview with the a 'hook question' about the participant's job because that tended to break the ice and ease the participant into the conversation.
  Example: Describe your job?

- Questions to tease out leader influence on contextual performance: a definition and explanation was offered for any new terms (King, 2004). Actions of the leader that influence both followers are sought to understand how contextual behaviours were influenced. Questions required depth and were specific to the interaction of the leader and followers but explored several themes related to influence (Carter et al., 2015).
  Example: Describe how you think you support your followers?

- Questions on how leaders influenced followers and how such influence impacted contextual performance were asked (Borman and Motowidlo,1997; van Scotter and Motowidlo,1996). It was important to establish contextual conditions along the influencing process and the stimulation of contextual performance in botho (Goldman et al., 2019).
  Example: How does your leader influence your contextual performance?

- Questions on support, volunteerism, and exhibition of contextual performance behaviours as defined in the prefatory statement adapted from Borman and Motowidlo (1993) and measurement in social networks in botho/Ubuntu (Siggers et al., 20100
  Example: Describe how your co-workers support you in your job?

- Questions on ability of both followers to influence the leader. Understanding the constructions of contextual leadership helped to elucidate how leaders influenced contextual performance.

  Example: How do you think you influence your leader?

- Questions on performance evaluation.

  Example: In what way can your leader unleash your best potential?

- In the cooling-off period, further questions looked to the future and sought to understand how the relationship could be improved.

  Example: Where do you want to be in five years' time?

During interviews, the interview questions addressed the issue of 'how you respond to me, how I respond to you responding to me' (Fairhurst and Antonakis, 2012: 3; Gergen et al., 2015: 6). Throughout the process, any complaints about the asymmetrical power I possessed as the sole interviewer and interpreter were minimised by asking good questions and listening attentively. Section 3.6 addresses the bracketing; however, the quality of data also depends on good interviewing and listening skills. For each participant, a log sheet recorded information about their age, position, gender, experience, and position, (see Table 5. 2). The profile of each participant was matched to their interview, which greatly benefitted the analysis as each data set was identified correctly.

3.3.8 Interviewing participants and interventions

Each participant who was interviewed responded to open-ended questions about their relationships as leader and as follower. In each juxtaposition, a leader and the two direct followers, effectively represented two dyads that were interviewed (Graen and Uhl-Bien 1995; Lincoln and Guba, 2013: 52; Sparrowe and Liden, 2005). Throughout this thesis, I use the word 'participants' rather than 'interviewees' to show a more interested and equal participation in the conversation. 'Interviewee' might suggest a passive, less interested role that would not serve the proposed constructionist study (Seidmen, 2006: 14).

Interviews started with Organisation C in May 2016 and overlapped with Organisation D in mid-May 2016, but both were completed in June 2016. After the first six interviews at both organisations, I modified certain questions according to the messages emerging from the data, which reduced the misinterpretation of the questions. This greatly improved the quality of the primary data (Corbin and Strauss,

1990; King, 2004). Considering the polar organisations as described in Table 3.2 above, Organisations A and C (large and old, and publicly owned) and Organisations B and D (small, and new, privately-owned), data was easily compared, which immediately uncovered contextual differences. As more data became available, questions were modified, some were dropped, and some relevant concepts were included 'to adjust to new ideas and issues as they emerge' (Parkinson, 2011). Organisations A and B in the mining sector were interviewed from June to July 2016.

After the interviews, the leader–follower accounts were given code identifiers to synchronise the participant logs for matching purposes, as has already been mentioned. Participant data and attributes are presented in Appendix F

3.4 The unit of analysis

The relational influence is assumed between three members of a team, a leader and two followers, and these are conceptualised to present different experiences. As a small group, triads were adapted as a unit of analysis because of the assumption that they could better explain role structures and influence. The emphasis on the interdependent interactions in leader-follower influence highlight contextual behaviours necessary to complete tasks. Indications of limited research using triads underscored how that structure could privilege understanding of relationships due to cohesion and horizontal leadership influence on co-workers (Erdogan and Bauer, 2015; Fairhurst and Antonakis, 2012; Paine et al., 2021). After considering the apparent shifts in leadership as a process, the triad was perceived to be a social structure which could aid human agency and intragroup influence in socially constructed leadership (Osborn et al., 2002).

Data collected from all triad members is deemed to increase reliability because of rigor by accounting for perceptions of investments and returns in the relationship; to establish any differences in patterns which may be replicated across the other triads (Kim et al., 2020; Larson and DeChurch, 2020). A triad is 'an effective two-dyads with a structural hole' (Offstein et al., 2006, cited in Graen and Graen, 2006: 95). This description adequately represents a 'three-pairings in a network' (Wasserman and Faust,1994: 18) or a 'three-person group' (Kilduff and Tsai, 2003), and a three-legged structure with a structural hole (Burt, 1992; Heider, 1958; Simmel, 1955). Importantly, the structure assumes that small groups and teams are not homogenous but represent different levels of leadership competency,

expertise, personality and skill to enrich the ability of followers in their performance outcomes (Larson and DeChurch, 2020). Figure 3.4 below illustrates the conceptualisation in a diagram read from left to right:

Level 1 (L1): represents a leader-follower relationship in which the follower, is perceived as a high performer (Follower*vg*), and in which the influence of the leader and contextual performance are also high (Anand et al., 2011; Erdogan and Bauer, 2015; Graen, 2006: 276; Graen et al.,1977; Hosie et al., 2014; Liden et al.,1997; Offestein et al., 2006: 103).

Level 2 (L2): represents a leader-follower relationship in which the follower is perceived as an average performer (Follower*av*), and in which the influence of the leader and contextual performance are low to average (Graen, 2006: 276; Graen et al., 1977; Liden et al.,1997).

L1 and L 2 represent an effective triad with a leader and two followers (Follower*vg* and Follower*av*), who are not directly connected (Offestein et al., 2006:103-4, cited in Graen and Graen, 2006). The multi-level analysis of the different cases and contexts provided insight into how the variations and emergent contextual factors converged to enrich meaning. The perceived levels of interaction at L1 and L2 from the heterogeneous composition of the triad should explain leadership, followership and contextual influence in the leadership process.

Figure 3.4 The conceptual triad.
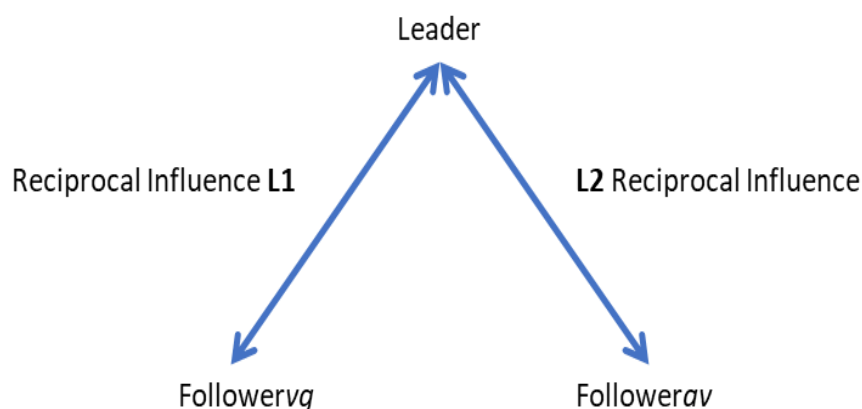
Data from triads should be adequate to allow for multi-level analyses that generate socially constructed stories about the influencing capacity of the leadership process in the social context in which contextual performance is an outcome (Graen and Canedo, 2017; Morgan and Hoffman, 2018). The framework for thematic analysis within the qualitative traditions is presented in the next section (Braun and Clarke, 2012, 2014; Fairhurst and Antonakis, 2012; Fairhurst and Grant, 2010).

3.5 Analysis framework

Figure 3.5 sets out a multi-level analysis to emphasise the influencing process within a triad and team setting. Leadership influence and performance are multi-dimensional phenomena that prompt the explicit steps in the analysis. Invariably the thematic analysis was 'to blend the general steps with the specific research strategy steps' (Creswell, 2014: 246). Level 1 analysis for individual leaders and followers established meaning units followed by Level 2 which represented aggregated themes from the groups at a higher level of clustering. In the within-case analysis all expressions of the leader influence within each triad were captured. Establishing the constructs is then followed by a cross-case analysis which validates the themes and the findings as patterns of contextual influence in the social context.

These steps are necessary for the thematic analysis because 'data reduction, display and of …conclusions drawing/verification come into …figure successfully as analysis episodes follow each other' (Miles and Huberman, 1994: 12). Enriching the outcomes in a thematic analysis moves up from the specific to the general along the multiple levels of analysis which illustrated the constructions of leadership (Braun and Clarke, 2006).

Whereas the analytical process started in the field, the iterative process started with the data-reduction strategy in thematic analysis that follows next.

Figure 3.5 The multi-level analytical framework (Source: Adapted from Creswell, 2014).
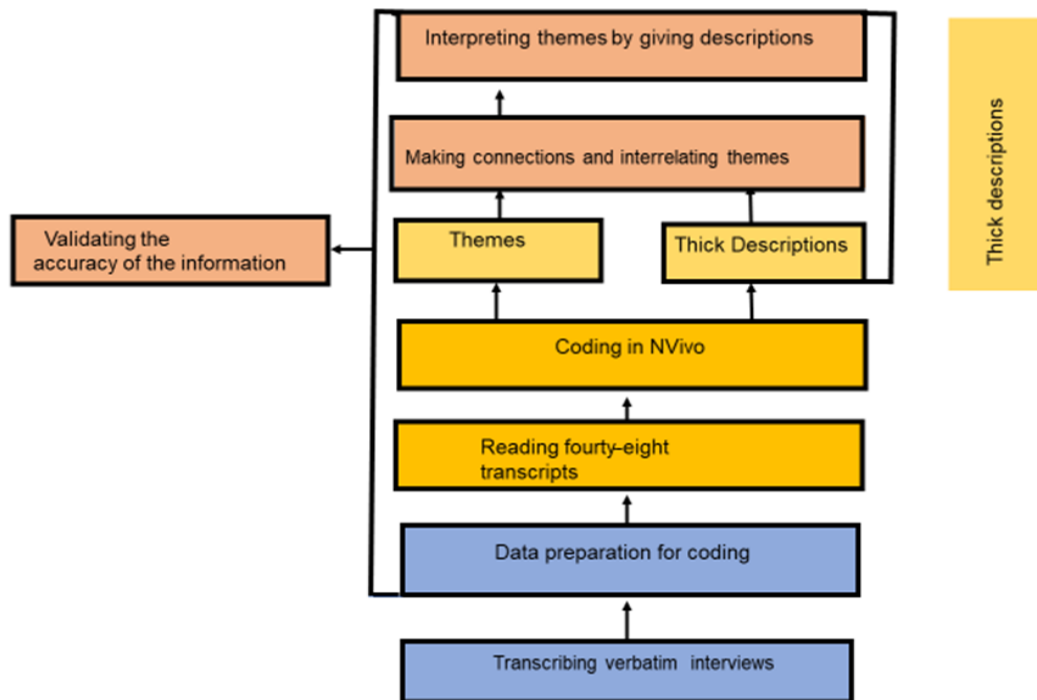
3.5.1 Thematic analysis process

Thematic analysis is a reflexive method for identifying, analysing, and reporting patterns (themes) within data (Braun and Clarke, 2006). In Braun and Clarke (2020) the six-step analysis are data familiarisation; systematic coding of the data; generating initial themes from collated data; developing and reviewing the shared meaning into initial themes; refining, defining, and naming the themes; and writing the reporting. Themes are distilled at each level in repetitive expressions of a much more complex path than as an "actively crafted" reflection of the researcher`s choices of interpretation (Braun and Clarke, 2016; Thorne, 2020).

The framework of thematic analysis attempted to distil the patterns and themes to:

- emphasise the phenomenological and hermeneutical nature of the study in interpreting textual data from the triads within a thematic structure of 'how' relational influence occurred (Braun and Clarke, 2006, 2014). Using both phenomenology and hermeneutics showed that 'no single combination can be regarded the best' (Wolcott, 1994: 49).

- show the context of what the constituent relational directions of influence within the confines of each organisation were.

Some of related methods like the Interpretative Phenomenological Analysis (IPA) were used in the pilot study, but because of its bias towards psychological data, 'the IPA of Smith is interpretive psychological analysis… But I believe that it [is] not helpful to change the nomenclature "psychological inquiry and analysis" to "phenomenological analysis,"' (van Manen, 2017: 778). 'But that link does not amount to very much' Zahavi (2019: 4) caused me to opt for a step-by-step thematic analysis which was more representative (Braun and Clarke, 2006, 2013).

Subjective reality required that I analyse dense data with the vigilance of pre-understanding and understanding the iterative analysis process in the hermeneutic spiral as sole interpreter of the data. This understanding demanded that I thoroughly familiarise myself with the data as the theoretical, empirical, and interpretive perspectives of lived experience would all be equally served by good preparation of data which follows. Thereafter, I show the iterative process of the hermeneutic spiral as an illustration of a phenomenological experience of interactions at work, followed by how the coding process reduced the data from text-code-categories to themes.

3.5.2 Data sorting and preparation

As the researcher, I resemble a story writer who is open and conversational to the discussion and flexible in the use of the interview schedule for textual coherence, because 'its meaning is in the reading' (Flick, 2009: 323; Miles et al., 2020; Richardson and St Pierre 2005: 960). The overarching objective is to give participants a voice in the interpretation of their own words, moods, and feelings, spoken in a very personal way and on their own terms (Braun and Clarke, 2018; King, 2004; Pratt, 2009). A useful means in the following mirror questions highlighted the respective perceptions of leader and follower in a new and authentic light for the researcher because the participants' authentic viewpoints became clearer and louder (Flick, 2009: 301; Saldana, 2009).

Me to Leader: How do you think you influence your follower`s contextual performance?

Me to Follower: How do you think your leader influences your contextual performance?

In terms of the overall structure, each interview started with a question that

described the participant's job to ease them into the conversation and to ascertain their position in the organisation.

Describe your job? The answer to this statement located the participant in the organisation and determined their perspective on their role in the context of the research question.

Questions about leader influence, contextual performance behaviours, support, the work environment, and performance evaluation formed the body of the interview schedule. An example of a leader question would be:

Describe how you think you support your followers?

This question shows the art of the conversational exchange to focus the topical trajectories that could stray from the guide, which greatly enhances the essence and interpretation of how work is done. Open-ended questions allowed both parties to reflect more deeply as probes judiciously obtained maximum data for distilling relationships and storytelling.

The final questions in the interview schedule allowed for a cooling-off period as the conversation invited participants to reflect on their future work life. In about five interviews, much information obtained in the end, perhaps some of it reflecting the participants' worldviews in the form of 'thinking aloud' (Kvale,1996). The data generated was analysed following a systematic thematic analysis using NVivo as a data management tool.

The multi-level analysis framework employed the hermeneutic spiral with each iteration explained in the next section.

3.5.3 The hermeneutic spiral

The iterative process is represented in the hermeneutic spiral in Figure 3.6. as an active, and systematic process that significantly enrich studies. Moving from the researcher's horizon on the far left of pre-understanding, the analysis is modulated in the interpretive phases of the phenomenon horizon on the far right. The idea is to gain incremental accumulation of knowledge at each phase. Pre-understanding 1 and 2 and Understanding 1 and 2 are the lens through which the theory develops. At Understanding 3 and 4, the crescendo of iterations culminates in thick descriptions and meaningful constructs which account for the themes.

Figure 3.6 The Study's Hermeneutic Spiral (Source: Gummesson,1991, in Parkinson, 1998).
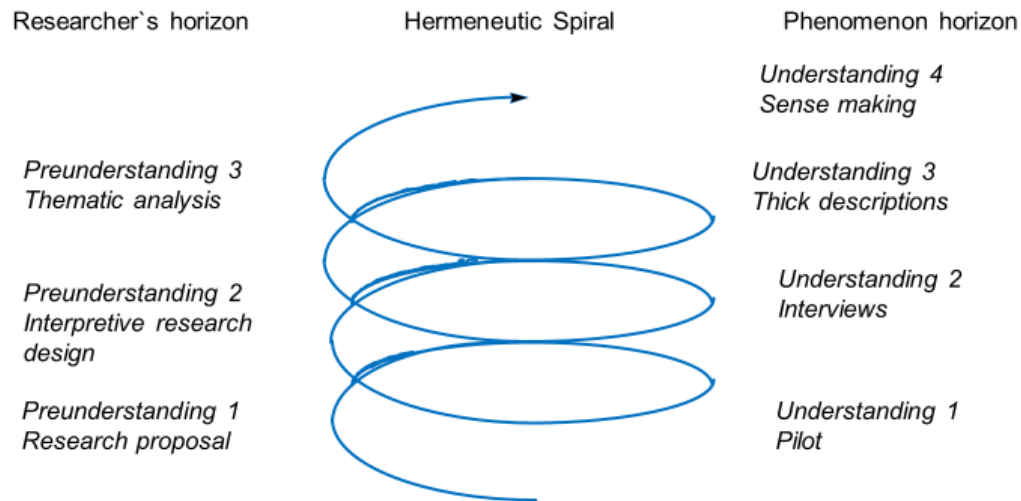
The first iteration laid the foundation for a qualitative study, and data collection in a social construction epistemology confirmed in the pilot. In the second iteration, my social constructionist axiology used qualitative methods to subject 48 interviews in 16 teams, to a rigorous analysis for group level interpretation. A bottom-up thematic analysis allows for a successive coding process with iterations that accentuate the hermeneutic spiral and the interpretive objective of making the participants' voices heard (Finlay, 2013; Mason, 2002).

The third iteration deepened the thick descriptions of the phenomenon, a thick description … 'is a context, something within which they can be. intelligibly – that is, thickly – described' (Geertz, 1973:316). As I made certain actions, choices, and theoretical interpretations of the thick descriptions, the meaning coalesced around the description of how leaders behave in a leadership process of influencing followers (Butler, 1998). Making meaningful constructions of how the leader influenced followers, the translation of actions interpreted allowed for sense-making of influence from a follower perspective: I continued to ask, 'what is going on for people?' (Braun and Clarke, 2018; Crotty, 1998). Substantive meaning of the raw data extracts revealed a clearer picture of the leadership process as the 'analysis episodes followed' an ascension of relationship patterns (Denzin and Lincoln, 2018; Miles and Huberman 1994: 12).

Finally, the fourth iteration discerned meaning in narratives as first -level reports on the data and within-case analysis that generated the first -level theory. There then followed a more intensive cross-case analysis to consider intra and intergroup similarities and differences as a way of matching patterns. I used vignettes to provide short accounts derived from participants views about how leaders drive the influence of contextual performance (Reay et al., 2019). Vignettes elaborated the actions and conditional behaviours of the interactions into short stories to improve idea generation and novel theorising (Alvesson and Sandberg, 2022). What counted as evidence and how the evidence is presented theoretically in chapters 4 and 5 formulated the applicable leadership theory discussed in subsequent chapters.

Throughout the research process, the general principles of a naturalistic inquiry and qualitative study teased out the interaction of participants in the societal, cultural, and organisational contexts. I made diagrams and tables to mark the critical moments in the construction of themes which culminated in the research model and was beneficial to both academics and practitioners (Lester and O'Reilly, 2015). The hermeneutic spiral and multiple analysis aided the coding of textual data.

3.5.4 The coding processes.

In this analytic induction (see Figure 3.7), the coding process cascades from interview data into codes which cluster into themes and end up in a theoretical framework. The coding starts with the descriptive phase and progresses in cycles that match the hermeneutic spiral with the interpretive and theoretical configurations and formulations about leadership influence on performance (Miles et al., 2020). Coding is a word or phrase that symbolically captures the meaning of data as a summative, aggregated qualitative description and a heuristic essence in multiple relationships (Saldana, 2013).

Figure 3.7 A multi-level coding process
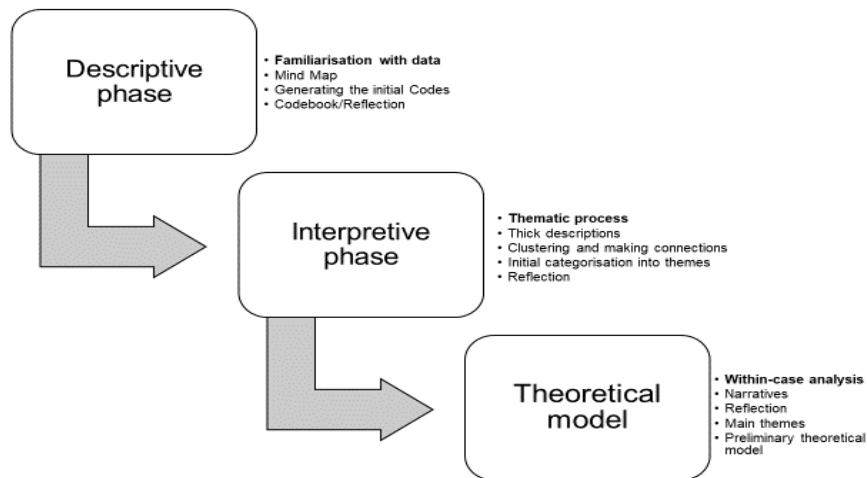
At the descriptive level, the iterative cycles of reading and re-reading text locate relationships in recognisable patterns about leadership and contextual performance in a mind map below (Braun and Clarke, 2012). Immersion resulted with establishing the initial codes which reflected the beginning of some understanding of the phenomena and the construction of the corresponding codebook (Saldana, 2013). Embedding the categories in data and listening to the meaning behind the words was crucial. I avoided the pitfalls of 'providing data extracts with little or no analysis and interpretation of the data that tells us how they are relevant to answering the research question' (Sandelowski, 1996: 525).

In the interpretive phase, more coding and refining of codes led to the clustering of codes according to similarity in the descriptions of behaviour relevant to the research concepts. The categorisation in the thick descriptions provided baseline constructs which confirmed the accuracy of the codes, names, and relevance. The within-case analysis that delved into the higher abstractions, as patterns of relationships in the 16 narratives confirmed the categories, was cross- checked for accuracy by constructing a manual matrix to improve the validation of data (Miles and Huberman, 1994; Saldana, 2013). The storyline from each of the 16 cases either converged or showed contextual tensions that shed light on leader influence and follower perceptions of that influence (Braun and Clarke, 2018; Glaser and Strauss, 1967).

Evidence in each coding phase was supported using visual aids and maps from NVivo to help substantiate the generation of themes in an understandable manner. NVivo was used as a data management programme preferred over other computer-aided qualitative data analysis software (CAQDAS) such as ATLAS.ti, MAXQDA and the like. Managing and organising data helped me to keep track of the conversations of the 48 transcripts or 16 triads as mini- groups. It was vital to use a functionality with a coding mechanism, querying of text, and cross-checking vast amounts of text (Bazeley and Jackson, 2013; Bringer et al., 2004). Relying on the audit trail, memoing and verifying of the final themes enhanced an initial mind map, a coding frame and subsequent 2D configurations to confirm the categories (Miles and Huberman, 1994: 55; Saldana, 2009; Larkin et al., 2006). A theoretical map and model were achieved in subsequent chapters.

The next section introduces the bracketing and reflection in the research process, with a trustworthiness statement expanded in chapter 7.

3.6 Reflexivity and bracketing

Following Finlay's (2009) suggestion that qualitative researchers engage in a dance between reflexivity and bracketing, I support the van Manen (2019) and Zahavi (2019) critique that neither bracketing nor reflexivity alone suffice. The decision to apply both bracketing and reflexivity in succession greatly improved the credibility of the study's findings as a dual-paradigmatic research design (Giorgi, 2006, 2010; Giorgi et al., 2017; Husserl, 1913, 2001; Moustakas, 1994; van Manen, 2019; Zahavi, 2019).

Sufficiently linking the findings back to the research questions and gaps in the literature increased internal validity, generalizability, and the theoretical level of theory building (Eisenhardt, 1989). It was crucial for me to corroborate the findings by reflecting on the data outputs and the discourse of participants experiences which enhanced both the internal validity and generalisability in theory building.

Reflexivity provided me with the self-examination of my thought process as building blocks throughout the data collection and analysis. Reflexivity is defined as 'the interpretation of interpretation' which causes the researcher to continuously self-evaluate (Alvesson and Skoldberg, 2009:9; Guba and Lincoln, 1981). I used reflective writing, 'an interpretive, personal, and political act' which requires that I am mindful of the quality of what the participants say, the quality of outcomes for the

intended audience and how they can use the research (Denzin and Lincoln, 1994: 479).

Earlier, I disclosed my beliefs and tacit knowledge in the constructions of leadership in Africa through practice and experience but also knowledge acquired throughout the research process (Creswell, 2014; Giorgi, 2012; Moustakas, 1994). As reflection is a hallmark of scientific rigour, I wrote up the field notes and recorded the interviews, interpreted the narratives by bracketing my views and suppositions as an illustration of maintaining credibility and rigour (Glaser, 1978; Johnson et al., 2020). Bracketing is defined as 'setting aside prejudgments and opening the research interview with an unbiased, receptive interpretation' – a clearing of mind, space, and time' (Moustakas, 1994: 86). Table 3.3 below shows excerpts of my field notes taken on the 20 April 2017 during a reflection workshop with a team at Organisation C. I took the notes to reflect my thinking process like, noticing the laid-back attitude of the average follower or the input from another follower and how they influenced each other and interacted with the leader. The notes show a difficult relationship with the apex leadership, and they amplified textual analytical data and biographical data in the appendix.

Table 3.3 Example of field notes

Attributes /Reactions	L008C	F015Cav	F016Cvg
Age	67	57	70
Experience/tenure	33 but 27 at local university	3	27 at the local university and overseas
Position	HOD started meeting late (by 15min)	Lecturer	Professor in architectural planning
Proactive and helping behaviours	Listened intently. Asked questions related to Performance Management System implementation. Ideas about a re-launch were floated.	Time keeping poor and seemed laid back. Asked questions about validation i.e., to interview the leadership at the	Keen researcher, asked about validation of results? Additional research on leadership styles of the VC`s because of high turnover necessitated by 5-year contract term (N.B could be a subject for a different study)

		apex to compare the results?	
Interaction	Bureaucratic style and influence were moderate.	Ex captain of industry interacted at higher level, expected outcomes and accountability.	Experienced leader, enthusiastic about performance and very helpful and effective.

Whilst reflecting during transcription of the interviews, for instance, verbatim transcripts represented complete narratives to me for reflection on what the data was telling me about intra relational influence (see Figure 4.3 in the next chapter).

Following advice from Glaser (1978), I kept a diary from inception to record my daily experiences, action, and thoughts. Recording such activities, the thought process forced me to be introspective and reflect on the research process on a weekly review basis. During the interviews, the open-ended questions were amended following the reflections in the research diary and logbook of participants. The decision not to confirm the accuracy of the interview data relied on my belief that my personal engagement and reflection during the interviewing process did not necessitate confirmation. Part of the research strategy involved actions of credibility highlighted in Braun and Clarke (2012) such as triangulation and member checking discussed in the next section.

3.7 Time horizons

This study was a cross-sectional study, a snapshot of a point in time that described the prevalence of leadership influence on contextual performance and its relational impact on followership and vice versa. Due to simultaneous data collection and analysis, I could control the study as it evolved, and I inferred themes from the patterns of relationships recorded in chapter 4. Most leadership studies, like mine, are cross-sectional even though longitudinal studies could provide optimal evolution about contextual relationships in the influence of performance (Anand et al., 2011). During my exploration, face-to-face interviews were scheduled and conducted within a three-month period from May to July 2016. Open-ended questions provoked data

that gave great insights into the leaders' inner lives while they searched for the reciprocal influence from their followers. Consistency of a self-propagating strategy in data management and analysis deepened the substantive phenomenological story and calibration of triadic relationships at a particular point in time.

3.7.1 Trustworthiness: Credibility of the research design

I pursue credibility by relying on Lincoln and Guba (1985) to establish trustworthiness in the research, as discussed in chapter 7. I addressed the issue of credibility by asking the question; 'Should the data sources (most often humans) find the inquirer's analysis, formulation, and interpretations to be credible (believable)?' (Guba and Lincoln, 1982: 247). In familiarising myself with the natural setting, I had to account for practise when preparing to gaining access, persistent observation like engaging with interviewees prior to the interviews and during the interviews (McGrath et al., 2019). Thereafter, reading and re-reading the words actively, analytically, and critically as a form of familiarisation and immersion in the hermeneutic spiral triggered reflection (Braun and Clarke, 2012). By using thematic analysis, questions about the degree to which an individual's views were consistent with the unique and deeply rich personal experiences shared surfaced. The immersion into the data deepened the research dialogue and its experiential form (Braun and Clarke, 2012).

I used member checking to reflect the accuracy and relevance of the qualitative findings by allowing participants to discuss them. I then confirmed the outcomes because 'the most crucial technique for establishing credibility is through ''member checks''' (Lincoln and Guba, 1985: 314). In addition, to have the key participants 'review the draft of one's paper' also increases the rigor and develop evidenced-based themes as qualitative findings (Pratt and Bonaccio, 2016: 704). The report was sent to the organisations via email several weeks prior to the one-hour reflection workshops for maximum contribution to the outcomes. During these workshops, which were a collective reflection, the leaders and followers were keen to understand the process of analysis as a transparent process and evaluate the outcomes presented. Interacting with members gave me more insight into the developing leader-follower interdependence.

One of the greatest design features of the hermeneutic spiral is the methodological steps that also provided an audit trail of note-making, reflection, and

transparency in reconstructing meaning (Lincoln and Guba, 1985). A key feature of the research design had to be to assist the readers in making judgment about the quality of the research and scientific knowledge generated (Johnson, 2020; Malterud et al., 2017; O`conner and Joffe, 2020). I refined the participants voice during the discussions of the results in the reflection workshops. I took field notes which removed doubt and clarified both parties understanding about the experience of leader and influence and the practise of contextual performance. I also noted as part of the observations, the nuances in words and body language which enriched the data and validated the outcomes of the analysis. Almost all qualitative literature insists on keeping a reflective journal, which I did to redirect my thoughts, choices, and decisions during the systematic analysis, thus producing an audit trail. The following extract from my reflective journaling is a good example.

> At first coding seemed easy but I then noticed that academic interpretation of engagement, as an example, was vastly different to colloquial references. I engage in everyday meaning as I communicated, consulted, talked which is different from being present in the role or dedication.
>
> Open coding by reading text, underlining important and relevant words/phrases relevant to research concepts was a tedious but necessary event. Highlighted text and assigning names of nodes for 48 Word scripts was daunting at first. Once the textual data and initial codes transferred to NVivo coding moved a little faster in part because there was a coding frame for coding the rest of the data.

I heeded advice to make sure that I demonstrated reflexivity during the research process because a social construction process enriches the credibility of the findings and pursues scientific quality (Malterud et al., 2017). Considering that I was an inquirer, I had to persuade the reader to believe the findings as representative.

Notwithstanding, triangulation has recently been discounted because of mixed methods, using it in my research greatly enhanced the interpretation of outcomes which contributed to the credibility of the findings (Denzin, 2012; Morgan, 2019; Morse, 2015). During analysis, I attempted to marry the convergent and variant perspectives of my data to give credibility to the findings. I used both NVivo and manual coding matrices, within and cross case analysis and multiple visuals to crystallise meaning. But taking account the idea that 'all things become clearer with

intuitive-reflective process' along the thematic path, preconceptions and biases were reflected upon (Finlay, 2006, 2013; Glaser ,1978; Giorgi, 2009; Moustakas, 1994). The enhanced standards of rigor applied through journaling, member checking and triangulation uplifted the leadership framework (Sandberg and Alvesson, 2020).

3.8 Conclusion

The research design neatly connected the three key phases from the design stage through to data collection and established a path in which the cases/ triads were analysed, interpreted, and concluded. The iterative process in Figure 3.8 provides a rich theoretical framework of departure from Figure 2.1 and shows the interaction with data and the feedback loop (Yin, 2004,2009). The multiple cases allowed for data to be analysed firstly within case to establish themes and across cases to compare the triads (Eisenhardt, 1989). On the other hand, Yin (2004) considers multiple case data to be more compelling and more robust in translating the research data into major contributions (Corley and Gioia, 2011).

The blue arrows show the entire iterative process of the hermeneutic spiral captured from design, data collection, analysis, and formulation of theory. Depicted in orange are the processes which disclose the quality of multiple cases as sources of data and how the data loops together in the thematic analysis towards drawing conclusions. At the end, theoretical extractions and modifications are achieved.

Figure 3.8 Case study research framework showing feedback loops (Source: Adapted from Yin, 2004, 2009).
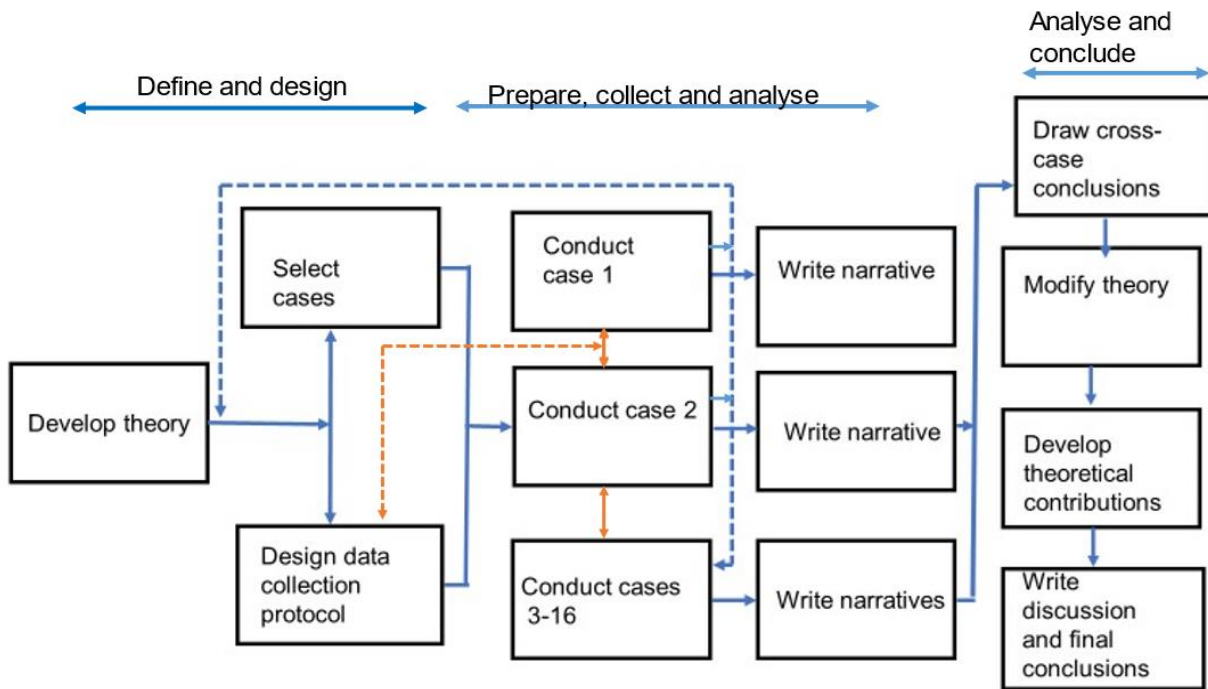
The analytical process is discussed in greater detail in the next chapter.

CHAPTER 4. DATA ANALYSIS

'Analysis always suggests something of the scientific mind at work: inherently conservative, careful, systematic' (Wolcott,1994).

4.1 Introduction to the analysis

The systematic methodology explained in the preceding chapter, provides the tool through which, the leader, follower reciprocity and the context may influence leadership effectiveness. The primary aim of the multi-level analytical approach was to overcome the descriptive criticism of qualitative analysis and to show the depth of the data in the constructions of leadership. The process cascades from text to codes to categories then themes. Following a robust inherently cyclical, iterative, and systematic coding process, thick descriptions and the constructs were initially interpreted into initial relational patterns of leader influence.

When writing the narrative stories about each triad and their leadership experience, I started to notice patterns of relationships emerge into categories of meaning units. Thereafter a within-case analysis uncovered the main themes during more clustering categories into themes (Saldana, 2013). This conscious and reflexive process ended with some reflection on the thematic and systematic analysis (Clarke and Braun, 2018).

4.1.1 Descriptive phase: Coding data in NVivo

The initial coding in the mind map recorded the initial cognitive patterns in relationships. Developing a coding frame from the significant features of the data resulted in an initial coding frame (Figure 4.1) (O'Connor and Joffe, 2020; Saldana, 2013; QSR International, 2013; Sandelowski, 2000: 335). By mapping similar ideas together, the patterns evolved into recognisable descriptions of the data (Pratt, 2009: 860). The mind map below is anchored by the two core concepts of leader influence and contextual behaviour. These codes and sub-codes were described using key phrases. The phrases described the participants,' views which according to Glaser and Strauss, (1967: 106) 'can often be based on memory'. These are presented below:

- Leader behaviours that influenced followers based on context and resulting in four sub-codes – Blue.

- Contextual behaviours denoting how followers experienced leader influence based on context and resulting in five sub-codes – Orange.
- Employee engagement, skills and experience, trust, and happiness – Green.
- Negative behaviours such as mistrust and unhappiness (the tensions arising from these were already reflected in the data) – Purple.
- The four floating codes as outliers were work overload, job specification, employee welfare, conflict, and sabotage Red.

Figure 4.1 Mind Map showing Initial codes and sub codes (Source: NVivo 11 QSR International 2013 with permission)
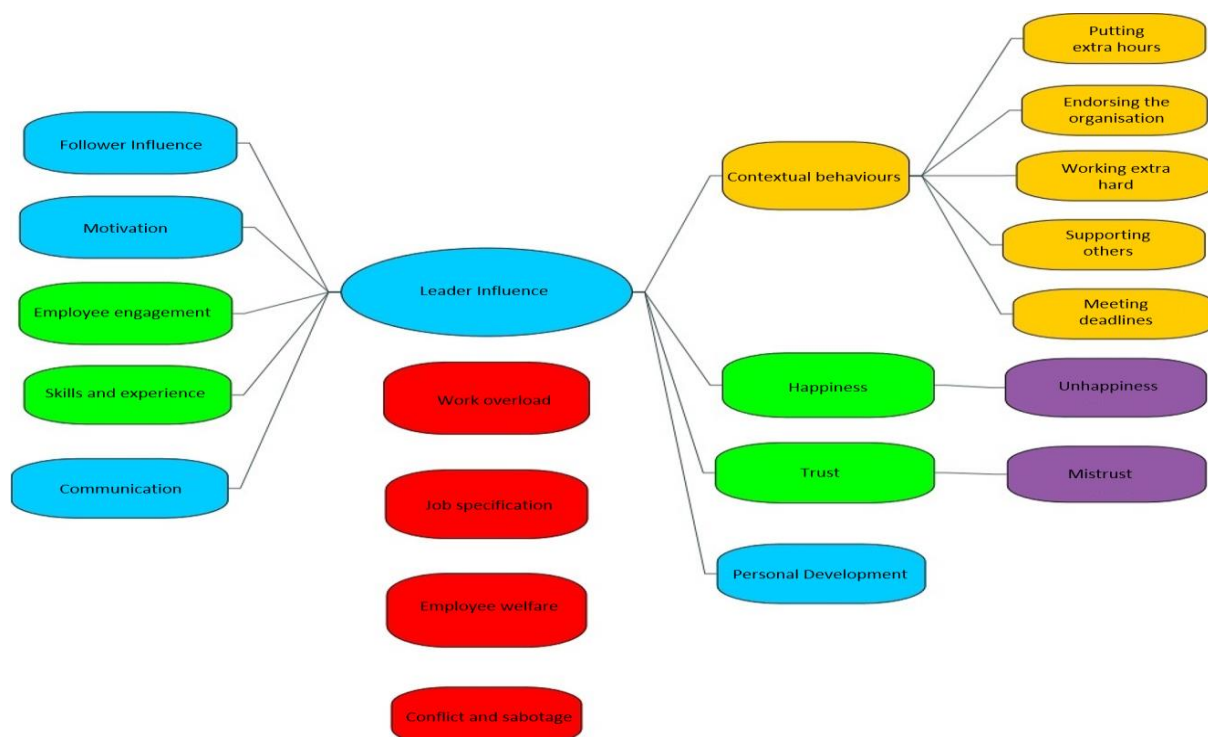
I repeatedly reviewed the participants' words as suggested by Braun and Clarke (2012) by reading and re-reading, annotating phrases and making notes in the transcript margins, actively, critically, and constantly underlining portions of data. I highlighted important words with potential meaning and relevance. I adapted Brown and Clarke's questions to interpret the meanings during coding; questions such as 'how does this participant make sense of participant experience of work; what assumptions do they make in interpreting their actions and making sense of this experience and what kind of world is revealed through their accounts?'.

Figure 4.2 is an excerpt of a coded Interview 25, which shows the initial coding and the thought process.

Figure 4.2 Excerpt of transcript

Interview 25 L005B- Leader influence and contextual performance

I. 1Q1.61 Describe your job?

P.1 My job is a very interesting. I am called the Chief Financial Officer but I find myself in general management as well. So …(laughing) I am in risk and compliance, obviously finance and cost control and governance and I generally run the offices in { } We have two sites in { } where the head office sits, and the mine is at { } That means I am responsible for finance, risk management for the Group, governance, legal and compliance. From a governance perspective, compliance I look at financial and legal compliance, so theft and broad risk management. When I talk legal, I am talking legal and compliance, we look at supply chain, security also sits on my table and insurance these are additional to my portfolio in finance. We have a small security section in { }. I also find myself falling into security a bit more, when you speak to { } he might tell you that he oversees security because the roles overlap but there are certain things I do on security as well because of insurance also comes into the equation and there is a lot more than finance and contract management do because of the nature of our mining operation. It's a diverse portfolio in as much as they call it Chief Financial Officer, I do a little bit of everything so if I was to describe what I do, effectively I would call myself the GM of the C____ Head-Office, so that is where I sit right now.

(handwritten margin codes: expertise, skill, job role, leadership, context, job role, multitasking, experience, multitasking, expertise, experience, role clarity, resources, expertise, context, experience, multitasking)

(handwritten: job role | context | leadership)

Probe. You do a lot of leadership and coaching then?

P.2 Yes, that fundamentally I do and I do coach----I lead a lot and coach a lot --- coaching is very important from a team perspective. If you do not coach sometimes things tend to fall apart and continue coaching the guys. I mentor some of the guys as well depends on which team, I mentor the sales team which is pivotal in the operations and I guide some of the guys as well. Because we do not have a formal HR mentoring-coaching service that you find in bigger companies, I tend to cover that portfolio as well. Some of the staff come if they need help and they feel that I can mentor them ……. but generally, my team I coach most of the team here in { } as the most senior person.

(handwritten margin codes: leadership, communication, helping others, resources, job role, context, proactive, communication, experience, job role, helping others)

I.2 Q 4.22 How do you influence contextual performance?

P3. Well for me it's about …. performance is …. you know performance is obviously work, and work is work but there is a lot of stuff that affects people at work. For me the holistic thing is to get involved with my staff without completely getting in their personal life but in to understand what is happening to them. I do not have the full personal relationship with my staff…. but I know they have kids and when they are in difficulties they tell me. I facilitate all the softer issues to ensure the delivery of work within the team. If I don't then I do not have a fully committed team. That is where the loyalty comes from if I understand when they are coming from…I mean C____

(handwritten margin codes: context, performance, influence, influence, family, spill over, leader, support, influence, performance, loyalty)

Following the advice of several researchers, I immersed myself in the data by reading and re-reading the transcript several times to extract relevant words and phrases (Morse, 2015; Saldana, 2013).

At every loop I added more codes such as context, leader support, helping others, performance feedback, loyalty, follower support and personal development. Throughout the coding process, I was looking for 'plausibility and presumed strength of the various linkages involved in the constructed analytic narrative' of what was surprising and unexpected in the story (Grodal et al., 2020; van Manen, 2007:1147). I was able to develop a coding frame after coding all the transcripts in this manner:

- Going line by line through the text searching for key phrases and words. I assigned phrases as descriptions of patterns that were emerging. By reading the transcripts several times, more text was coded from words to sentences which added to the meaning of a paragraph and then the whole transcript (Creswell, 2014; Miles and Huberman, 1994: 9; Saldana, 2015).

- Pre-figuring the text into units and assigning descriptions. I underlined statements that were related to the research concepts and had similar descriptions (Corbin and Strauss, 1990; Creswell, 2014; Glaser, 2002; Holliday, 2007; Moustakas, 1994). For instance, in the excerpt, 'Some of the staff come if they need help….' was underlined as being key to leader influence and upward communication.

- Identifying word repetitions such as communication, leader support, engagement, context, leader influence, extra effort, experience, skill, and trust. When I linked them back to the mind map, patterns of influencing relationships emerged in the data.

- Tagging the text forced me to read the transcript and be closely familiar with the data. This immersion provoked a deeper understanding of the text and its meaning without becoming too involved (Corbin and Strauss, 1990; Strauss and Corbin, 1998; Varney, 2015: 122).

  All relevant text in all the transcripts was coded and questions such as 'What is the participant saying? What are they thinking? What is happening here?' guided the coding process. Certain words in the text were connected to the concepts of leader and follower influence in formulating the initial codes in the next section.

4.1.2 Initial coding

To develop a coding frame, the text was coded line by line to generate nodes in the Detailed View of NVivo. The initial code/nodes were then listed in the List View which showed how many codes were created, the actual data extracts that supported each code and the number of references per node at each point (Bringer et al., 2004). Typically, to find out what a participant thought of contextual performance, you clicked on Q3, which asks about how they show contextual performance. Here is an example.

Q. 3 Can you share an example of when you exhibited contextual performance behaviours? <Internals\\Interviews\\Interview 11F019Cav> - § 2 references coded [11.67% Coverage] Reference 1 - 8.69% Coverage

P. 4 There are times when I ==work extra hours== when my {TL} ==works late== or ==there is an evening lecture at 17.30==. I arrange the lecture material for her, make sure the projectors and laptops work and set the lesson ready for her. I must ==sit {sic} with the students until she arrives.== I also had an occasion when my boss was at a meeting and the {PEN} team arrived, ==I sat and talked to them to make them comfortable== until I handed them over to her… ==it was well after hours== and ==she was happy== that they were settled.

In the answer, words that describe contextual behaviours are highlighted in yellow; 'work extra hours, works late, an evening lecture at 17.30, sit {sic} with the students until she arrives'. But there is also the description of the external context, 'make them comfortable' and internal context, 'she was happy' which shows how the follower interpreted the leader`s behaviour and reaction to good behaviour.

Using the same logic and style of coding, each transcript was coded well by clearly assigning text to the relevant code name. The greater the number of descriptive codes, the clearer the patterns of leadership influence that emerged, and in what type of context can be seen in Table 4.1.

Table 4.1 List of topics coded in the data.

Experience, skill, and tenure	Happy work environment
Job specifications	Organisational performance
Engagement	Individual performance
Downward communication	Follower support
Upward communication	Helping others
Context	Concern for unit objectives
Loyalty and commitment	Team support
Personal development	Trust
Leader influence	Mistrust
Follower influence	Co-worker support
Defending organisational objectives	Leader support
Proactive behaviour	Sabotage and conflict
Protecting the organisation	Endorsing the organisation
Persisting with enthusiasm	Recognition/reward
Putting in extra effort	Welfare
Going beyond expectations	Performance feedback and recognition
Excellence	Work overload
Happiness	

Iteratively immersing myself in the data allowed me to gain more insights and confidence at the same time, the code names were refined to reflect more how the participants were making sense of their experiences at work. For example, downward and upward communication was combined with communication because they were connected to leader-follower interactions and exchange of words. Evidence of any exchange related to the influence of leaders on followers in phrases, sentences or in a paragraph was coded (Bazeley and Jackson, 2013; Johnston, 2006; Saldana, 2009: 17).

In reviewing the codes, similar codes were combined and or renamed to be more representative of the meaning of the text. Consequently, the list above reduced as codes expanded to strengthen the emergent patterns 'generating and plausibly suggesting many categories' with induced meaning (Braun and Clarke, 2006; Glaser and Strauss, 1967: 104; Saldana, 2013; Strauss and Corbin, 1990: 23). As the codes captured meaning according to similarity and convergence, 'both the diversity, and the patterns, within the data, and codes … appeared across more than one data item' (Braun and Clarke, 2012: 62). No code was dropped from this exercise,

because the 35 codes were reduced to an initial 27 codes including new ones as part of the data reduction process. Most codes were intact, but others changed in the following combinations:

- 'Experience, skill, and tenure' represented context and did not change.
- 'Job specification' changed to job role because of the specific work processes.
- 'Engagement' combined with 'loyalty and commitment' because it explained the willingness to work.
- 'Downward communication' and 'upward communication' changed to 'communication' and indicated horizontal influencing necessary for the influencing process and the normal interactions in the triad.
- 'Context' could explain both the research concepts that subsumed 'organisational performance' and 'happy work environment' from historical and cultural perspectives. It was central to the leader influence on follower contextual behaviours.
- 'Personal development' encompassed proactive and volitional behaviours.
- 'Leader influence' changed to 'leader behaviours' to capture the actions that influenced followers.
- 'Follower influence' combined with 'leader support' to present vertical influence and was renamed 'bi-directional influence'.
- 'Protecting the organisation', 'defending organisational objectives', 'concern for unit objectives', 'endorsing the organisation' were renamed 'defending the organisation' to reflect the commitment, energy, and loyalty of engaged and committed employees.
- 'Proactive behaviour' did not change as it covered self-leadership a personal initiative' and helped 'volunteering' and willingness to work.
- 'Persisting with enthusiasm', 'putting in extra effort', 'excellence' showed that followers went 'far and beyond job tasks' and was named 'extra effort'.
- 'Happiness' covered the volitional and helping behaviours related to context. 'Individual performance' was the starting point of understanding the effect of leader influence on follower contextual performance.
- 'Team support' within the realm of pro-social behaviours of team influence, and 'follower support' fitted in with the willingness of employees to influence others positively which was reworded as 'co-worker support' to emphasise horizontal influence.

- ▪ 'Helping others' included proactive and volitional behaviours.
- ▪ 'Performance evaluation' included performance feedback as the motivational aspects that inspired contextual behaviours was renamed 'motivation'.
- ▪ 'Trust' included the wellbeing of employees related to leader influence.
- ▪ 'Mistrust' disallowed wellbeing and willingness to work.
- ▪ 'Sabotage and conflict' were an interesting diversion in the data and renamed 'conflict and sabotage'.
- ▪ 'Recognition/reward' was an important part of motivation by leaders.
- ▪ 'Welfare' related to wellbeing of employees as part of motivation.
- ▪ 'Performance feedback' related to communication and influence.
- ▪ 'Work overload' related to negative outcomes of leader influence and context.

In addition, more coding revealed pertinent behaviours such as empowerment, disengagement, unhappiness, and context-based codes which made up the initial 27 codes as listed in Table 4.2.

Table 4.2 Initial codes transferred to NVivo.

Experience, skill, and tenure	Individual /follower performance
Job role	Empowerment
Engagement	Co-worker support
Disengagement	Helping others
Communication	Trust
Context	Mistrust
Personal development	Conflict and sabotage
Leader behaviours	Motivation
Bi-directional influence	Recognition/reward
Defending the organisation	Welfare
Proactive behaviour and volunteering	Performance feedback
Extra effort	Workload
Work environment	
Happiness	
Unhappiness	

As coding progressed, I developed a codebook with the intention of establishing a standardised elements across the stories as well as the ways in which these elements connected.At the same time I constructed definitions of the codes to be

consistent.This way of proceeding also served as a reflection point, to 'stop coding and record a memo on [my] ideas' and increased my understanding of the data and its relationships with leader influence (Glaser and Staruss, 1967: 107).

A node in NVivo is a non-standard term which refers to a container of phrases which represent data otherwise called a code for purposes of this thesis. Each code signifies the meaning of a unit of data and increases the visual comparisons and patterns about relations and behaviour. For example, codes like communication, engagement, and aspects of contextual behaviours such as helping others emerge from the data and were assigned the most suitable description. Mapping the codes to the phrases brought out participants voice and did have to fit into my preconceived ideas about the research question.

The raw frequencies in NVivo (not weighted) indicated the references coded in the data as participants expressed their opinion about how they experienced the underlying influence of leaders (Gill, 2014; QSR International, 2013; van Manen, 2017). Apart from coding the participants' attributes writing memos like this example captured the cognitive processing of coding, naming, and defining meaning during reflection.

> 'Updated a codebook of all the nodes and sub-nodes described by the empirical properties of the data. The meaning was extracted from personal knowledge, literate and relevant features of the study as they came to surface. The reflection on the codes, code names and meaning deepened the connections in the data and meaning that were emerging.'

At this point of the coding process, there were enough codes 'beneath the semantic surface of the data' for me to make deeper and conscious connections with the same colours in the mind map. Figure 4.3 illustrates the code outputs from NVivo to show how I synthesised the data and then interpreted patterns of relationships into clustering the codes: relevant contextual behaviours were coded as 'going far and beyond' to express the extra effort and motivational resources associated with good influence. Work overload changed to 'resources, workload, and counterproductive behaviours' to show the implications of both the positive and negative experience of leadership influence in the data.

During clustering interludes, the codes were deconstructed by coding them codes to construct the categories which illuminated primal, lived, and experienceable meaning. Each participant life story was coded to the categories that were forming

representative experience of members of the triad. As earlier indicated, the clusters provided a substantive understanding of how each code translated the experience of leader influence and follower feedback within the triads (Saldana, 2009). The screenshot reflects about seven categories of context, conflict, engagement, going far and beyond, happiness, job role and leader influence which illustrates how leadership, followership and context constitute leadership influence in the triads. These abstractions showed me that most people experienced positive influence and enjoyed good relationships. But a few already experienced conflict and negative influence in the tension found in certain contexts. Going back and forth in the data increased coding reliability and verifiable consistency in the categories because decisions were objective and unbiased. The naming of codes and descriptions shown in the NVivo excerpt are supported by the codebook in Appendix G.

Figure 4.3 NVivo output coding screen

As the categories started to form, I constructed the thick descriptions discussed in the next section.

4.1.3 Interpretation phase

In this phase, I continued with a consistent, logical, systematic, and transcendental reduction of data in thick descriptions followed by the within-case analysis. The thick descriptions allowed me to interpret how the leader influenced followers and their enactment of followership in a triad. Each construct was treated as a more precise abstraction than at first attempt, with defined properties which explicitly identified both leader and follower behaviours in influencing contextual performance. For purposes of this study, a construct was an abstraction about a phenomenon that cannot be directly observed but which allows categories to be made as a foundation of theory (Suddaby, 2010). Constructing the thick descriptions was an opportunity for me to learn the character of the data before the meaning was aggregated and synthesised according to similar properties, concepts, and themes (Podsakoff et al., 2016).

Lincoln and Guba (1985) define a category as an abstraction drawn from the data contrasted with a concept about its vicarious experience. The higher abstractions of similar meaning which started to form earlier explain, convey preliminary themes about leader behaviours and patterns of influence. These behaviours are contextual in nature because they are centred around context and its theoretical conceptions which seemed to trigger contextual performance. I was concerned with generating and plausibly suggesting many categories, properties, and hypotheses about general problems in the influencing process, but it appears both the positive and negative cases enlightened the outcomes. By specifically quoting verbatim statements, the interpretation of meaning was strengthened and became clearer and more meaningful (Glaser and Strauss, 1967).

The reconstruction of the thick descriptions is given in the subsection below

4.1.4 Developing the thick descriptions

Leader behaviours were interpreted as influencing certain contextual behaviours and actions in followers based on how the followers were experiencing leader influence. In other words, the type of leadership behaviours seemed to trigger positive or negative responses in followership towards contextual performance. This can also be asked in a question form as in Geertz (1973); what is the leader doing as perceived and interpreted by followers? Such a question allows us to have 'that small part which our informants can lead us into understanding' (Geert 1973: 318).

To illustrate how followers perceived leader influence, see Table 4.3, for the reconstruction of the 'extra effort' construct. The reconstruction of leader and follower interactions in each triad reveal how followers experienced leader influence, how leaders perceived followers' reception of such influence closely matched to the content of the data sources. As an interpretive project, I derived hidden meaning from the properties of 'extra effort' which illuminated what constituted contextual influence without going native 'because its close adherence to the data keeps researchers 'honest'' (Eisenhardt and Graebner, 2007: 25).

As each participant professed their experience, I then simultaneously aggregated this according to the dense value in each of the stand-alone cases as the meaning seemed to coalesce around how context affected influence (Charmaz, 2006; Geertz, 1973). The positive or negative patterns of influence expressed in multiple cases is consistent with naturalistic inquiry because emotions or behaviour disentangled the social network of relationships. These patterns explained why some followers put in extra effort and some did not. It was intriguing to learn that whilst most followers enjoyed influence through interpersonal interactions, leader support, encouragement, and resources within their context, a few did not. Only in a few cases did negative experience come to the fore as a hindrance to developing contextual behaviours.

Table 4.3 is summarised to show how the social interactions of leaders and followers acting in their context manifested in influencing extra effort in each triad interpreted from both experiences to make the outcomes more digestible.

Triad 1: Followers voluntarily and willingly took on extra work because they were happy at work 'and their level of self-motivation is high'. Which is positive influence by the leader who created a team environment and enthusiasm in which followers persevered at work and remained persistent.

Triad 2: Team spirit and maturity influenced problem-solving in the triad. There was consensus and appreciation of recognition of extra effort and the leader applauded hard work, 'he compliments good work'.

Triad 3: In a team beset by isolation, a high performer felt alienated, and this hindered any influence by the leader. The average follower observed that no one was inspired to follow organisational aspirations and principles primarily because of hostility in the work environment. The leader, in contrast, attributed poor

performance to indiscipline of the followers to negate the disconnect and his ineffective influence, 'they worked to the barest minimum'.

Triad 4: In stark contrast, followers in a flourishing team were happy, they put extra effort and were persistent in achieving their goals because they enjoyed leader support and recognition. The leader influenced both followers to 'go far and beyond' and their feedback was that 'the work is done before the next day'.

Triad 5: In an environment which was fragile because of bureaucratic influence, context-related influence was negative for both leader and followers; both were uninspired to go the extra mile largely because of organisation-wide chaos. Extra effort was minimal in a team because of task orientation and the leader concluded that 'the problem is at the top and there is no buy-in'.

Triad 6: Positive reinforcement of good behaviours engendered by the leader were reciprocated with extra effort and hard work. Both followers were enthusiastic enough to volunteer even over the weekend, 'sometimes you have to forgo private time to give time for the performance'.

Triad 7: In this team, the leader expected high performance and the followers enjoyed a culture of active interactions and hard work by putting in extra effort because 'the 'busiest' most proactive worker gets the recognition'. The influencing process was greatly enhanced by a progressive and creative context. Leadership ensured that there was a job-fit in the employees because of the non-conventional culture of high-performance.

Triad 8: In a highly charged continuous operations environment, the leader inspired followers to work beyond expectations. Followers were highly committed, accountable, and energised; they worked extended hours, 24/7 because they enjoyed the challenge, 'even in the middle of the night you can get a call.'

Triad 9: Followers were committed to supporting the leader 300% because of the leeway to autonomy given by the leadership. With encouragement and support both followers 'worked beyond the call of duty' and flourished because they felt included and cared for so they belonged.

Triad 10: Followers were motivated by the inclusive context and worked hard at problem-solving and even volunteered to improve processes at work. The leader had adequate resources but limited influence because he was regarded as autocratic, an

average performer viewed their relationship as shaky, 'from my position upwards it is shaky'. But the leader thought they had value conversations, 'you know one on one… having those value conversations' which illustrated the disconnect in his direct influence.

Triad 11: In a highly motivated team, high performance exemplified the caring spirit of botho as second nature in followers who worked overtime, and put in extra effort, resolving production problems instantaneously. This is depicted in a statement such as you try to be close to the operations as continuous as possible'. This shows follower's level of commitment, reflect leader support and the team's aspirations for excellent performance.

Triad 12: This team illustrated how the organisation's performance tools instilled a high work ethic by consistently achieving the best mba (mini-business area) team award. Effectiveness and excellence bolstered outstanding performance and the leader proudly declared 'my team received the best mba team, for four months in succession'.

Triad 13: Both followers exemplified extra effort by outclassing their peers because of leader and organisational support. The team was a model for 'going far and beyond' because 'we go far and beyond to get the mine to comply'. Their passion is reflected in consistently achieving a high standard of performance.

Triad 14: The result-oriented leader insulated contextual behaviours and failed to influence followers adequately mainly because of limited resources to work with. A follower bemoaned lack of resources as an 'incident when we had to pay them but did not have enough cash'.

Triad 15: In a thriving team, both followers were driven, worked hard, and thrived on 'excellence'. Putting in extra effort was seamless as followers worked beyond their script, 'I always do work beyond my script'.

Triad 16: There was no love lost between the members of this team. Followers were demotivated, frustrated, and felt neglected and that no one cared. The misaligned views with the leader, who thought they were lazy, resulted in both followers being negatively influenced because, 'we are demotivated.'

Overall, it can be concluded that 'extra effort' was influenced in most cases by leaders, but context seemed to distinguish how leaders influenced and how followers

responded. As can be seen in Table 4.3, Triads 1, 2, and 4 show leaders who could have been effective in influencing the followers but that their influence was diminished by the context. In Triad 3 there was negative influence by the leader, and this exacerbated the misalignment of values and underscored the role of context in leadership influence. Low followership was enacted by putting in the barest minimum effort. In Triad 5 the leader negatively influenced follower efforts to put in good effort because of perceived politics and a toxic environment. In Triads 14 and 16, a 'them and us' situation developed out of a lack of care, an antitypical botho phenomenon. All the other triads (6-13 and 15) experienced high extra effort from followers except for some in teams in Org C and E as illustrated. This level of effort confirmed that leaders and context influenced followers to put in extra effort, made them to want to volunteer and adopt active and proactive behaviours as well as to add value to contextual and job performance.

Table 4.3 Extra effort thick descriptions

TRIADS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Summary of each triad	A leader confirmed that **the level of self-motivation is high. You do not have to push them.** Followervg agreed that **We really had to persevere and spent long hours at work.** Followerav confirmed that Most people in marketing do the work **voluntarily willingly and they are happy taking extra work.**	According to the leader working **overtime is normal'…. I do that well after hours.** Followervg opines **I have to do overtime… With my leader we device solutions for making it work…we work extra hours.** Followerav **when we put extra effort and perform well**, he compliments the good work.	Leader said follower in disciplined 'so please work to the barest minimum' Followervg **I feel alone…** Followerav confirmed the tension, **that is what obtains in the (xx) and people just work against (xx) principles**. ..	Leader influences excellent performance **'we go far and beyond the expectations and (client) likes the extra effort.** Acknowledged by both followers, Followervg **I always pull resources to make sure that we resolve the project bottlenecks** Followerav **we work extra hours and put extra effort to make sure the work is done.**	The leader grappled with context, **the problem is at the top and there is no buy - in…you do what makes the team to achieve for the department.** Followervg Yes, sometimes you **have to volunteer …sometimes you have to forgo private time to give time for the performance of the tasks.** Followerav **As a team, we support each other to come**.	Leader support influenced followers **I had to influence them positively by highlighting the value of working extra hard and performing well.** Followervg when the **supervisor is not here and I am in charge, I have to do two jobs. I prefer to get everything done before the next day.** Followerav if I have extra work, I come during weekends to do the job.	Leader affirmed that extra effort was a culture… **those who run the extra mile are visible to everyone** Followervg {xx} employee must be somebody **who is willing to go beyond their area of work, somebody who wants to go the extra mile** Followerav **You know we go beyond our roles because {xx} is not your conventional {xx}**	The leader encouraged followers to- **go beyond what the principals want'** Followervg **Even in the middle of the night you can get a call…why is the ore behaving this way.** Followerav It entails working extended hours because we have mining which works continuously, 24/7.	Leader has 300% support…**my staff work very hard to support me. I mean I have an IT guy who will commit 300% at work.** Followervg but if you are given the freeway you are not limited even though you have timelines, it gives us the opportunity to flourish, Followerav Work is **beyond the call of duty and they can go beyond what is expected**	Leader support …**find out what resources are required,** the frustrations and challenges that the employees is encountering Followervg **I volunteered to set up scope documents and project review** Followerav the plant runs on a 24-hour shift and if there are any fall backs, I make sure we mitigate those.	The leader promoted problem solving **So, with a little recognition and motivation we even finished the job before time** Followervg **…you try to be close to the operations as continuous as possible** Followerav challenges **cannot wait for tomorrow if you pick it up, it must be sorted out there and then**	The leader boasted of….**my team received the best mba team for four months in succession** Followervg understand the subject matter and I understand what I am looking for, then the tools are there. Followerav There is a system that we use, it's a mini business area (mba), it's a way of measuring ourselves …	The leader engenders a high-performance environment…'**so everybody is responding well to the leadership efforts and working very hard.** Followervg **We go an extra mile far and beyond to get the mine to comply with all the safety procedure** Followerav …**to go beyond what has been set for you which is also driven by the passion you have for the job.**	Only the leader believes there is a **realisation to do extra time, put extra effort and volunteer ….** Followervg when we had **to pay them but did not have enough cash, I called the boss over the weekend to discuss the situation.** Followerav I delivered an order after hours because there is just so much to do.	The leader encourages autonomy, **they must push even harder when I am no around…it is really the influence that I see to be valuable.** Followervg I always do work beyond my script Followerav I work 24/7, even during weekends …I drive had and thrive on excellence.	The leader lamented laziness of followers I think our generation is not used to working hard Followervg …**management do not care. They owe suppliers and because of this we cannot sell. We are demotivated.** Followerav **But we get very little guidance from him because he does not involve us.**
What is the leader doing?	Despite the workload, Followers persevered willingly to put extra effort in a happy environment.	Followers were influenced to put extra effort.	Emotional tension and non-alignment of shared values and poor influence.	Effective leader influence engenders extra effort and a culture of hard work.	Context affected leader behaviours and negative follower behaviours.	Direct influence encouraged extra effort and commitment even overtime.	Attributing extra effort to job-fit followers work beyond expectations	Leader effectively influences extra effort in a high-performance culture	Flourishing in an autonomous environment influenced 300% support .	Context influenced problem solving as leader allocated resources	High performance culture with self-motivated followers who solve problems	A successful team that puts resources towards performance	Exemplary influence of extra effort and high performance with passion.	Mediocre response is due to resource scarcity	This team thrives on excellence and works beyond the script.	Negative interpretation of a non-caring leader affected follower behaviour.

Each of the other 26 constructs were reconstructed in the same way, the summaries are discussed in the next section. Appendix H contains the thick descriptions of two other key constructs to illustrate the analysis process, otherwise the fifty-odd pages would have made the thesis too bulky. Each construct depicts what the participants (a leader and two followers) interpreted as the constitution of leadership influence in digestible units (Ospina and Uhl-Bien, 2012). To achieve the construction of leadership and followership, I decided to use descriptions that best signified the value and impact of leaders transforming followership into contextual behaviours in the substance of the properties of each category (Charmaz, 2006; Saldana, 2013).

'Most' means that participants' words described a rich and significant impact on the leader influence of follower contextual performance. That is, leader actions that were perceived to increase contextual performance.

'At Least' means a moderate impact on the leader influence of follower contextual performance, and

'Least' means the least impact on the leader influence of follower contextual performance, that is, leader actions which were perceived to hinder follower contextual behaviours (Saldana, 2013: 251). Each construct is supported by the raw data extracts as the descriptions give the sense of what it meant for the leader to influence contextual performance. Each group of constructs are named by the value which best indicates the level of leader influence in the quotations. I followed the structure of the matrix at Appendix H for alignment.

The first group of constructs display some contextual properties such as helping, volunteering, active and proactive and extra effort. The first one is context.

Context

The strong links between context and leader influence represent leadership and followership behaviour which was either enriched or impoverished by the internal and external environment. Overall, the leaders in most triads learned to fully utilise context according to how follower behaviours were influenced and reinforced by their daily functions at work. The strong social ties benefited from context as followers created enduring images of themselves and outperformed expectations: 'work innovatively and work extraordinarily' in a creative, vigorous, and robust environment. Building solid contextual behaviours increased interactions, 'here there

is no bureaucracy' and 'the work culture here is not slow'. In newly established young and dynamic contexts visionary leadership compelled employees to be productive, as shown by the vivid descriptions of excellence by the high performer:

> 'We attribute the good safety performance to an increased number of near hits that are reported by an employee in each period. So, there is a movement towards excellence…(hmm)---the movement is being inspired by the fact{sic} that we try and model, to raise the flag for those who perform very well. And we define the standard of excellence, and we also punish poor performance… Yes, I think--- yes because we have entrenched the value of excellence(33F002Avg).

Context seemed to be more pronounced in most triads, supported by evidence of effective leader influence of teams and better performance than in teams where there were limited resources. A perceived lack of influence resulted in a corresponding lower contextual performance to illustrate how leadership, followership and context constitute leadership. Most triads reflect leader and contextual influence except Triad 10, where context overshadowed faltering leader influence. In the quotations, in the absence of leader intervention, followers seemed to default to the influence by context and network support. Only 5 triads reflect contexts with negative influence ranging from 'At least' to 'Least' due to budget cutbacks and limited resources in Organisations C and E, triads 2, 5, 14 and 16 show moderate leader influence, and in Triad 3 a hostile environment and autocracy fuelled conflict and a misalignment of the vision in the triad.

Most: I work for a 'rare find', I will say it is a rare find----and I mean the mine is a rare find. I mean we have been able to consistently produce large diamonds (27F009Bav).
          there are quite several process initiatives, process strategies that are being adapted that we call breakthrough technology(28L006B)

          We have always been consistent in outclassing our peers (38F005Avg).

We love to consider ourselves as project managers and not

workers because everybody is their own employer (44F029Eav).

At Least: There is no more support from {xx} as we used to get before...a

lot of the rewards have been removed (05F016Cvg).

Least: But nobody works towards the objectives (09F018Cav).

No, they do not treat people well (48F032Evg).

there is 'corridor talk' about the {VC} being against consultancy

fees and the environment is toxic(13L013C)

It can be concluded that context influenced leaders to impact contextual performance positively in most triads except where network support and culture prevailed over weak leader influence. Strong evidence of either hostility or lack of resources seemed to thwart the leader's efforts to influence followers in the latter.

Defending the organisation

Defending the organisation seemed to align with context because influence was more context driven. Both leader influence and organisational resources influenced positive behaviours in most triads because followers endorsed and defended the organisation where resource availability was high. Evidence that resources promoted contextual performance was found in at least eleven triads described in the "Most", for example. Most followers acknowledged that habits, resources, skill, and knowledge enabled them to carry out their tasks more meaningfully.

Only in Triad 3 did followers visibly experience a hostile work environment because of personality and associated vicarious vile behaviour from the leader and others work in a toxic context. In Triad 5, the leader bemoaned little support from the organisation whilst expressly showing dislike for the top leadership. Aggressive leadership, unilateral decision-making around benefits and wellbeing issues were cited as constraints, provoking the followers to just do the bare minimum. Lack of resources contributed to disengagement and a 'them and us' scenario in Triads 14 and 16 best described by "Least". In stark contrast, an inspiring leader influenced and endeared the organisation to the followers in Triad 15, resulting in exemplary performance despite the meagre resources. In most of the cases, defending the

organisation seemed to be aligned to commitment, loyalty, satisfaction, and support for contextual influences of leadership.

Most: I would rather get poor assessments than give away grades to appease students (09F018Cav).

We are dedicated to the expansion; I would say I give it 100% (24F008Bv).

We still have other players coming in who may snatch our employees and you may find that we are exposed in talent and other skills sets. So, we should make sure that we are prepared for such eventualities (36F004Avg).

95% of our students are absorbed into the economy(19L0012D).

At Least: but we must defend the brand (44F029Eav).

Least: For instance, there is no appreciation, recognition, or health check. These are things that I expect from a leader (08F017Cvg).

The (TL) is a man who is feared----he barks at people...he threatens and shouts during meetings that last the whole day, from 8 to 4pm (09F018Cav).

Leaders influenced followers to endorse and defend the organisation based on their interaction with them, which was both contextual and highly interactional. The follower enthusiasm, energy, and willingness to work extra hours, plan execution and defend tended to improve organisational processes and performance. The exception was in those triads where motivational resources were lacking and contextual performance low.

Helping Others

Most triads reflect behaviours that voluntarily solved or prevented problems among co-workers, influenced by a strong culture of helping others, caring, support and inclusion which are also concepts related to botho.

An exception was Triad 3, which showed weak support among the team because 'everybody is busy doing their own thing'. In Triads 14 and 16, there is no evidence of helping because of low contextual behaviours in both followers.

It appears that when leaders invested energy in heightened communication, performance-aiding tools, training, and technology, then their followers were more engaged, more enthusiastic about multitasking and learning, and they influenced other team members and reciprocated good support. Evidence suggests that followers tended to help others more when leadership actively asked followers, 'what resources are required, what frustrations and challenges is the employee is encountering' or 'how can we serve you better?' The leadership in Triad 13 as an example, 'has built an environment where people own the organisation', hence helping others also reflected proactive behaviours and co-worker influence which is the beginning of network influence. Extending influence beyond the triad seemed to manifest more in other teams when leaders created an atmosphere of excellence. This contrasts with the toxic or non-caring environments which suppressed any excitement about work, and resulted in little collegiality, poor leader influence, collaboration, support, and low resources. Consequently, this caused conflict, emotional tension, and exhaustion in the teams and influenced followers to perform minimally because it also negatively affected botho values.

Most:	For me it's through cooperation with other colleagues. The work at {xx} is a collective and you cannot achieve much alone (02 F013Cav).
	I mean everybody finance, design, we had to fix the truck, brand the truck and all that, the team spirit was phenomenal (44F029Eav).
At Least:	The main challenges I face in coordinating quality assurance, is the adherence of co-workers to deadlines, compliance, and lack of proactive thinking (14F025Cav)
Least:	very few criticise over nothing and try to influence people(09L009C)
	… a leader must care, coach, and motivate but I do not see that in our department? …But everybody is busy doing their own thing (08F017Cvg).

But we do not have that 'collegial' relationship, ---it`s …(eeh) you know the kind of conversations are only work related. I would not say friendly per se-----because just in his first meeting that we had with the supervisor he came up with a view of where he wanted to take the department—he suggested we heard in the corridor---grapevine that he wanted to sideline some members (09F018Cav).

A helping attitude is central to contextual Influence and performance. This seemed to mostly coalesce around triads who worked in more resourced environments, with more investment, because here leaders supported followers, availed access to resources. The 'grapevine' environment killed any semblance of helpful attitudes in a few triads which also illustrated a breach of botho value system of social networks. as described. Where the helpful attitudes or behaviours were prevalent, botho influence was much more contextual and interactional than in deficient systems.

Personal development

Advancing skill and expertise by acquiring a master's or PhD degree were done more to seek job advancement and promotion relative to performance in the educational institutions than in the private sector. For instance, Triads 1,2, 3, 4, 5, 6 and 7 which prized education compared to their peers in the mining and entrepreneurial contexts, where the focus was on skills and expertise that enhanced team and organisational performance. The significance of self-development in both academia and business tied in with proactive behaviours and contextual influence of the leadership in teams, as followers brought more accumulated personal resources to bear. Comparatively, the negative effects of ineffective leaders prompted unhappy followers to look for jobs elsewhere and/or become rebellious and saboteurs. Similarly, in the less resourced settings of Triads 14,15 and 16, context hardly engendered voluntary self-development.

Most: I just want to become a professor; I think that I am almost there because I think that I have sufficient publications to be able to submit and see how it goes (02F013Cav).

Prof… is also mentoring my PhD studies (12F020Cvg).

One is to do a master's in finance… I am doing it as a hobby so that I understand when we have engagements with our people in finance (33F002Avg).

At Least: I cannot be a leader and deal with IR issues or a [GM], it's not me (22L004B).

I am not interested in management(29F011Bav).

Least: I have been considering taking up employment in another organisation (09F018Cav).

Personal development was overall a strong indicator of proactive and personal initiative. As stimulants of contextual behaviours in followers, most followers did self-development programs for different reasons; most followers in the public sector tended to seek career advancement and promotions, compared to upskilling and multiskilling for job achievement and performance in the private sector.

Proactive behaviours

The voluntary, extra-role behaviours associated with energy, episodes of creativity and innovation, manifested in proactivity and selflessness. Followers exhibited selflessness and self-efficacy in most of the triads because leaders consciously promoted high performance, motivated for more resources, and developed follower personal resources. When leaders focused their attention on 'leading', then contextual factors seemed to be more, and most followers were actively self-directed than otherwise. In very few cases such as Triads 3 and 16, proactive behaviours were almost non-existent because of an autocratic leader.

Most: We really had to persevere and spent long hours at work when everybody is at home to make sure that it is done(02F013Cav).

I come in on weekends and I do not get paid, I like what I do(17F021Dvg)

If I want to find out the best method for attracting talent, I just go onto the internet(36F004Avg).

I volunteered to work here because I was unemployed (44F029Eav).

At Least: I cannot even ask anybody to take my class when I am absent
              (08F017Cvg).

              Over a weekend [T] can phone you about a query on
              collections(40L014E).

Least: I cannot say that there is any sort of support---I don`t know ---
              there is no volunteerism because nobody can tell you what they
              are doing or what other people are doing? (08F017Cvg).

Proactive behaviours were triggered by positive leader support in contexts
that influenced good job attitudes, dedication and commitment as most followers
tended to go beyond their job tasks. Proactivity was less likely in situations where
followers were demotivated and negatively which impacted interactional relationships
and contextual influence of performance.

Volunteerism

Akin to proactive behaviours and helping others, both leaders and followers
put in extra effort and volunteered long hours because they were enthusiastic in
most triads. Volunteerism like helping others and proactive behaviours, seemed to
be largely motivated by leader influence in well-resourced and dynamic contexts,
specifically, in triads where the leaders took it to be an integral part of performance
management and leadership. In Triads 1, 4 and 15, leaders did more with little but
still influenced volunteering behaviours more effectively than in Triads 2, 3, 5, 14 and
16. Organisational support invoked high volunteerism and performance in 11 triads
described in "Most", than 5 triads with low volunteerism. Synonymous with poor
leadership influence were, leaders being 'aggressive' 'irritating', 'commanding' and
the relationship being 'iffy'.

Most: In other words, you are doing something voluntarily, willingly-
              when I do my work voluntarily then I am happy (03F014Cvg).

              You try to be close to the operations as continuously as possible
              (33F002Avg).

              I said to them, 'guys we must work overtime and do not look at a
              9 to 5 job (39F006Aav).

There seems to be a lot of volunteerisms because we work across disciplines and sometimes, we work exceptionally long hours (45F030Evg).

They work very hard, volunteer advice, engages, participate(04L008C)

At Least: if you are always in the office …. there is no time to do that. 'You cannot publish and all that…. it's a problem' (14F25Cav).

Least: I cannot say that there is any sort of support---I don`t know --- there is no volunteerism because nobody can tell you what they are doing or what other people are doing? (08F017Cvg).

Behaviours such as being proactive and going the extra mile, were directly influenced by how the leader acted, behaved, and intentionally invested energy to draw exceptional contextual behaviours from followers. Volunteerism like proactive behaviours, was both contextual and interactional, with strong influence from the context of work.

Taken together, all the constructs coalesced around contextual behaviours with high elements of proactivity, extra effort, defending the organisation, volunteerism and helping others. These behaviours had the propensity to elevate followers' performances because of good leadership and well-resourced contexts. Displaying a high level of helpfulness, collaboration, and the willingness to go the extra mile, followership exhibited contextual behaviours. The contextual behaviours illuminated the central role of context in leadership influence and how botho values converged with good leadership to hasten 'going far and beyond job tasks. Since 'all of you as a person shape how you make sense of people's words', I concluded that high contextual performance is gained from a convergence of effective leadership bolstered by botho contextual behaviours (Lainson et al., 2019: 91). The overall representation fitted under contextual performance.

The second set of constructs below represents leader behaviours that triggered contextual behaviours in followers or hindered such behaviours.

Leader actions and behaviours

The import from the contextual behaviours is that followers interpreted leader influence based on the strong bond they had with the leader. Context largely had an impact on influence, but good influence also depended on effective leaders. Most triads enjoyed leader-follower support and co-worker influence because followers reciprocated leader influence. Such reciprocation enhanced contextual actions that varied the doing of tasks. Leader behaviours ranged from allowing for autonomy, treating followers as experts, delegating authority in acting positions, to leading projects as subject-matter experts. From the data, most leaders encouraged followers to not only fulfil the requisite operational standards but to exceed expectations. This signalled self-leadership and self-directed behaviours in followers that were more empowered and enhanced followership. In organisations, the role of context in leadership was crystallised. Interestingly an exception is Triad 10, despite that the leader may have failed to influence followers in addition to the 4 other triads in less endowed contexts. Some of these quotations are from leaders to illustrate how they perceived their influence with some negative reference to botho culture signifying differences.

Most: On my leadership, I believe in efficiency, integrity, honesty, delivery, dedication, and loyalty(19L0012D).

I give them the freedom to work, and it works(25L005B)

I partner with them(01L007C).

At Least: It seems there is no motivation, something to push them to go the extra mile? (04L008C)

Least: I put people in teams to motivate them but there are sluggards(07L009C).

...generally, our relationship is not friendly(09F018Cav).

It is only that, in {local} in general we do not talk directly to issues of performance. You find that it takes a long time to talk about issues and to resolve them, they wait for a meeting to talk about a deficiency instead of just

approaching me if I am the culprit. I ascribe that to our culture (38 F005Avg)

Bi-directional influence

Reciprocal influence seemed to occur where there were commensurate social exchanges between leaders and followers. Leader support, resource allocation, communication and engagement benefited reciprocal influence in the top-down and bottom-up interactions. Followers' contextual behaviours included absorption in the role, commitment, dedication, extra effort, helping others, loyalty, and support. For instance, followers who gained from good leader behaviours emulated their leaders: 'if your leader rolls up his sleeves to get involved in the dirty work then we copy the good and perform beyond our call'. Because of the leader's actions, 'I do not give them (staff) carte blanche like he gives me, but I give them the freedom to work and it works' and they reciprocated with extra effort, innovation, and sheer resilience in doing tasks.

Flat structures also seemed to deliver more influence because followers felt loved, cared for, valued and respected. Influencing other followers was fertile ground for self-efficacy as followers emulated good behaviours seen as shadowing the leaders. Interestingly, upward influence extended beyond the leader to executive leadership and horizontally because the act of leadership was distributed: 'We are all leaders but look we interact freely and with respect'.

The result of poor communication, emotional conflict and heavy-handedness was that leaders in some triads harvested zero because of the negative energy. For example, in Triads 3 and 16 there was evidence of uni-directional influence which adversely affected the interrelationships and consequently contextual behaviours. When followers largely felt threatened, they caved in: 'Leaders threaten to punish when they do not get their way' in response to negative influence.

> Most: …if your leader rolls up his sleeves to get involved in the dirty work then we copy the good and perform beyond our call (21F24Dvg).
> Yes, you do everything but if you are given the freeway, you are not limited (26F0010Bvg).

---this should be a two-way relationship and ideally the boss should be somebody we are shadowing if you like. The best way is to show him ----to show him how you work as a team(30F012Bvg).

We are all leaders but look we interact freely and with respect(44F029Eav).

At Least: We must work with management to influence the leaders to get certain things done (15F26Cvg).

Ok from my position downwards I would say it is fine and from my position upwards it is shaky…. (laughing)----- it is partly cloudy. The reason that I say it is partly cloudy, is because in this organisation there is more influence on the topside (29F011Bav

Least: It really irritates, and you resort to working alone because they do not influence my work in any way (09F018Cav).

There is 'corridor talk' about the [TL] being against consultancy fees and the environment is toxic (13L013C).

No, they do not treat people well (48F032Evg).

The contextual and interactional behaviours of the more committed, empowered, energised, and motivated followers seemed to be a springboard for good performance in almost all triads who resided in good contexts. In hostile working environments where relationships were toxic and leadership did not intervene, these were both anti-typical of botho culture and ineffective i.e., there was little bi-directional influence.

Communication

A key factor in leadership influence is communication. Triad 1 can be seen as an example of successful leader-follower exchanges in that it reflects a high level of exchange of mobile numbers as well as positively impacting task performance in the areas of helping others and volunteering. The quotation shows unique communication tools in more technologically advanced contexts which promoted contextual behaviours. Learning in the triads gave rise to trust, job commitment,

loyalty, and good network influence. The least communicative contexts were conflictual and inferred sabotage, which bred a toxic working environment.

Most: The way we work is unique as we have personal contact numbers of all team members (01007C)

meetings go well, and participation is good (23F007Bav).

This open-door policy is to consult (22L004B).

I tend to enjoy more when I see my leadership engaging me on what I do, what my obstacles are and what is it that I intend to do… (36F004Avg).

problem solving is a team effort (31L001A)

At Least: We probably should still have more interaction not only at Executive level but at COO level (30F012Bvg).

Least: He [the leader] does not give feedback (48F032Evg).

In support of central role of communication in leadership influence, most triads enjoyed good communication which meant that active and social interactions enhanced contextual behaviours. Particularly evident in project-led teams, facilitating problem-solving, active engagement and persistence both task and job performance were impacted. The negative consequences of poor communication in lacklustre leadership only showed a convergence in botho culture, good leadership and followership as important outcome of context.

Co-worker influence

Co-worker influence seemed to be triggered by effective leader influence and by intricate links to context. Leaders and followers in eleven triads benefited from the contextual interaction in the influencing process. In particular, the high performers, perceived to be more knowledgeable and resourceful, collaborated with and influenced their peers across functions. By channelling engagement, happiness, trust and performance feedback, leaders energised followers to support and help others to perform. In the triads with low leader influence, co-worker influence was correspondingly low. In addition, the low co-worker influences included leaders who negatively influenced others across the spectrum. Active leadership, by contrast, stimulated positive exchanges in the shared leadership projects, especially highly

engaging environments demanding bi-directional influence between leader and followers.

Perhaps influencing others beyond the triad could explain why leader behaviours were central to follower perceptions, co-worker leader influence and overall organisational effectiveness and culture. Leadership influence was found to be the driver of the effective functioning of the contextual relationships reflected in the triads, influencing contextual outcomes because co-worker influence is indicative of social networks in botho culture because when both factors were present, employees tended to network a lot more.

Most:	we have set up campuses in {L} and {S}. We are opening in {N} and {SL} which allows us to promote employees to the network of campuses because we have developed competent artists (19L0012D).
	I work across departments, assisted by other colleagues and we choose the best works in creative arts so that we motivate students to be creative (21F24Dvg).
	If you have a suggestion you can talk to anyone without a problem which is good, and it helps a lot with our work (23F007Bav).
	I tend to play the role of leader to my colleagues (24F008Bvg).
	We have cross-functional influence with our peers because there are several fora where we meet (36F004Avg).
At Least:	Not supported
Least:	…just sitting together and sharing ideas about work and performance, that is what is lacking (08F017Cvg).
	Its good but sometimes when there are issues co-workers are reserved in making any representations because when issues are not addressed, then people pull back (15F26Cvg).

Co-worker influence has far reached implications for this study because it aptly illustrates the convergence of botho value system of influence and its influence on a

sustained followership influence. More co-worker influence and network influence in dynamic contexts responded to more well-resourced than to less well-resourced contexts. To that extent there seemed to be confirmation that leadership either enhanced or hindered depending on contextual influence.

Empowerment

Overall, empowerment was experienced by followers in triads where leaders actively influenced the upskilling of followers and gave followers leeway and free canvas to flourish and be their best. The proactive behaviours of leaders triggered followers to be more creative, innovative, influential, and participative, especially in leading team performance. Problem-solving in team meetings heightened the turning around of non-performing teams, as in the example of the mba project in Triad 11, 'they decided as a team they would turn the place around and they also became one of the best mba`s month before last'. An interesting dynamic was the prevalence of dual leadership influence within the organisational structure which varied with context and organisational culture. In places, these variations had implications for how leaders/followers influenced the social and human capital in teams and the organisation.

Poor leadership style in Triads 3, 5, 10, 14 and 15 adversely affected how followers experienced empowerment and consequently how they performed their tasks. In Triad 10, followers were disempowered by their leader because of an autocratic style, but they seemed to be energised by the context in which they worked, perhaps because they believed in the organisational support and the network.

Most: If you are given the freeway, you are not limited... (26F0010Bvg).

               Decision making---I would say decision making because my manager allows me to make decisions (35F003Aav).

               I would say here, we are more empowered (36F004Avg).

               Everyone is the master of their own game (44F029Eav).

At Least: The leaders are indifferent and do not care (47F031Eav).

               No, they do not treat people well (48F032Evg)

Least: I need more empowerment in my job (29F011Bav).

I am 110% against micromanaging (30F012Bvg).

As an integral part of positive influence, empowerment tended to raise issues of trust and competence that emboldened followers to excel. As a result of an interactional act, leader influence did promote contextual behaviours positively in most triads. Negative experience decreased contextual behaviours.

Engagement

Engagement had a direct impact on the contextual behaviours of followers and on how that affected task and job performance. In instances where leaders and organisations actively pursued strategies of dedication, exertion, persistence, and job enrichment, followers flourished. Where leaders actively fostered happiness, trust, and wellbeing in their followers, the context played a significant contribution to the performance of the job role. Active engagement in the leaders of triads in Organisation A was chiefly geared towards organisational performance, but it also promoted communication, doing job tasks, and promoting self-leadership as stimulants of follower contextual behaviours. Free flow in the communication of critical information in teams and across the organisation improved how employees were fully present in their jobs in Organisations B and D, but not so in the case of the autocratic leader in Triad 10.

In triads where engagement was mediocre, such as in Organisations C and E, a trickledown effect clearly illuminated the role of leadership in engagement. In contexts where followership seemed to be weak, there was more detached behaviours or disengagement which manifested in followers being psychologically absent. For instance, in 4 triads, Triads 3, 5, 14 and 16, employees showed signs of detachment to varying degrees because of poor leadership which coincidentally meant botho influence was also weak.

Most: We want people who can work under pressure and with minimum supervision … (21F24Dvg)

I focus on my work and do not even notice that people are leaving because I will be focused on what I am doing (23F007Bav).

But if you are given the freeway… it gives us the opportunity to flourish(26F0010Bvg).

	Performance starts from employees who come to work with their heads, so that is where we start to talk wellness (36F004Avg).
	…our families they know that we are working in a safe environment, it gives us confidence in the work that we do (38F005Avg).
At Least:	Every speech that he gives there is an element of threat, 'Do not do this-------If you are not happy, get out----- if you are not happy get out? (29F011Bav).
Least:	I have sat in meetings with him, he is ill tempered, and I thought that is this what people go through in these meetings? (09F018Cav)

Different engagement patterns were illuminated mostly by leadership influence and followership whose investment enhanced contextual performance. Similarly, the emerging patterns of disengagement and detachment underscored that both leadership and botho cultures influenced leadership based on the contexts, either good or bad highlighting the convergence on the influence of contextual performance or hindrance.

Motivation

Motivation in most of the triads was intrinsically connected to leadership influence, as seen in the enthusiasm, dedication, and positive mindedness of the followers. Displaying self-motivation, energy and responding to performance feedback, recognition and technological advancement, most followers were happy and committed to their work. The level of commitment and happiness indicated higher levels of engagement at work in tandem with an increase in discretionary behaviours. Allocation of resources connected to contexts such as communication, organisational strategy and wellbeing, greatly enhanced engagement, job security and contextual behaviours. There was least motivation in patterns in Triads 3, 5, 10, 14 and 16 as followers were demotivated by the leaders' autocratic style, bureaucratic hierarchy, or lack of resources in the SMME. Motivation is strongly linked to resources and influence on contextual performance with implications for the influence leadership and followership.

Most:	a team that says that things happen because we are motivated, self-directed, and accountable(28L006B).

>...allows us to promote employees to the network of campuses because we have developed competent artists. Our artists are working in these campuses because they are well trained.
>
>I personally say that she played a big role (19 L0012D).
>
> in enabling me to be my best. She encourages you and motivates me to be better (11F019Cav).

At Least: ...you find that for one, salaries are low and that the morale in the people is low (05F016Cvg).

Least: He holds informal meetings before the formal meetings...That one tends to polarise the team effort... we refer to them as 'the department and us' (09F018Cav).

> We are demotivated.... there is none to help us-it is frustrating and demotivating (47F031Eav).

Considerable evidence suggests that leaders and followers in most of the triads actively influenced, energised followership to the extent of influencing others in the network. Self-motivation and self-directed behaviours enhanced greater discretionary behaviours and challenged follower behaviours to elevate contextual and task performance. Negative feelings arose from demotivation strongly linked to lack of resources or a deficit in leadership, suggesting a link between motivation and resources in the relational, interactional, and contextual influence of leadership.

Performance Feedback

As a motivation factor, feedback increased communication, and PMS evaluations enhanced motivation in most triads albeit to varying degrees. In quite a few triads where there was a misalignment of values, followers complained that PMS was either punitive, a window-dressing exercise or subjective, with minimal practical use. The more closely tied to social capital the positive leader influence was, the more active and acceptable performance feedback became in the dynamic environments. The more resources such as performance tools were introduced, the more performance measurement and strategies were improved. Conversely, the more the triads lacked resources, the more performance feedback was a challenge.

Most:	We give formal feedback as well as informal. Formal like we do reviews on performance feedback three times a year (27F009Bav).
	In short what we have agreed is that we review performance weekly and thereafter its monthly (35F003Aav).
	Any exceptional work is recognised by an incentive for good work- for working the extra mile (44F029Eav).
At Least:	Most of us do not agree with the subjective system- we are not a research university but a teaching university, so the weighting is not representative (06F015Cav).
	…it is aimed at improving performance. But I see now that PMS is being used to give you more money or less (08F017Cvg).
	The evaluation is not objective------let me just be fair and frank…It seems like a window-dressing exercise because HR said that you must do it (24F008Bvg).
Least:	He is aloof and does not give us feedback (47F031Eav).
	This new manager he just stopped our salary and changed it without telling us (48F032Evg).

Performance feedback was enabled by availability of resources and organisational context in the leadership processes. Frequent performance feedback in sophisticated systems supported a heightened level of communication and motivational factors, both contextually and interactionally.

Trust

Trust was mostly driven by the leader's direct influence because of its proximity to attitude, loyalty, emotions, and state of mind, which are related to the psychological context of followers. As a result, in most of the triads, followers placed high trust in their leadership. Where leaders cultivated a trustful environment and promoted harmony, followers unveiled more contextual behaviours. Like empowerment or giving a free canvas to followers, a trusting leader-follower relationship yielded positive influence, often crystallised in follower's reciprocation of contextual support. By contrast, followers repelled autocratic or ineffective

leadership. As mistrust brewed under authoritarian leadership influence (in Triads 3, 5 and 10 for instance) leading to emotional tension, unfettered conflict, disengagement, and sabotage. In small organisations (Triads 14 and 16), the dull routine of work and limited resources meant that there was no excitement or creativity to foster trusting relationships, compared with Triad 15.

Most: But positive encouragement will get me to work hard and to support my leader(03F014Cvg).

I value my leaders caring spirit… it's easy for me to open to her (11F019Cav).

We talked about human behaviour earlier and you will realise how it impacts on their behaviour. They begin to trust and believe that management helps and cares, so, to me that is a powerful concept and tool (33F002Avg).

everybody is involved, get buy-in, and take it from there(31L001A).

At Least: Doing private work is an issue because we used to do consultancy and get paid. Now there is a silent policy where {TL} gets involved (15F26Cvg).

…what is the use of working hard when you are not recognised. If they are rated the same as you, then you do not put the effort because it's not motivating because the objectivity of the project is diminished (24F008Bvg).

Least: sometimes they want to bend rules(04L008C)

we do not work together because we do not trust each other. (08F017Cvg).

The [TL] is a man who is feared… he barks at people. I remember he ranted for an hour (09F018Cav).

This is between you and me in terms of work environment (15F26Cvg).

If you are not happy get out? (29F011Bav).

Trust cuts across most triads as an interdependent factor in the botho culture to underscore its relational person-in-context influence, where leaders directly influence followers. Significant in the interconnectedness of bi-directional co-worker influence, empowerment, engagement, motivation and trust, all these seemed to form a pattern of positive leader influence. The intertwined nature of leadership and followership with context had a surprising effect in cross functional collaborations, peer groups and network influence. Such influence positively impacted contextual behaviours in co-workers across the teams and hinted at social networks. Breakdowns in trust led to demotivation, mistrust, or disengagement. These dark behaviours also curtailed the free will to put in extra effort, which affected the contextual behaviours (low leadership and followership influence).

These constructs were grouped under leader behaviours because of the direct connection between the ability of active leadership influence and the trigger of followership and contextual performance. Overall, leadership behaviours confirmed the balance of influence between leadership and followership in the constructions of leadership influence and subsequent contextual performance.

Motivational resources, workload, and counterproductive behaviours

The positive and negative influence of motivational resources resulted in either pleasant or unpleasant outcomes dependent on whether such resources enhanced or hindered contextual performance. Firstly, motivational resources brought excitement and fulfilment due to the level of autonomy, willingness to take on more work, helping co-workers, collaboration, and environmental mastery. This had a direct impact on the 'flourishing' of followership and optimal functioning of tasks and job performance. The follower feedback was illuminated in the variation of the contextual behaviours and performance. This was an important observation to make because most of the triads shrugged off heavy workloads without having felt overloaded or having suffered burnout because of the motivation and excitement.

Where there were limited resources, there was anxiety or fatigue, intrinsically connected to counterproductive behaviours such as anger, sabotage, conflict, aggression, or bullying.

Despite overlaps in meaning, it was neater that the positive and negative outputs should be explained separately below.

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Happiness

Happiness as a function of wellbeing was found where the leaders cared, loved, and motivated followers. As followers flourished in good work environments, they were meaningfully influenced. A big part involved adjusting leadership strategy to meet the needs of followers when endorsing performance and willingness to commit to work: This was reflected in statements such as the following: 'we work in an environment where there is no fear of being sent out of the organisation. We have built an environment where people own the organisation 'etc. Where there was happiness, a corresponding response of the followers was commitment, loyalty, and they also felt a certain level of belonging because they felt cared for and respected.

Adverse events yielded distress and unhappiness often because intangible incentives such as overtime pay, and consultancy fees were reduced or removed and had limited effect on morale in the more bureaucratic settings with extrinsic motivation. There were pockets of unhappiness with either the leaders or the context or both. For instance, in Triads 3, 5, 10 and 16, followers felt that limited resources affected their work output; as a result, unhappy employees had low engagement, motivation, and trust, which gave rise to negative outcomes.

Most:	He gives me this blank canvass and I do whatever I think needs to be done(25L005B).
	People in marketing are willing to work because they are 'happy' with their environment. 'Happiness' is when you are given work and you work with a 'smile' (03F014Cvg).
	empowerment as I said, he has never had any problems with the decisions that I have taken (35F003Aav).
At Least:	...you find that for one, salaries are low and that the morale in the people is low, so people are demoralised and hustling to survive (05F016Cvg).
	If you are not happy, get out----- if you are not happy get out? Something like we are not here to make people happy' (29F011Bav).

Least: I do not enjoy the situation here… culture has cascaded to lower

levels, and it begins to be seen in faculties and departments and

so on. It makes you feel incredibly sad—it makes you feel very

vulnerable… I do not feel happy and secure like I used to.

(09F018Cav).

It really irritates, and you resort to working alone because they

do not influence my work in any way (09F018Cav).

Based on context leadership and followership this contextual performance was influenced as a result of the feel-good atmosphere.

Experience, skills, and tenure

A follower's good attitude towards work at different levels is embedded in context and leader influence. In a creative environment, followers are supported by high motivational factors, enhanced expertise, and knowledge. Workers with long tenure and more experience displayed skills that improved work performance. Followers emulated the good behaviours of their leaders as they too acted as co-leaders and improved the work ethic by multitasking and being innovative.

Relevant experience and skill enabled task performance that promoted the right fit for the job. Active environments greatly improved energy, loyalty, and personal commitment, which tended to influence the ability of the triad members to bring volitional work attitudes and personal resources to the job. Such actions enhanced contextual behaviours such as using skills to defend the work resources and improve followers' everyday working lives.

Most: Because of my extensive experience both locally and internationally, I

find that I support the HOD and co-workers in enhancing the knowledge

of the team (03F014Cvg).

I go to {M} to learn from the department in {M}, do the transitionary

changes in [B] and do it for [Les] and [S]---its learning and I would not

have learned this at any other organisation (21F24Dvg).

I have a duty to discharge my responsibilities with a high degree of skill,

care (09F018Cav).

We are all all-rounders that do all the tasks geared towards servicing the client (44F029Eav).

As a resource person, you must defend the resource … explain the complexity of the ore (24F008Bvg).

At Least: I would accept a leadership position at [xx] but the leadership at the top must change their outlook and behaviour (05F016Cvg).

Least: The other problem that I have is time management because there is just too much work (46L016E).

I am 40 years old and middle-aged younger male counterparts find me listless (48F032Evg).

Experience, skill, and tenure encapsulate behaviours that support the broader contextual influence and the ability and capacity to influence the followers' attitude towards achieving those tasks.

Reward and recognition

Most of the triads treated salaries as reward for good performance and recognition of the importance of doing tasks. Where employees felt recognised, respected, and valued there was corresponding happiness, trust, and wellbeing and the followers flourished. Hostile environments were usually a result of, the leader antagonizing the followers by prohibiting consultancy services and allowances for example, or unilaterally reducing salary in another, inevitably causing a lot of unhappiness, demotivation, and disengagement.

In the triads, recognition rather than reward tended to influence followers to flourish, and negative actions by leaders adversely affected follower morale, resulting in low performance as evidenced here.

Most: Good work is rewarded (27F009Bav).

I`d say there are different forms of reward outside monetary reward. There are instances when you are taken for a month`s training (21F24Dvg).

We achieved close to 90% of the target… we triggered the bonus (33F002Avg).

The conditions of employment, from your individual remuneration to other benefits that an employee gets, issues of medical aid, transportation, career development, in terms of training---there is a lot of that happening (35F003Aav).

At Least: Unfortunately, this university takes us as a monolithic group (05F016Cvg).

…we had an incentive bonus earlier this year and they did share but you feel maybe it was too little given, and you look at the sales figures (24F008Bvg).

Least: Our pay structure has been changed without notice (47F031Eav).

We have had no salary increase (48F032Evg).

Reward and promotion were interpreted differently in different follower conceptions of influence. On the one hand, triads acknowledged that leader influence is transient and can be an extrinsic or intrinsic motivational factor that might affect reward and promotion. On the other hand, triads associated with sophisticated environments understood intrinsic motivation as being more positive than extrinsic motivation, and that the former attracts reward and promotion more compellingly than the latter.

Resources that bring about employee motivation were important contextual influences on leadership and followership influence. Availability of such resources brought such as feelings of   belonginess, commitment, happiness, loyalty, and organisational fairness and pride in self-leadership, which in turn raised new insights about leadership and contextual influence. The contribution of followership to leadership has been illuminated by context. Both the context of botho and organisational culture conveyed the consistent production of contextual performance and overall value in the leadership influencing process.

The negative outcomes of leadership tend to have more pronounced effect on contextual leadership influence, resulting in counterproductive behaviours such as those discussed below.

Work overload and counterproductive behaviours

Considering the outcomes of workload such as alienation, burnout, conflict, disengagement, and poor work–life balance, seemed to affect follower experience, based on different leadership styles and contexts. Negative behaviours by leaders also grossly affected the work environment negatively and resulted in absenteeism, burnout, conflict and/or sabotage, workplace politics, and poor work–life balance. The overlap in leader influence and motivational factors, together with the negative outcomes, indicated a new and broader pattern aligned to how leaders used resources or lack of them to influence contextual behaviour.

Leaders' negative behaviours, such as anger and aggression, caused a toxic and threatening work environment: `The [TL} is a man who is feared----he barks at people. I remember he ranted for an hour----he threatens and shouts during meetings that last the whole day from 8 to p.m....(ahh)'(p.m.).
The participant also noted that this behaviour was a negative culture in the leadership: 'It makes you kind of vulnerable at times' (09F018Cav).

Workload

There seemed to be a connection between the leadership influence and its direct experience of burnout by followers. The leader interventions like organisational resources resulted in a corresponding effect like heavy workloads, work-life balance issues, leading to lower performance compared to the contexts in which leaders had more resources. The resultant burnout, conflict, sabotage, work-life balance, and insufficient trust resulted from ineffective leadership: '... something that is prevalent in this [xx], not only from my immediate supervisor even the higher office, but it is also very threatening and intimidating. Leaders threaten to punish when they do not get their way.' Embedded and hidden in the crevices of leadership influence are emotional tensions, feelings of exhaustion, and burnout which characterise poor job performance. Most negative behaviours had the inverse influence on contextual behaviours in the more resourced contexts as an illustration of how leadership influence was constituted. The effect of botho values was also more pronounced.

Most: Even in terms of workload, we are overloaded because the teaching loads are heavy, and it is difficult to maintain the quality standards (15F26Cvg).

But I do not see that example from the leadership, because when it does come from the leadership, something that is prevalent in this university, not only from my immediate supervisor even the higher office, but it is also very threatening and intimidating. Leaders threaten to punish when they do not get their way (09F018Cav).

we have two lecturers with very high workloads(04L008C)

At Least: We must market to private recruitment because that is their job, they are not doing enough but maybe they have limitation of resources (17F021Dvg).

So, it takes a certain level of commitment, you even get into trouble at home because of work ….by the time you go home you are so tired and its late. It is that type of workload (02F013Cav).

Least: Yes, you do everything but if you are given the freeway, you are not limited even though you have timelines, it gives us the opportunity to flourish, like when you do everything you learn (26 F0010Bvg).

We ask 'what are the things---resources that you need for you to achieve that? (37L003A).

…there is a plan underway for building a new mine. With that, we are identifying the skills that would be required because it is a new mine (36 F004Avg).

The construct of workload illuminated the negative influence of context on leadership. Most of the significant negative behaviours projected a variability in task performance, which conveyed whether leadership influence was 'Most', At Least or 'Least' in the different contexts. Grouped under counterproductive behaviours, conflict, sabotage, and negative behaviours were those which negated contextual performance. These do not support the botho values as illustrated.

Counterproductive behaviours enriched the understanding of the leadership, followership, and contextual influencing factors in the social context process. In the more productive environments, employees flourished, whereas in inadequately resourced environments, employees were subject to heavy lifting, which caused conflict, emotional tension, and sabotage. Both negative leader influence from the interactions of leader-followers and the negative context influenced the negative behaviours.

Most: There are people who by nature have negative energy that feeds a hostile environment… people can be unethical and self-centred and have no interest of the organisation, country, and sabotage everything (7L009C)

At Least: But I question the interrelations or cohesiveness of the team as to how people work… we do not share ideas about work, experiences of lecturing exchange ideas, because it is not the culture (8 F017vg).

Least: Our current [TL} is feared----{he} is feared----people fear him because he shouts and rants!! I have sat in meetings with him, he is ill tempered and I thought…is this what people go through in meetings? Now the culture has cascaded to lower levels (09F018Cav

Overall, the descriptions show that most leader behaviours supported followers because twelve leaders in the triads influenced contextual performance positively to varying degrees because of context. As evidenced under workload, only in 4 cases did both leader and context poorly influence followers and create negativity. Miles and Huberman (1994: 85) correctly point out that thick descriptions are an interim analysis that is 'rarely enough' in the swings and roundabouts of qualitative analysis. One must make a deeper step-by-step comparison to fully understand the standalone stories of each of the 16 triads, that are written as narratives in the next section.

4.1.5 Narratives

The notion of how leaders influence within the triads has been condensed into 16 short stories. A full account of each narrative is in Appendix I. The narratives highlight that in process-oriented team contexts, some leadership behaviours were instrumental in the influence of followers' behaviours. The leader behaviours are discussed in accordance with how each follower experienced leadership influence through social interactions and their context. This synthesis happens at two levels; firstly, in the interpretation of the meaningful conversations which reveal their sense-making of relationships and secondly, in assessing leadership influence for every participant biographic data and observations noted in log sheets. The synthesis strengthened the naming of the themes and revealed certain relationships of influence between triad members which validated my interpretation and increased my understanding.

There was a noticeable shift in follower behaviours during the reflection workshops in which all the members of the triads participated in feedback sessions. Invaluable insights in team interactions unearthed certain opinions about leader influence in the aggregated views for each case, which would otherwise have been hidden up to this point. For example, in Triads 2, 3 and 5, I discovered a common discord in which followership was poorly constructed in the triads because leaders exhibited aggression, bullying and unilateral decision-making which hampered leadership influence. In part, these behaviours were also opposing to botho influence.

In Triads 1 and 4, both leaders were women, and their positive energy, nurturing and focus on achieving high performance overshadowed the negativity of the context. Considering the assessment ratings based on what participants said, they shed light on the capacity of leaders to influence. I found that quoting participants verbatim statements put their opinions and views first and foremost within the sense-making but also aided the constructions of followership 'to enable conclusions to be made and provide validity' (Lainson et al., 2019: 94).

Each case/ triad evolved in the same way and changes were made to sharpen the meaning, highlighted by a comparison that deepened the difference in the experience of leader influence and interpreted through the lens of the followers. An account of leadership influence in each narration reflects how followers constructed leader behaviours, contextual behaviours, motivational resources, and

negative behaviours. Reflected In botho, either positive or negative were complex interpretations which considered the interdependent, collaborative, helpful and compassionate acts by a leadership.

Triad 1: Enthusiastic leader.

Both followers reciprocated the good will of the leader with tangible support, proactive and meaningful as they put in extra effort and voluntarily and willingly exerted themselves to achieve the desired outcomes despite a difficult work environment. The leader actively created a happy work environment, and the followers were unanimous about being motivated and having positive emotions about their work experience and performance. Illustrated by influence where 'respect, appreciation, care and concern' were intrinsic motivators, the overall leadership influence was constructed effectively which neutralised a negative context.

Triad 2: Experienced team.

Most followers were professors in their field or seasoned academics with extensive industry experience. There was agreement about the negative influence of the organisational leadership; for instance, they lamented a very misplaced and subjective PMS system which was imposed by organisational leadership that was not suitable for academic purposes. Reminiscent of the situation under a dictatorial leader, both followers were unhappy as they recounted challenges such as budget cuts, too frequent leadership change, workload and systemic issues which hindered the quality of the performance of job functions and tasks. There was an overall semblance of a very professional relationship with co-workers that was hampered by an ineffective leadership and low interaction underscored the negative contextual influence and low contextual performance.

Triad 3: 'Them and us.

In a polarised team, the leader and followers agreed that they had worked in isolation, beset by loneliness, sabotage, and the 'them and us' attitudes, because the leader favoured certain members of an inner circle. There was also name calling on both sides. The leader called followers 'sluggards 'and attributed the low performance to indiscipline and sabotage because followers 'worked to the barest minimum'. Followers found the leader to be autocratic, incompetent, and aggressive even to the point of threatening and bullying. The average follower made statements leadership such as 'fools' rule by their numbers', depicting a toxic environment and a

bureaucratic structure. The uncertainty in the leadership and followership relationship and a terribly negative work environment diminished any prospects of contextual influence any semblance of the botho influence.

Triad 4: Caring spirit.

In a truly inspired team of academic researchers, followers felt loved and cared for enough to reciprocate leader influence. With persistence, personal development, helping one another and coalescing around leader support and upliftment, followers were happily proactive and put in extra effort. Such collaboration extended to external teams as a happy set of followers shrugged off a negative context to 'go 'far' and beyond'. This was an example of effective leadership and the botho consciousness.

Triad 5: 'This is between you and me'.

In this triad, the leader influenced followers against the organisational leadership in a fragile work environment that was extremely constrained and negative. Followers seemed to be aggrieved at the unilateral decision by top leadership to deny them their consultancy benefits. They found the leadership to be autocratic, unethical, and to be fostering a command culture. Followers responded by doing the bare minimum of work resulting in the leader bemoaning about the lack of an aligned vision, poor quality of teaching, unethical practices and poor work-life balance. The perceived tensions, misconduct and unethical behaviours were not only negative to botho but also to constructions of influential leadership or followership. Grossly decreased contextual behaviours in the triad badly affected leadership influence.

Triad 6: The delegating boss.

In this triad, where the participants operated in an exciting and highly charged environment, the team enjoyed the influence of the leader, who was encouraging, caring, and instilled high-performance behaviours in followers. In such conducive contextual conditions, followers responded to leader influence actively with a high level of enthusiasm. Context partially affected the average performer who cited an unsafe work environment because the air-conditioning did not work throughout a cold winter, compared to the accolades of the high performer, who loved his work and was in transit to an overseas placement at Head Office. The difference in the experience of leadership influence and contextual performance depended on followership construction of leadership `influence. Evidence of a merging Asian and

botho culture with Western values of high performance, triggered exceptional contextual performance.

Triad 7: The well-chiselled employee.

Participants in this triad worked in a tech-savvy creative art environment which generated contextual conditions which required certain skill sets and traits to fit the organisation. Followers had to fit into a culture of 'going far and beyond job tasks', reinforced by a dynamic leader who was also a role model for both followers. The leader, inspired to work beyond expectations, exhibited active, empowering, communicative contextual behaviours and developed an adaptable attitude in the followers towards work. Followers in a trusting environment reciprocated with multitasking and creativity, endorsing the organisation, and excelling at their job, including influencing others in the network. This is another case of exemplary leadership and followership influence.

Triad 8: Act like a leader.

In this triad, the followers assumed leader-like behaviours in a continuous operations environment, inspired by a leader who encouraged them to work beyond expectations. Followers engaged actively in their roles by being highly committed and accountable because work was 24/7 and enjoyable. Self-leadership allowed for the horizontal and mutual influence of co-workers because both the leader and the organisation were supportive. Only the high performer had issues with the incentive bonus as he perceived it to be not equitable with a consistently outstanding financial performance. The average performer was happy in an environment conducive to botho practice and convergence with Western culture.

Triad 9: Working for a 'rare find'.

This was a model team, where both the leader and followers were unanimous in the experience of an amazing and phenomenal organisation. The followers flourished under visionary leadership, as shareholders had invested in world class technology to develop a truly adaptive and dynamic environment conducive to broadening leadership and performance. Espoused by convergence of machine learning, high performance work culture converging in a botho context, these elements sustained an outstanding organisational performance.

Triad 10: 'Go and energise'.

Here, the typically technology-driven environment overshadowed the leader`s autocratic tendencies and micro-management. As a result, followers defaulted to

contextual influence because the project-driven environment required a display of skill, expertise, and knowledge in leading highly adaptable teams whose leadership was rotational and distributed. The team context, botho practices of 'lekgotla'- an import of icebergs sessions and communal consultations built into the communication structures, inculcated contextual conditions which accentuated adaptable behaviours beyond the triad into the network, in an amazing work context.

Triad 11: 'Creating a standard of excellence'.

Team leadership and high performance in followers was inspired by market leadership. Excellence and distributed leadership in a project-driven workspace valued team performance in problem-solving and injecting knowledge and innovation. In a continuous production environment, contextual conditions were part of a high-performance culture that was high in interactional and contextual influence. The increased horizontal influence broadened the standard of excellence not only in the team(s) but also as regards contextual performance in the network of teams. This further underlined the convergence of contexts, leadership and followership influences in constructing leadership.

Triad 12: **'We are empowered'.**

As custodians of the organisational performance tools and measurement, the team was exemplary as it consistently achieved the best mba-team award of the organisation. This achievement made the leader proud. Boasting of belonging and being valued in an organisation which invested heavily in performance tools and policies, the high performer lauded being empowered to make decisions. The average performer, too, found excellent performance to be second nature because they worked for a model organisation. The convergence of leadership, followership and context crystallised by botho values aptly in an exceptional team context.

Triad 13: 'Outclassing our peers'.

Basking in the support of both the leader, who continually reinforced good behaviours, and thought leadership at organisational level, followers outclassed their peers in the organisation and within the group. The dynamic leader put safety management first. The triad affirmed passionately that they went 'far and beyond' to get operations to comply to and achieve the highest standard of performance consistently and meaningfully. Heightened interactions in the triad and a well-resourced context reinforced influence, which had an impact on follower contextual behaviours and overall performance. An illustration of a convergence in which

Western performance criteria combine with botho practices and world class processes to enhance team, contextual and organisational performance.

Triad 14: Missed opportunity.

The effort of this inexperienced and unskilled team was misaligned with the vision and caused followers to underperform because of low pay and weak leader influence. Contextual reasons made the leader to be inward looking because of being results-oriented at the expense of positively influencing followers. The perceived deviance illustrates the role of context in leadership and followership which are in tandem with botho cultural values.

Triad 15: 'We are all leaders.

This triad may well be a good example of entrepreneurial leadership. Despite the organisation's small size and lack of systems, the leader influenced followers to 'drive hard and thrive on excellence', defying all the odds of an SMME. In his words he allowed 'the juices flow' and followers felt empowered enough to be leaders and to act as shareholders, demonstrating a high level of commitment. A suitable example of botho values crystallised in good leadership influence balanced with followership.

Triad 16: They do not care.

This triad depicted a weak leader influence which caused conflict and negative energy because the followers were frustrated and felt neglected. The misalignment with the leader did not help matters as he called them lazy whereas they were demotivated because of a perceived poor leadership. The strong inference to 'they do not care' shows the absence of the expected behaviours in mutual respect, exchange, compassion and care typical of botho. It deepens the meaning of leadership, followership, and context to structure because of the SMME setup.

In conclusion, at least twelve triads experienced a significant influence on context, mainly because of resource availability, organisational support and the role of cultural context in leadership. The contextual work systems through which leaders actively and effectively influenced followers to higher performance standards illustrated the central role of context in leadership. Followership influence was also illuminated as important in the leadership process. The constructs discussed in the above narratives formed 5 categories which have been mainly influenced by botho contexts, interacting with active leadership and followership to create influence.

Influence was either positive or negative and culminated in the said categories. As a result, the positive constructs were contextual behaviours, leader/ship behaviours, co-worker influence and motivational resources. The last one showed two negative behaviours that were counterproductive to contextual performance: organisational constraints and interpersonal conflict.

A thread that cut across the positive and negative themes about leadership influence in the descriptive analysis was that the new and emerging picture of a dynamic leadership process seemed to be driven by context. The capability of the contexts through access to motivational resources illuminated the contextual conditions in which followership either flourished or diminished which impacted contextual performance.

To overcome the criticism that 'we do not really know how the researcher got from 1,000 pages of field notes and transcriptions to the final conclusions, as sprinkled with vivid illustrations as they may be', a within-case analysis is undertaken to fill this gap (Miles et al., 2014: 5). Introducing the within-case analysis moves the analysis a notch up into more sophisticated abstractions when storylines from the 16 cases become vivid.

In the within-case analysis below, I continued to abstract meaning with an overall understanding of leadership influence gained from the narratives.

4.2 Within-case analysis

Here, I took a leaf from constant comparisons which countered the significant statements within each case to fully apply unique and common interpretations across all the narratives (Charmaz, 2006; Stake, 1995). Having observed, described, and discussed the influencing patterns of leadership, followership, and context, I attempted to write distinct stand-alone stories on each case. Several qualitative measures from the emergent dimensions on contextual influence provided a confluence of meaning in each stand-alone case. Clustering the 27 codes into the main categories of leader behaviour and contextual behaviours revealed powerful connections and patterns in Table 4.4 below (see also Appendices H and I). The constructions were transparent and grouped the relevant constructs into the following emergent categories: contextual behaviours, leader behaviours and actions, motivational resources, and negative behaviours, with strong inference about how leaders think they cultivate contextual performance (Aguinis and Solarino,

2019; Grodal et al., 2020). The idea was to allow for an opinion to form about the type of leader actions and behaviours relevant in the effective influence of followers in their everyday work. These abstractions confirmed the patterns in the narratives.

To achieve this, I adopted a meta-matrix from Miles and Huberman (1994: 96) which mapped the constructs and their emerging clusters by triad. Each of the 16 triads recorded, coded, and interpreted valuable descriptions about which leader actions influenced contextual behaviours in followers. To build the conceptual framework, consistency was achieved by using the same ratings applied in the thick descriptions. Leader influence was rated according to how strongly followers felt influenced by the leader. The symbols represent as * for 'Most', 'At Least' and - for 'Least' (Saldana, 2009: 100).

The distinction between positive and negative influence made it easy for me to locate data extracts for each category; contextual behaviours were triggered by both leader and context in highly interactional triads. Actively influencing followers to be proactive in doing their tasks, going the extra mile, helping others to complete their tasks, volunteering, and defending organisational values, resulted in contextual influence. The followers were highly proactive, self-developed and had expertise and skill to voluntarily lead group discussions. The construct map shows that on average, at least twelve triads were influenced by the leader because more followers in these triads displayed more contextual behaviours than in the other 4 triads with negative experience.

In constructing the leader behaviours, further analysis distilled a category prompted by leaders who activated resourceful influence on follower performance. The context of the organisation and culture seemed to accelerate leaders' influence, dependent on their personality. In at least eleven triads, the' leaders effectively influenced the contextual performance of followers partly because of their capacity to lead. Of these, 8 leaders were supported by investment in performance resources with strong links to context. In the other 3 triads, effective leadership was impaired both by a weak capacity to lead and by constraints in organisational contexts. Negative influence in 5 triads confirmed that leader influence was embedded in context as followers found that organisational constraints hindered contextual influence and behaviours.

Several outcomes show a more explicit mechanism of influence, split between leader behaviours which influenced followers and subsequent follower influence on

other co-workers. The manifestation of social identity of leader and follower clarified the leader actions that activated contextual influence in followership and its active role in creating leadership. The capacity of a leader to influence collaboration (moving towards) amongst followers was attributable to the role of context (which includes botho). Locating these constructions in the leadership influencing process, highlighted prototypical leader behaviours in which such behaviours promoted or hindered contextual performance. Evidence of collective interests redefined the embeddedness of leadership in context which illuminated leadership as a process of influence in which followership participates meaningfully. The ultimate performance outcomes indicated the type of team leadership and performance.

Motivational resources emerged as an important driver of leadership influence and contextual performance. Based on the context of organisational and botho culture, whether positive or negative contextual behaviours became manifest. Considering collaboration, training and development, performance feedback, reward and recognition, and context, including organisational and national contexts was critical. Contextual performance was either positive or negative.

Clustering confirmed the emerging concepts of leadership process of influence in Table 4.4 as clustering continued.

Table 4.4 .Developing context and leadership influencing matrix.

TRIADS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Context-leadership influence rating
Proactive behaviours	*	*	-	*	-	*	*	*	*	*	*	*	*	-	*	-	Most leaders actively influenced followers' personal initiative.
Helping others	*	*	-	*	-	*	*	*	*	*	*	*	*	-	*	-	Most followers enjoyed helping others when actively influenced.
Volunteerism	*	*	-	*	*	*	*	*	*	*	*	*	*	-	*	-	Personal initiative and volunteerism in most triads
Defending the organisation	*	*	-	*	-	*	*	*	*	*	*	*	*	*	*	*	Most followers endorsed active leadership and supportive context
Extra effort	*	*	-	*	-	*	*	*	*	*	*	*	*	-	*	-	Most followers exerted effort in their work
Personal development	*	-	-	*	-	*	*	*	*	*	*	*	*	-	-	-	Most followers self-developed for better performance
Experience, skill, and tenure	*	-	*	*	*	*	*	*	*	*	*	*	*	*	*	-	Contextual factors enabled most followers to meet their job roles

Contextual behaviours

Co-worker influence	*	*	-	*	-	*	*	*	*	-	*	*	*	-	*	-	Horizontal influence by active leadership increased higher contextual behaviours in most triads	Leader behaviours and actions
Communication	*	*	*	-	-	*	*	*	*	*	*	*	*	*	*	*	Heightened exchange of information/learning increased leader influence in most followers	
Bidirectional influence	*	*	-	*	*	*	*	*	*	*	*	*	*	-	*	-	Heightened leader influence increased exchange/collaboration with most followers, matching prototypical behaviours	
Empowerment	*	*	-	*	-	*	*	*	*	*	*	*	*	-	*	-	Most followers' self-leadership actively influenced by leadership and context/culture	
Engagement	*	*	-	*	-	*	*	*	*	*	*	*	*	-	*	-	Most leaders influenced followers to willingly exert effort and increase task performance	
Trust	*	-	-	*	-	*	*	*	*	*	*	*	*	-	*	-	Trust in leader reflected the capacity of the leader to influence followers.	

Factor																	Description	Group
Context	-	*	*	-	*	*	*	*	*	*	*	*	*	*	-	*	Most leaders were influenced by context.	Motivational resources
Motivation	*	*	-	*	-	*	*	*	*	*	*	*	*	-	*	-	Self-motivation enhanced by access to resources	Motivational resources
Performance feedback	*	*	*	*	*	*	*	*	*	*	*	*	*	-	*	-	Enhanced motivation in most triads	Motivational resources
Reward and recognition	*	*	*	*	*	*	*	*	*	*	*	*	*	-	*	-	Enhanced contextual behaviours in most triads	Motivational resources
Happiness	*	-	-	*	-	*	*	*	*	*	*	*	*	-	*	-	Outcome of contextual influence in most followers	Motivational resources
Conflict	-	-	*	-	*	-	-	-	-	*	-	-	-	*	-	*	Poor leader influence and lack of resources caused conflict in a few triads	Negative behaviours
Unhappiness	-	*	*	-	*	-	-	-	-	*	-	-	-	*	-	*	Inactive leadership caused unhappiness	Negative behaviours
Disengagement	-	*	*	-	*	-	-	-	-	-	-	-	-	*	-	*	Unwillingness to exert extra effort	Negative behaviours
Mistrust	*	*	*	*	*	*	-	-	-	-	-	-	-	*	-	*	Experienced mostly in less effective leadership.	Negative behaviours
Workload	*	*	*	-	*	-	-	-	-	-	-	-	-	*	-	*	Least pressure due to active leader influence and context.	Negative behaviours
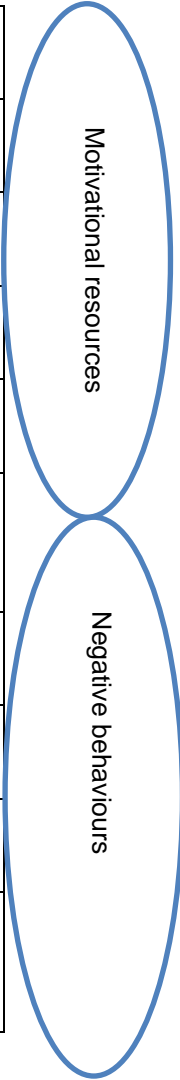
Legend: * Leader influence that promoted follower contextual performance

-   Leader influence that hindered follower contextual performance

4.2.1 Clustering the categories into main themes

To create the logical analysis of interpreting an interrelated process of leadership influence, a matrix was preferred to be transparent enough to show the interplay and relatedness of leadership, followership and context. In this stepwise process of data analysis, a two-dimensional NVivo cluster map was constructed to confirm the themes for the reader which coalesced around context and leadership as a process and produced contextual outcomes. As I drew the possible configurations of the constructs in the 2D map in Figure 4.4, I settled on the patterns that were more representative of distinguishable meaning in each category. To be consistent, the same colour schemes resemble those in the initial mind map which allowed the more natural combination(s) of meaning. Eventually, the reflexive process sorted the embedded meaning of each sub-theme according to recurrent work experience, relating to how followers perceived leadership influence on their contextual performance.

This confirmed the view that 'a human mind finds patterns almost intuitively' because the visual presentation of relationships clustered into the three broad themes (Bazeley, 2012; Charmaz, 2006; Miles et al., 2014). Themes are meaningful patterns in the data, which move interpretation from a conceptual to a theoretical framework (Morgan, 2018). Despite the 'zigzags' being messy, interpretation, and synthesis of the findings should ultimately crystallise the meaning for the reader, represented in more complex and connected relationships in the themes as reflected.

The significance that the categories merged into similar meaning in the themes, exposed the key relationships of leadership behaviours (includes followership), context and motivational resources in blue, contextual behaviours (include followership) extending to co-worker behaviours in orange and negative behaviours in red.

The clustering connected the main themes of leadership influence (includes followership and motivational resources) and constituted in context, contextual performance (defined by motivational resources), co-worker influence as social networks (activated by botho) and counterproductive behaviours.

Figure 4.4 NVivo 2D themes in progress
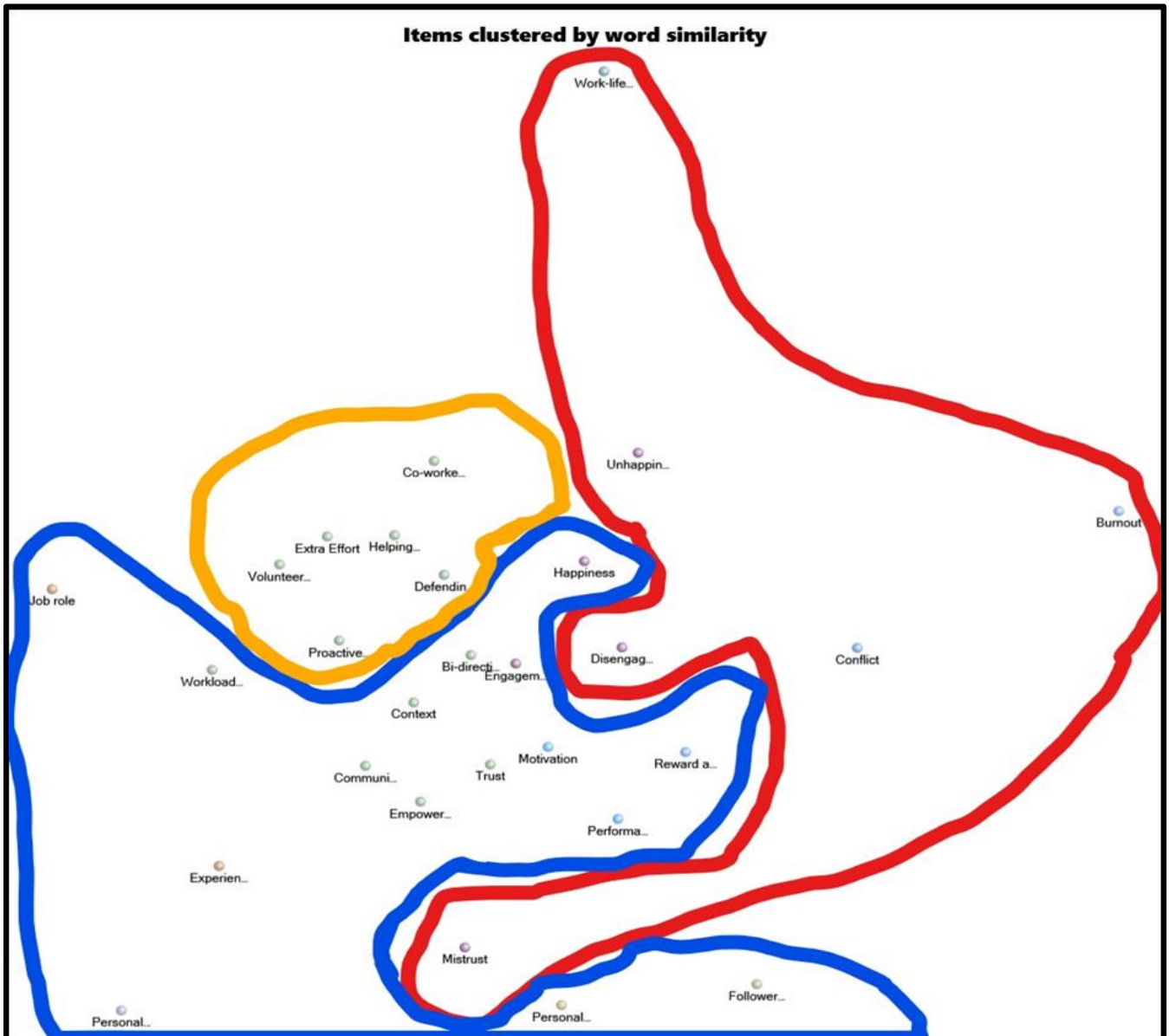
Legend: The pattern of codes was labelled as categories from 1 to 3:

Blue represents pattern code 1: Leadership behaviours with followership and constituted in context.

Orange represents pattern code 2: Contextual behaviours including co-worker influence defined by botho context and motivational resources

Red represents pattern code 3: Negative behaviours and outcomes.

Firstly, leader influence overlapped with context and adequately clarified the role of motivational resources in the contextual influence of followers. The leader behaviours either caused followers to practise heightened contextual performance or they had a negative effect. This was interpreted as the extent of leader influence on followers which seemed to expose the hidden connections in an embedded context. The spotlight was on leader influence, the type of context and motivational resources as triggers of either positive or negative outcomes in the leadership process. These leader-follower contextual behaviours are represented in blue.

Secondly, predicated on 'going far and beyond job tasks', followers' extra effort, endorsement and defence of the organisation, proactivity and volitional behaviours overlapped with leadership influence to increase the capacity of followers to higher contextual performance.

Thirdly, the culmination of these integrated constructs confirmed the constitution of leadership by followership reciprocity and contextual performance. These behavioural outcomes benefited immensely from botho context and extended to co-worker influence. Active followership influence allowed followers to proactively and voluntarily help co-workers to increase their impact, therefore broadening the sphere of horizontal influence. (represented in orange).

Fourthly, any divergence from these leader behaviours instigated the negative experience in followers because of diminishing resources and negative contextual influence like conflict, disengagement, unhappiness, mistrust of leaders and the organisation. Because these job stressors were harmful to team and organisation, they are demarcated in red.

Table 4.5 confirms the main themes, gives definitions and a unique description of interlocking behaviours as mechanisms of the nature of leadership, followership and context in the influencing of contextual performance. In conclusion, I reflect on the transcendental phenomenological analysis to give credence to the findings in the next chapter.

Table 4.5 Main themes

Theme 1: **Leader influence and context**	Theme 2: **Co-worker influence**	Theme 3: **Contextual performance**	Theme 4: **Motivational resources**	Theme 5: **Counterproductive behaviours and negative outcomes**
Definition: Active influence on follower contextual behaviours for greater contextual performance. Employees seemed to do their functions better when actively influenced and had access to motivational resources in certain contexts. Data seems to suggest a strong influence of context; it influenced both leaders and followers in the leadership process.	Definition: Direct co-worker support of peers in the same stratum of an organisational hierarchy, with transfer of contextual behaviours. Behaviours fostered through context, active leader influence and follower support through investment in motivational resources to increase contextual behaviours across the triads.	Definition: Contextual behaviours propagated through active influence to enhance 'going far and beyond minimum job tasks. Encapsulate the proactive, helping, and volitional behaviours that are the result of inspiration, emotional intelligence, and going the extra mile to increase task and job performance.	Definition: Positive and negative affect behaviours. How access to resources influences contextual behaviours that enhance performance.	Definition: Divergent and sometimes negative counterproductive behaviours which impede followers' tasks and lead to negative outcomes. The prevalence of these behaviours was both context-led and linked to negative leader behaviours that hindered contextual performance.

4.2.2 Reflections on the coding process and saturation

At this point of the analysis, it is necessary to step back from the thematic process as an interlude to a transcendental analysis and show the roadmap from text to themes. I carried out 48 interviews represented in 16 cases, asked in-depth open-ended questions to collect qualitative data from a carefully selected group of participants. These participants were highly educated; the emphasis being qualitative and not quantitative (Bowen, 2008). Information-rich organisations provided in-depth data which, when combined with the participants' knowledge, provided thick descriptions from which I was able to construct their realities, consistent with the assumptions of naturalistic research ((Lincoln and Guba 1985: 295; Jonsen et al., 2018).

Coding this data from text started with the initial codes which were categorised both manually and in NVivo for consistency. As discussed elsewhere, when reconstructing the data into codes, I had the benefit of hindsight; immersion also enriched the hierarchical coding of the constructs and naming which made the thick descriptions easier to navigate as a precursor to the narratives. From this vantage point, I realised that constructing multiple realities at each stage of categorisation in the within-case analysis demanded a systematic analysis as I abstracted categories into the main themes.

When matching the constructs to categories, the central themes of followership and context became even more pronounced. The festering of negative behaviours and outcomes of mistrust, disengagement, and unhappiness unlocked valuable insights and tensions which crystallised the important components, connections and meaning between the themes. Mainly because burnout, conflict, perceptions of sabotage and work-life balance warranted further examination.

This excerpt memo during analysis, reflects the trail of the choices, and decisions I made during coding, clustering, reconstruction and distillation of themes (Herzog et al., 2017; Vaismoradi et al., 2016).

> I decided to change the clustering strategy from hexagons because the system of extracting and displaying categories seemed to be a lot clearer during manual clustering.
>
> After the manual categorisation, NVivo clustering was done as a mechanism of checking the thematic relationships from the within-case analysis. Nodes were

clustered around the key concepts as the researcher moved up to assign the correct names of the main patterns and to link them to the key themes of interactional leader influence and contextual performance. Important to link emotional and contextual factors in the negative cases. A 2D map made me to see the similarities and differences of the manual clustering with the 2D map. Insights like co-worker influence being both contextual and interactional were clarified as I had initially coded to leader influence only …

Visualising the codes and questioning their merit, comparing, and editing written memos and diary notes, provoked questions about the decision-making process and interpretive repertoire of the intensive thematic analysis (Braun and Clarke, 2013). Earlier I applied the trustworthiness of Lincoln and Guba (1985) to stand away from the interpretation by accounting for the meaning behind participants' words and bracketed my views. I used illustrations from tables, figures, NVivo screen shots and verbatim statements to validate outcomes. To increase trustworthiness during sense making, actual data extracts put people first and supported a specific theoretical meaning for each theme as the experiential experience of work was interpreted (Larkin et al., 2006: van Manen, 2019; Zahavi, 2019).

The next step after the themes was to consider saturation of data. Saturation is the point at which no new insights about meaning are obtained nor new themes identified in the data (Strauss and Corbin, 1990). With every step in the coding process, the 'side-tracking' or 'zigzagging' guided the choices and decisions made in the analysis because reaching the saturation point is an integral part of thematic analysis (Bowen, 2008; Braun and Clarke, 2018; Fairhurst and Antonakis, 2012: 11; Glaser and Strauss, 1967; Morse, 2015). At this point, I felt that there was 'no additional data being found, whereby the sociologist can develop properties of the category', and I noticed that the data was saturated (Glaser and Strauss 1967: 61; Pratt, 2009: 860). In the spirit of a reflexive and rigorous analysis, as the 'the iteration process stops when the incremental improvement to theory is minimal', it was prudent to confirm and explain the themes in the following section (Eisenhardt, 1989: 545).

I now turn to higher abstractions in the cross analysis and constructing the findings in Chapter 5 below.

CHAPTER 5.   RESEARCH FINDINGS

`Data should be presented in such a way that any qualified researcher with a copy of the relevant data could reproduce the results` (Denzin, 2009).

5.1 Introduction to the findings

The statement by Denzin (2009) above is valid because as Mckenzie (2018) observed, qualitative research 'is a fuzzy business until the end'. In the analysis, I uncovered the underlying and interlocking patterns and logic that explain how leadership influences contextual performance. The key themes are interdependent and considered under leadership influence and how their behaviours positively influenced followership. Co-workers influence enlightened interdependent influence because of followership behaviours and, contextual behaviours related mostly with motivational resources and hybrid contexts. The negative behaviours underscore the important contribution of cultural contextual influence on both leadership and contextual performance in the study (Jepson, 2009).

The ordering of the themes as a preliminary theoretical model shows their interdependence related to the research question, "How do leaders influence contextual performance?". The thematic map answers the question – 'How did the researcher move from the raw data to the findings?' (Braun and Clarke, 2006: 80; Braun and Clarke, 2012). I contextualise the findings by considering the valuable lessons, tensions, and contradictions that make credible theoretical connections in leadership and followership and contextual relationship influence.

The thematic patterns are analysed in a cross-case analysis, to find similarities and differences across the triads. The aim of 'building theory from cases is likely to produce theory that is accurate, interesting, and testable' in the multi-level analysis (Eisenhardt and Graebner, 2007: 26). Thereafter, a meta-matrix compares leadership influence, followership influence and the hybrid context underpinned by botho to produce contextual performance. The contribution of motivational resources and effect on followership intersect under a more pronounced contextual influence. The interdependence of followership influence is seen in co-worker influence and impact on the influence in groups. Another example is in how leadership and followership impacted counterproductive behaviours negatively (Eisenhardt and Graeber, 2007; Saldana, 2013).

To contextualise the findings, the contextual and leadership influences reference the organisational performance grids which illuminate some of the practical contextual conditions. This was vital for theoretical perspectives and conclusions made (Denzin and Lincoln, 2005; Eisenhardt, 1989; Miles and Huberman, 1994).

Each theme is explained in a cross-case analysis based on the thematic map described in the following section.

5.2 Thematic framework

The themes have established the overlapping positive and negative themes. Eventually the leadership influence as a process in which leadership and followership seemed integrated established five main themes: leadership influence and behaviours with followership, and constituted in context, contextual performance and motivational resources, and counterproductive behaviours.

This visualisation in Figure 5.1 highlights how the culmination of the interpretive phase made sense of reframing the leadership influence and contextual influence in the worldview of followers. The themes show the connection between contextual influence and contextual performance; that is, what it means for them to 'go far and beyond job tasks'. Certainly, the linkages and co-influencing with motivational resources also elicit a fresh look at understanding the interactions in a leadership process. Such interconnectedness confirms the central role of context but also explain how followership impacted network influence as a result. The counterproductive theme exposed the weaknesses in both leadership influence and context, whilst enriching the understanding of leadership and organisational behaviour. The thematic map is foundational to the theoretical framework and model.

After a careful analysis, I became aware of the emergence of an integrated theory of leadership based on the influence of context evidenced in the thematic map. Like Moustakas (1994) suggested, my assumptions and choices allowed for more description over interpretation without undermining the robustness of interpretation of what is leadership, followership or contextual. 'Relationships have to make sense' (Miles et al., 2014: 292), because 'when the claim is made that an interpretation derives from qualitative/ descriptive inquiry, the link should be relevant and clear' (Wolcott,1994 :36).

Figure 5.1 Thematic map
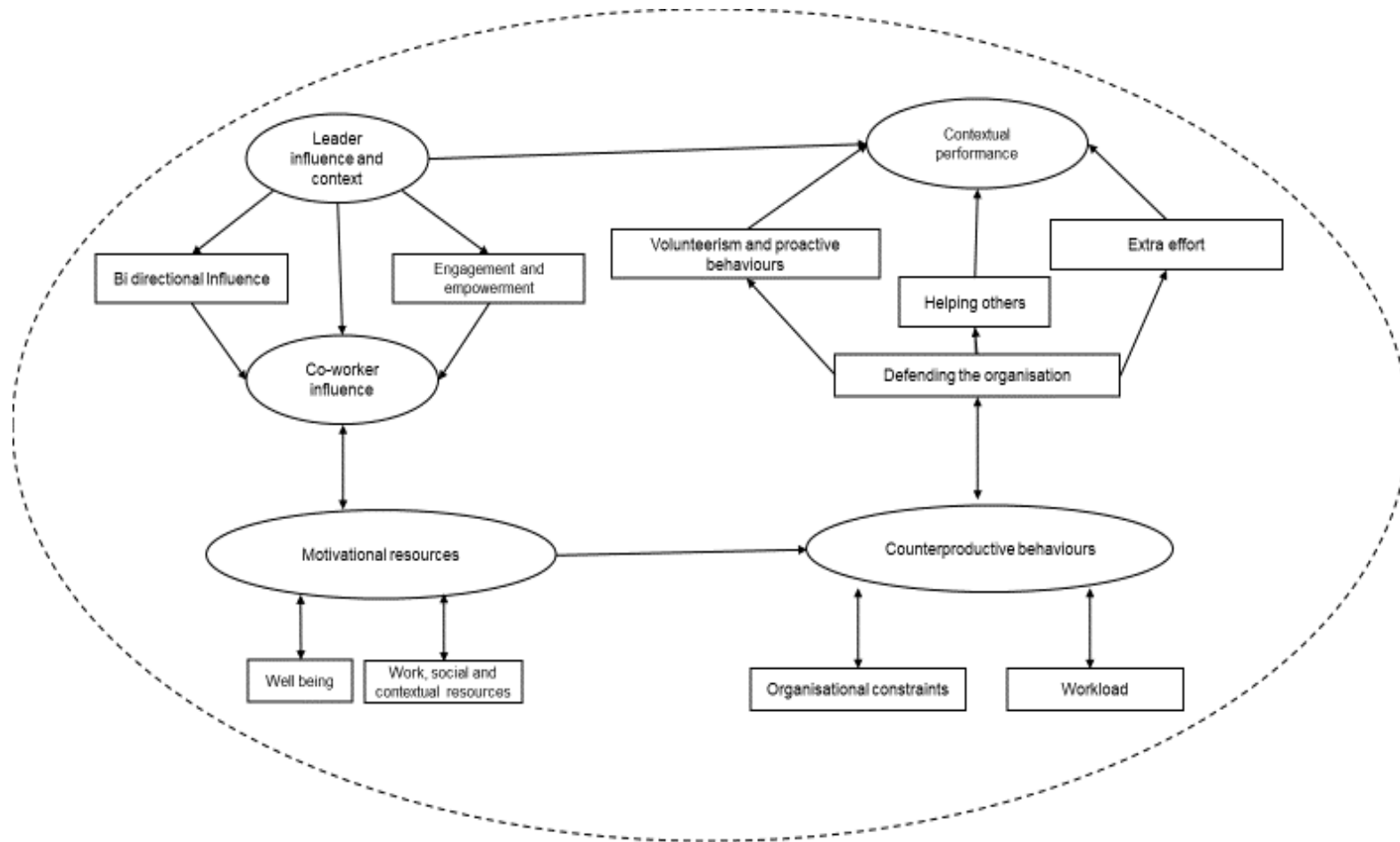
5.3 Contextualising the findings

In recording participants lived experience, the log sheets revealed participant attributes, illustrated in Appendix F, which validated the significant verbatim statements used in support of the themes. For example, the words of the participants became clearer when interpreted in concert with observational data. Suitable words enriched and corroborated follower experience of the leader`s style in Organisation A in Figure 5.2, highlighted in yellow. Conversely, during the reflection workshops at Organisation B, followers altered their behaviours because they were slightly subdued in the presence of their leader, '… So, these frank discussions we can have, yes, it is hurtful, but they must be had. I also need frank feedback as a supervisor if I am not doing my work to support…' (25 L005B).

These contextual conditions support acculturation, historical settings and contextual data which are conducive for understanding how followers experienced work. For instance, the age profiles of older but experienced teams in Organisation C showed that they had different expectations from a leader because of their limited remaining career time, compared with the more dynamic, well chiselled thirty-three-year-olds in Organisation D. As can be seen from the codes, followers in Organisation C used words like 'I am the founding father of this planning programme' and' I normally avail myself to assist because I have a lot of experience' to show influence in teams. Similarly, in the more dynamic and creative environment or Organisation C, employees were dynamic, younger, vibrant, and upwardly mobile. Education and tenure also mirrored the age of participants; the highest qualifications were in Organisation C and the lowest in organisation E, where there were limited resources.

The experience aggregated into the dimensions of excellence, collaboration, reinforcement, and adaptation, which anchored contextual performance, defined as follows: excellence is embodied in the quality of work output; reinforcement is the ability of leaders to stimulate contextual performance in everyday work to increase task and overall performance, and collaboration depicts more followership and network influence and interdependent connections. Adaptability is the ability to assume cognitive and dispositional attributes proposed and enhanced by leader and organisational support. These are elaborated upon later.

Figure 5.2 Example of a log sheet

Interview Logbook sheet: Organisation A

Interviewer: Dora Maribe-Moremi

Coded Number of Interviewee: L003A

Name of Participant: ███████████████████

Place of Interview: ███████

Date of Interview: 27th June 2016   Start Time: 10.30

Duration: 60 minutes   Position: Manager

Gender: Male   Age: ██

Experience: ████████

Participant´s Profile: Leader of F 005Aav and F006Avg

A world class manager who puts safety 1st at all cost. ██ is also a prolific writer in religious and theological literature. He joined {████} from {██} where he garnered a lot of experience within the Group. Leading a team of environmental experts to <mark>excellence,</mark> he exudes a lot of <mark>confidence, passion</mark> and zest amply supplied from the heart. He describes himself as a man of God.

Participants´ Daily Activity:

As one of the leaders ██ he reinforces the organisational mantra of <mark>"Safety First"</mark>. He embeds this culture daily, displayed in all things mining at ████. Adapted to all the performance tools like the Malandro Fearless Leadership, mba (mini business areas) and safety briefs and mine wide stand owns. He <mark>empowers his staff</mark> to practise and carry out high level safety inspections. His department is the Group model for <mark>excellent safety practices</mark>. Adheres strictly to the performance standards as ████ moves from good to excellent.

Comments about Interviewee:

Very patient and calculating whilst liberal with his compliments to staff performance. He is the embodiment of world class safety standards and works internationally to uphold the <mark>value</mark> and safety of life. Contextual Performance behaviours <mark>amplified by his leadership style</mark> that continuously promotes and <mark>reinforces positive behaviours in people</mark>.

Noticed disturbances: <mark>None.</mark>

Reflection Workshop

<mark>Very friendly, encouraging, engaging</mark> and has a lot of interest in his followers; he, invited 3 other team <mark>members to benefit from the discussions and feedback</mark>. Very <mark>reflective</mark> and agreed with the outcome and <mark>suggestion that contextual performance behaviours could be built into the performance criteria for the company.</mark>

Translated pages: 12.

Context has highlighted the inherently contextual nature of leadership in this study as in the followers of (37L003A), who supported the recommendation to include contextual performance as a performance criterion. This has significance for the theoretical and practical implications in the construction of leadership influence and contextual performance. For instance, Organisation A`s robust weekly PMS feedback encouraged followers to sustain excellence in 'going far and beyond job tasks,' This reinforced high-performance culture through achieving the stretch performance targets, extra effort, helping others, proactivity, and volunteerism. Similarly, a high-performance organisation like Organisation B, invested in performance tools to bolster performance. PMS, incentive bonus, Iceberg and *kgotla,* increased communication and learning to improve collaboration. For instance, adaptable behaviours increased contextual influence in three organisations through ethical online courses, machine learning, and technological advancement.

The negative experience in Organisations C and E, apart from poor leadership, showed tensions and variations in followership. This negatively affected contextual performance reflected in the performance grids in Appendix J. Comparatively, Organisations A and B had more performance incentives than C, where PMS is regarded as incompatible to academics and E is underdeveloped. The positive or negative behaviours were attributable to contextual influence.

I searched for congruence or divergence in each of the five themes in the triads to formulate the logic of the intricate relationship between leadership (leaders and followers) and context in the leadership process (Eisenhardt and Graebner, 2007). The nuanced understanding of what interdependent performance was illuminated in the triad's effectiveness. As such, contextual performance had implications for the social network influence.

The cross-case analysis in the next section confirmed the role of context and followership as an integral part of the leadership process as shown in the findings and theoretical framework.

5.4 Cross-case analysis

A comparative analysis across the 16 triads established the similarities and differences in how followers experienced leader influence. Reflected in the leadership process were reciprocal behaviours in which followers experience the contextual conditions that either promoted or hindered contextual performance. Since the empirical aim was to illustrate how the leadership process influenced followers in different contexts, the primary findings had to confirm whether the themes supported that type of influence or not. Situating leadership in a triadic structure within a hybrid context steeped in botho, follower influence had important implications for the leadership process and outcomes. The key themes that were generated echoed interdependent outcomes in relation to smaller teams typically of between three and six members. Since these triads were significantly more productive it seemed contextual performance was enhanced.

To analyse this further, I constructed a two-way matrix by plotting the themes and constructs against the outcomes in the summary in Table 5.1. As shown in Appendix K, all the 16 triads were compared and the degree of similarity or difference in leadership or contextual influence or both gave useful similarity or variance. Outcomes fall broadly into either vertical influence (negative) or horizontal influence (contextual and positive) mostly influenced by botho cultural context and motivational resources central to contextual performance. The research outcomes give a rich view of the outputs of the context and leadership influence in each triad indicated in the boxes within the matrix. Matching context to leadership influence and influencing constructs enriched the understanding of the leadership process because variation is important. This means that the leadership-contextual concepts have been examined under a series of different conditions and developed across a range of dimensions' (Griffiths, 2005: 149). In the framework below, an argument can be developed, which confirms how contextual leadership, and leadership and followership constructions, influenced the various contexts and relevant outcomes.

The themes distilled into six as meaningful units are either positive or negative based on adaptability, excellence, reinforcement, and collaboration of the leadership process.

Table 5.1 Cross case analysis summary

Themes and Constructs	Behaviors & Outcomes					
	Leadership behaviors	**Followership behaviors**	**Contextual conditions**	**Outcome**	**Degree of similarity by theme**	**Degree of difference by theme**
Context	Pervasive and adaptive behaviors shifted with context and resources. Leader influence was context bound social-cultural and responded to economic contexts. Very interactive and highly dynamic environments, phenomenal influence on	Adaptable to context and consistently active, inclusive leader influence broadened function of leading, horizontal teams, prototypical contextual behaviours.	Small team, enhanced team support, heightened communication, pioneering technology, high performance culture, flat structure, active interactions, expertise, learning and skills.	Leader influenced through contextual leadership. Active influence and highly interactive contexts resulted in contextual and adaptive performance. Increased organisational commitment, and fairness. Excellence	The contexts of market leader in A, exponential growth in B, creative, and dynamic work context in D experienced high contextual performance. Similar influence experienced in 11 triads which converged around active interaction, excellence, adaptability, and reinforcement. Collective culture, flat structure, triads impacted interactions including triad 15 in E. Influencing process from context and leaders. | Triads	Context
---	---
1,4	C
6,7	D
8,9,10	B
11,12,13	A
15	E		The mature and tired context C and under resourced SMME E had more task orientation and bureaucratic, vertical leader influence. Divergence in 5 triads experienced least resource levels, low investment, and leader influence resulting in low contextual influence. SMME culture and entrepreneurial context, pockets of conflict, heavy workloads negated contextual leadership. 	Triads	Context
---	---
2,3,5	C
14,16	E	

Contextual performance					
	capacity for contextual leadership.			reinforced high performance culture.		
Contextual performance Extra effort Proactive behaviours Helping others Volunteerism Defending the organisation Personal development Experience, Skill & tenure	Heightened level of reinforcing helping and adaptable behaviours, excellence, collaboration, communication, and resource allocation. influenced autonomy, empowerment, engagement, and trust. Distinct personality, shared values in botho, problem-solving and collaboration prolonged follower participation.	Reciprocal influence, helping others, exerting energy and extra effort, high levels of persistence & dedication, proactivity, and volunteerism, extending to co-workers, personality, capacity to exceed stretch targets, multitasking, contextual enhancing behaviours.	Active leadership, highly interactive environment, highly resourced and learning contexts, collaboration, technological investment, investment in adaptive processes and performance tools.	Contextual performance, proactivity, and self-leadership, social network influence, problem-solving, machine learning and high adaptability.	Similar pattern to context, most followers in about 11 triads participated in the leadership process, created standards of excellence, broadened leadership influence, reinforcement of contextual behaviours, increased proficiency and network influence, adaptation. In triad 10 the influence is more by context than leader.	5 triads like context, demonstrated little extra effort because of task orientation, resource limitations and poor leadership. Context with verticalized leader influence limited leader influence.

Triads	Context
1,4	C
6,7	D
8,9,10	B
11,12,13	A
15	E

Triads	Context
2, 3,5	C
14,16	E

Leadership influence Leader actions and behaviours Bi-directional influence Communication Empowerment Engagement Trust	Cyclical event of influence, reinforcing prototypical follower behaviours, risk taking, botho influence, shared leadership capacity, collective and team cohesion, innovation, empowerment, resource utilisation and horizontal and team leadership.	Active followership and support, team cohesion, collaboration expert skill and execution, knowledge sharing, broad job roles, resilience, selflessness, organisational support and loyalty, bottom-up influence, adaptive solutions, stretch targets and extra effort.	Horizontal influence, team processes and co-worker influence, triad structure, and support, active problem-solving, cross - functionality, effective follower influence and networking in dynamic contexts. Learning and innovative contexts. .	Reinforcing persistent, proactive, and adaptable behaviours, work engagement contexts and organisational flourishing. Enhanced contextual and adaptive performance.	Most followers in 11 triads experienced contextual leadership. Triad 2 at least experienced some level of leaders influence albeit limited by context. Enabling influence, followers as surrogate leaders, collective and contextual leadership capacity, and broad sphere of influence. Network influence, collective culture, learning and adaptive development.	Varying degree of influence in 5 triads experiencing task orientation and vertical influence, transactional, autocratic leadership 2 of the were entrepreneurial leadership limited by an SMME context and entrepreneurial leadership. All experienced demotivation, low contextual influence in Triad 10 despite the context, ineffective following, low morale/lack of engagement, alienation, unhappiness, and mistrust.
					<table><tr><td>Triads</td><td>Context</td></tr><tr><td>1,2,4</td><td>C</td></tr><tr><td>6,7</td><td>D</td></tr><tr><td>8,9</td><td>B</td></tr><tr><td>11,12,13</td><td>A</td></tr><tr><td>15</td><td>E</td></tr></table>	<table><tr><td>Triads</td><td></td><td>Context</td></tr><tr><td>3,5</td><td></td><td>C</td></tr><tr><td>10</td><td></td><td>B</td></tr><tr><td>14,16</td><td></td><td>E</td></tr></table>
Co-worker-influence	Active leader influence	Highly interactive followership,	Collective collaborative	Enhanced network	Noticeable convergence around active leadership influence in 11	Poor resources and sluggish contexts hindered how

Helping others Lateral support Bi-directional influence Communication Trust	broadened leadership process, high levels of interaction, activity, agility, and intensity. High work outputs, collaboration and influence in dynamic contexts, leader investment in performance enhancing tools, horizontal influence, and networks.	increased leadership capacity, enjoying autonomy and network/ horizontal influence. Enthusiastic and persistent/resilient behaviours, increased accountability and exploit distributed networks in botho, and collective leadership.	networks of influence, botho context and culture, interconnected influence and learning, innovation and creativity promoted by work engagement, adaptive, palpable work contexts, and outputs.	influence and adaptability, cross-border interactions, surrogate-leader influence, belonginess and accountability	triads, positive actions from performance enhancing tools. Positive impact on follower behaviours across the triads. Triads / Context table: 1,2,4 → C 6,7 → D 8,9 → B 11,12,13 → A 15 → E	followers interacted and influenced each other. Low contextual performance in 2 triads but 3 of these experienced some level of networking because of culture and helping behaviours because C and B cited autocratic leadership. Triads / Context table: 3,5 → C 10 → B 14,16 → E
Motivational resources Leader support Motivation Performance feedback Reward and recognition Happiness Proactive	Collective vision, active influence, interactive, continuous reinforcement of intrinsic values extrinsic and intrinsic	Machine learning & innovation, multitasking, intrinsic motivation, learning and self-development, proactive bottom-	Happiness, engaged employees, increased trust levels, use of expertise and skill, problem solving in cross	Completion of tasks, resilience, extra effort and persistence, social network influence,	Active and intense leader influence, most triads converge around context and resource allocation., adapting to technology, learning more pronounced in 8 triads in A, B and D. Personality of leaders in 4	Extrinsic reward in at least 4 triads limited motivation, leadership transactional, unhappiness due to no engaging and encouraging support by leaders and other followers. Limited career

Triads	Context
1,2,4	C
6,7	D
8,9	B
11,12,13	A
15	E

Second inner table:

Triads		Context
3,5		C
10		B
14,16		E

	motivation, cross-functionality, timely feedback, safety at work. autonomy, inspiration.	up and horizontal influence, technological adaptation, and adoption.	team functionality and leadership, engagement in work roles, agility, and proactive action.	accountability, belonginess, justice and fairness, organisational commitment & loyalty, adaptable and contextual performance.	triads in C and E distinguished contextual influence. Triads / Context: 1,2,4 — C 6,7 — D 8,9, 10 — B 11,12,13 — A 15 — E	advancement. Entrepreneurial leadership. Triads / Context: 3,5 — C 14,16 — E
Counter-productive behaviours Conflict Disengagement Burnout Mistrust Unhappiness	Low leader effectiveness, low resources, unmatched follower behaviours, transactional and aggressive &more task orientation, results focused. Negative contextual leadership and low influence.	Ineffective follower influence, unmatched leader behaviours, emotional distress, alienation and disinterest, negative prototypical behaviours. Low resources and poor processes. Low contextual experience.	Hierarchical structure, more vertical influence, silos, no network, poor performance feedback and poor learning environment.	Tension, conflict and sabotage, distance from work, emotional stress, task performance, transactional, no cohesion and poor influence by leaders and context.	Like with motivational resources 4 triads experienced low contextual influence, inadequate resources and constraints, negative contexts, unfairness, workload negated contextual behaviours, entrepreneurial leadership, and low contextual leadership presence. Triads | Context	Effective and intense contextual leadership in 10 triads, broader leadership influence. An additional 2 benefited from context and excellent and adaptable systems, reinforcement, and collaborative teams, problem-solving and learning. Emphasise resources and context and personality of leader in contextual leadership. Triads | Context

					3,5 14,16		C E	1,2, 4 6,7 8,9, 10 11,12,13 15	C D B A E	

In Figure 5.3, the leader and contextual framework pulls together the relationships across the 16 cases to highlight what constitutes the contextual leadership process. In doing so, it clarified the applicable context, type of leadership behaviours in that context and contextual conditions, and outcomes. Set on the bedrock of a hybrid context and contextual leadership, the characteristics were easily definable from the type of leader and follower behaviours and level of overall vertical or horizontal influence. To a significant extent the contextual conditions reflect the contextual behaviours in the triads and what caused the recursive behaviours and continuous influence in the performance of followers. The capacity of a leader to influence based on experience, skill, personality, and the context of whether there was organisational investment, support, learning, innovation, and learning suggests that most followers had behaviours that were contextual and adaptive.

As a surprise, the botho sub-cultural influence underscored the positive effect in which most followers displayed a degree of horizontal influence, helping behaviours and contextual performance. The outcomes reflected in the framework emphasise interdependent performance; that when 'going far and beyond job tasks' the followers' interconnected behaviours to greatly influence contextual performance. To compare across groups and gain a better understanding of each theme, these dimensions represented active influence. Adaptability was enriched by optimisation of technology, learning and botho. Excellence was represented by the quality of work output, reinforcement of contextual and horizontal influence, and collaboration with more followership and network influence. Negative influence grounded the contextual leadership influence by accounting for negative context and leadership. The express leadership influence accounted for similarities, mostly positive and negative for any differences which allowed for conclusions to be drawn from the findings. For instance, positive influence facilitated contextual performance in organisations A, B and D or negative influence in C and D hindered contextual performance (see Figure 5.3).

Each of the findings was given a level of similarity: 'Most' (to highlight the degree of similarity), 'At least' for moderate influence and 'Least' (to assess least value and contribution to leadership influence) anchored in the standards of adaptability, excellence, reinforcement, and collaboration or not.

Figure 5.3 Leadership and contextual dimensions framework

TYPES OF CONTEXTS/ CONTEXTUAL CONDITIONS	LEADERSHIP BEHAVIOURS	DIMENSIONS	OUTCOMES
Organisation A **Market leader** Dynamic, complex and adaptive systems, interconnected, organisational commitment Horizontal influence **Organisation B** **Exponential growth** Dynamic, learning, adaptive, phenomenal. Leader-driven, horizontal influence, interconnected **Organisation D** **Creative and dynamic** Creative and network driven, team resources horizontal influence,	**High contextual influence** • Contextual leadership • Enhanced capacity • Risk takers and innovative • Personal investment/organisation • Communication • Group and network and team support • Prototypical behaviours • Multitasking • Learning environment and adaptable • Technological capability • Interdependent behaviours	**Active influence** Excellence Adaptability Reinforcement Botho influence Collaboration and Interdependent performance	**Contextual performance** Proactive followership High network influence Team performance
Organisation C **Mature & tired** Bureacratic culture, individual identities, organisational constraints, public institution Vertical influence **Organisation E** **SMME** Under resourced and under led Vertical influence, organisational constraints	**Low contextual influence** Autocratic and antitypical Emotional conflict/stress Stressors and burnout Disengagement and unhappiness Mistrust Resistance to change Sabotage Iindividualistic and low network influence	**Negative influence** Low reinforcement Job stressors/low collaboration Organisational constraints Low level of change/adaptation	**Counter productive behaviours** Low contextual performance Least influence

The framework shows the convergence of the formal and informal contexts in a hybrid context, which create contextual leadership and outcomes. To some extent an emerging contribution is that an integration of the contextual leadership theory, with the botho leadership is taking place in these organisations.

Each finding is discussed in greater detail below to support this argument.

5.4.1 Leadership influence

Most of the leaders presented an active interest in reframing the dynamic and complex contextual leadership influence. This reflected the leaders' ability and capacity to influence the contextual conditions in which followers flourished and excelled in their work. The combination of leader-follower behaviours was interpreted as leadership influence. Participants were asked the question, 'exactly which contextual behaviours were the leaders and followers in the triads sensitive to?' In the evaluation, followers exhibited contextual behaviours facilitated by both the hybrid culture and active leader influence. Leaders in 11 triads were effectively influenced through the prudent use of motivational resources and followers responded positively.

In the leadership context, most leaders demonstrated the capacity to influence and reinforce good behaviours through communication, engagement, empowerment, and by harnessing collaborative behaviours in followers. The influence in highly resourced contexts included performance feedback, encouraging skills training (knowledge acquisition, career development), and providing clear job roles. Further to that, it heightened communication sessions through *kgotla* and iceberg fora, as well as underscored shared values crystallised in extra effort, persistence, and proactivity on the part of followers.

The framework highlights the outcomes as mostly contextual leadership behaviours like horizontal influence, proactive following, multitasking and volitional behaviours with some learning. These underscored the adaptation to performance tools, strategies, and organisational culture without ignoring conflict, disengagement, unhappiness, and mistrust in the least contextual environment.

In sum, the vertical and horizontal influences tended to shift with the social context in the emphasis of leadership and suggested outcomes. With different emphases, leaders directly had an impact on followers, causing a shift in their contextual performance at varying levels which broadened the influence and contextual performance. This finding is important because it has changed the frame for leadership influence as a practise in an inclusive process and underscores the leadership context. Followers significantly responded to the influencing events by going beyond expectations in undertaking tasks. Implicit in the leadership process are prototypical behaviours of followers adopted to reciprocate the experience and influence of leaders. Leadership as a social process entrenched high quality exchanges and reinforced helpful, extra effort and dynamism, as explained by this follower:

> So, there is a movement towards excellence…*(hmm)*---the movement is being inspired by the fact {sic} that we try and model, to raise the flag for those who perform very well. And we define the standard of excellence, and we also punish poor performance…. Yes, I think, yes because we have entrenched the value of excellence (33F002Avg).

Excellence represented follower performance supported by consistently high contextual performance influenced by an effective leadership process. For instance, when I compared the leadership influence and outcomes in the triads of successful organisations A, B and D, I found more horizontal influence than in C and E. Such an increase in the capacity of leadership seemed to have been triggered by investment in technology, expansion projects and convergence between leadership and their contexts. In most cases, leadership deliberately created an adaptable, dynamic, and energised work environment for followers to excel. In return, followers described the context as amazing, phenomenal, and vibrant because they were allowed the freedom to act. This free canvas invigorated followers to excel and adapt to complex systems as observed by the following follower,

> The culture basically is entrenched by the leadership—people just take a cue from the leadership. Like I will give you a life example, our leadership here they don`t----they drive safety. Safety is the most important element across the mine in everything that we do. And we do confirm that in every meeting, it does not matter what forum, we start with a safety matter---- we share any safety related experiences or incidents related to safety. Then with that ---it shows that the leadership drives the culture of an organisation (36F004Avg).

In addition, leadership was more effective where there was organisational commitment, especially in flourishing work environments in which followers exhibited higher contextual performance. Consistent and active leadership improved contextual and overall performance as this follower endorsed her organisation:

> Well …. (laughing) I work for a 'rare find', I will say it is a rare find----and I mean the mine to be a rare find. I mean we have been able to consistently produce large diamonds with the second largest diamond recovered after a century at our mine, that alone makes it a phenomenal mine for this century. Yeah…(thinking) (27F009Bav).

At the young, dynamic, vibrant, and creative university, the palpable high-performance culture saw leaders encourage, empower, enthuse, coach, and inspire followers to excellence. With evidence of a fit-for-purpose creative, fast-paced and dynamic young workforce, leaders meaningfully invested in social capital that adapted to a fast-paced Asian work ethic amidst a botho sub-culture.

> …its learning and I would not have learned this at any organisation. That somebody can entrust me with their organisation, well it does not happen every day and it's an opportunity. Its unique ------I said the same thing to the President last weekend that, we appreciate that he has entrusted his [organisation] to young [locals] which needs to be applauded. It is something that you do not get every day- I said to him `thank you for entrusting me and the team with your campus' (21 F24Dvg).

The above scenario can be contrasted with the more vertical leadership influence in the triads where leaders were internally focused and task oriented. Constraining, abusive, and aggressive leadership, budget cuts, and salary increase freeze, caused a hostile environment. Leadership in Organisations C and E tended to constrain positive contextual behaviours, exacerbated perhaps by a lack of financial resources. Taken together, context and leadership embedded negative influence in followers. Words like 'feared,' 'barking' 'command,' 'don't care' show a negative effect on followership. Low levels of leader influence created emotional distress and uncertainty. For instance, one follower asked me, 'Are you recording for the boss? I am asking because we transferred from old {xx} which was a nice culture, and we got a lot of support …. these people do not care '. These tensions are illustrated in the data extract below, to show divergent views between leaders and followers in different contexts in the influencing process. It will be discussed later in more detail.

> I remember when I stood in for my boss and I had to go to an Executive meeting, there were people standing in for the leaders who happened to be on leave. The {TL} is a man who is feared----he barks at people. I

remember he ranted for an hour----he threatens and shouts during

meetings that last the whole day, from 8 to 4pm…. (ahh) (09F018Cav).

Even in terms of workload, we are overloaded because the teaching

loads are heavy, and it is difficult to maintain the quality standards

(15F26Cvg).

In this data extract, comparable data between contexts shed light on the effectiveness of leader influence. A follower highlighted the degree of constraint of an SMME environment and limitation of entrepreneurial leadership:

It is a small company, and it is vastly different to the old one…It was like

a family; we were given transport to go and see customers. These new

owners are different… He (the leader) does not give feedback. There are

no sales meetings; the manager does not communicate feedback on

sales targets (48F032Evg).

The resulting demotivation tended to diminish contextual behaviours, as illustrated in the low to modest contextual conditions at the mature and tired university. Such indifference, highlighted in the data extract, underscores the contextual conditions created by the leadership behaviours that were indifferent to contextual performance.

'I would accept a leadership position at [xx] but the leadership at the top must

change their outlook and behaviour. {xx] should accept alternative ways of doing

business i.e., teaching and consultancy work. If the economics changes to allow

better working conditions, yes, I would' (5 F016Cvg).

The underlying convergence of leadership behaviours and relevance to effective influence revealed context as an important theme, which I discuss next as a separate finding.

5.4.2 Context

In the within- case analysis, context underpinned leadership influence. In the cross-case analysis, context was confirmed as the constant thread that knitted all the themes together. In particular, the contextual conditions reflected a fast-changing

work environment characterised by complex and dynamic systems in organisational context. These systems created contextual conditions that suggested differences in vertical or horizontal-type leadership influence defined by context with commensurate outcomes. The characteristics of the organisational contexts reflected the organisational culture. For example, Organisation A, a market leader; Organisation B, as experiencing exponential growth; Organisation C, a mature and tired public institution; Organisation D, a creative, dynamic, and progressive institution, and Organisation E, an SMME. These characterisations describe the contextual conditions and leader behaviours comparatively in the areas of adaptability, excellence, reinforcement, and collaboration.

As the leadership reframed the dynamic and complex contextual conditions, that capacity of leadership influenced the contextual behaviours and consequent performance. In comparison, contexts with technological advancement and investment in resources fared better than those experiencing budget cuts and the uncertainty of a recession. This implied a coalescence of economics(context) and leadership contexts, which combined to influence contextual performance. Underscoring the integration of context and the proactive leadership in Organisation B, for instance, was the shift to adapt to world-class standards by promoting both adaptive and contextual performance in followers. A follower described the dynamic context of his portfolio:

Recently, I did some training on SHE audits, and I was nominated as the SHE Lead Auditor where we ran the first ISO9001 SHE Audit for the mine, and it went very well. Now, still under the scope of Process Assurance or Process Engineering, I am now dealing with capital projects and optimisation projects. Capital projects basically, I am talking about the major installations of new equipment and the plant upgrade, which is currently ongoing in preparation for the operational readiness (30 F012Bvg).

If Organisation C is considered, the variation in leadership influence in Triads 1 and 4 showed that context accounted for the contextual performance compared to Triads 1 ,2, 3 and 5 with ineffective leaders. This underscores the power of leader influence outside the influence of context and those followers who experienced work differently because of leadership. It could also be that the more effective leaders were active and purposeful about how they influenced followers to varying degrees

signifying the central influence of context on leadership. The variation in the experience of work became clearer because of how the context influenced leaders and followers to be display contextual behaviours and to be adaptive. In the data extract below, a follower shared how detrimental bad leadership was to organisational goals:

> …you can imagine that it will be detrimental to the organisational objectives and affects the results. That is what obtains in the university and people just work against the university principles. I have observed that {uni} wants to be a centre of excellence, but nobody works towards the objectives, that does not take the organisation in the direction that it wants to go (09F018Cav).

A combination of the botho subculture and organisational culture(context) in dynamic contexts tended to instil a culture of resilience in leaders. This finding is important because it frames context, not just as supporting leaders in influencing followers, but as directly influencing followers' contextual conditions and outcomes, and this has been summarised in the contextual dimensional framework in Figure 5.3. Context benefited the exchange of ideas, information, and knowledge and accounted for how the leadership process impacted the influencing of contextual performance, and consequently, task performance. Understanding both cultures as impacting the wider contextual influence more deeply is novel in extending influence on the network.

This interesting finding highlighted as co-worker influence, an outcome of the leadership process in this study is, discussed next.

5.4.3 Co-worker influence

The finding confirmed the move away from archaic leader-follower relations towards leadership as a process and horizontal systems of influence and network potential. Process suggests that leaders engage in a series of ongoing events and changes that occur continuously over time to inspire followers to perform at the highest level. Influence in the study manifested itself in the interdependent events in which it actively flowed from high performer to average performer. Intra- and inter-team relations hinted at social networks in which co-workers influenced others beyond the triad. For purposes of this study, network influence is defined as the horizontal

influencing of co-workers in the social networks configured through leadership influence. In Figure 5.4, these significant connections show strong network influence in the triads as team contexts. In a related outcome, there was an emerging picture of leadership embedded in larger interdependent systems in dynamic contexts, as suggested by group dynamics. For instance, in dynamic contexts, leader influence was invigorated by followers who volunteered to assume leadership roles in informal settings. In the environment of a project team, followers experienced palpable leader/follower/co-follower interactions because of adapting to new learning, development, and practise development from experts.

Follower capacity to influence others was high in Organisations A, B and D because of the prevalence of contextual behaviours such as going the extra mile, proactiveness, enthusiasm, and endorsement of the organisation. This outcome shows how leadership, context and proactive followership were intertwined in the social context in 11 triads. In the following data extract, progressive contexts invigorated followers to influence others as surrogate leaders, as seen in 'I tend to play the role of leader to my colleagues' (24F008Bvg). It appears as if the pervasive structures of triads as a small team were a semblance of network influence in the horizontal relationships.

The evidence of direct relationship between effective leadership and co-worker influence in cross-functional teams, illustrates social network influence. Influence occurred when members volunteered leadership according to functional expertise and were granted the role of leader. In all the triads in Organisation B, leadership in project-led teams was assumed by those with expertise on the subject matter. Leaders who nurtured and valued cross-functional influence also developed the social capital in the process. For instance, the exchange of ideas, knowledge, information, and shared information transcended the role of leadership as a contextual process. Another example of horizontal influence was in Triads 6 and 7. Here Organisation D preferred talented workers to have a job-fit with the creative environment. Such a hybrid context also manifested in cross-border influence as teams exchanged technical information. The data extract below illustrates a typical interaction in the triad:

> ...there are many platforms that we can influence our leader. Its lobbying the
>
> leaders, we have cross-functional influence with our peers because there are

several fora where we meet. For instance, we meet with our peers like when we are doing projects. We meet as section heads to review incidents. Such as the last time, we had a fire, we reviewed the incident, and we considered how the incident could have been prevented… (36F004Avg).

Furthermore, new contextual insights connected leadership in social networks to the national culture of botho. It is constituted in a pervasive spirit of caring, humaneness, respect, and responsiveness to community. To a considerable extent, the social network influence benefitted from group identities portrayed in the example of cross-functional teams. Most followers imbued proactive, self-directed behaviours with accountability to impact contextual performance. As a result, most followers experienced network influence in highly interactive teams as they shared expertise, knowledge, and skills. The perceived employee commitment cited in the data extract below, shows a convergence of organisation and the humanistic values in the botho culture. Leading with respect and inclusion occurred naturally because leadership as a process was conceived as a group function. For instance, the leader cited below affirms the botho behaviours aroused by active-leader influence:

> You know what, you will be surprised what engagement off-site can do for people`s morale. That is one thing, I have learned about {local} people--- is that if you recognise them, they will break their legs to work for you (31 L001A).

Also linked to leadership in social networks, the interlocking influence in self-professed identities, highlighted important follower behaviours of helping others, and persistence at work. Leadership behaviours supported learning capabilities in which network influence and contextual performance were interpreted through the lens of followers. Leadership in project teams was triggered by expertise, skill, knowledge and machine learning, training, and networking with multiple people stretched over the social context. Such replication of contextual behaviours suggested an increased leadership capacity and span of influence beyond the triad. An example is the pioneering technology in Organisation B. Excitement was aroused in followers because of learning and development opportunities. By their own admission, the leadership boasted of exponential financial growth fuelled by high performance,

pioneering technological capability, and innovation. In another example, Triads 11, 12 and 13 transformed their contextual performance, enacted horizontal influence, and replicated the contextual behaviours in the mini-business area (mba). Depicted as exhibiting strong network influence, the occurrence represented hybrid contextual influence where two stiles integrated. The event cycles of active, proactive, helping, engaging, empowering and learning behaviours between the triads. An event cycle represents the interaction(exchanges) initiated by one team member to one or more other team members in network influence.

The episodes of influencing other team members showed continuous loops, depicted in the diagram (Figure 5.4) as arrows that indicate strong ties between the triads. The connections confirmed the conception of leadership as a process beyond the individuals, hence the solid stars in Figure 5.4. The stars represent the source of influence from a leader to an average follower denoted by the smaller star. The continuous loops represent highly interactive exchanges between the triads and set off influencing events. The interplay between leaders, followers, and context loops in event cycles suggested an adaptive and continuous leadership process as defined. The distributed nature of influence was experienced as actual events in the horizontal influence which closed the hole in the triads. The interactions within and between the triads, gained from the dynamic interchange of active leader influence, and assumed follower influence in the leadership networks. These events were deemed to be facilitated by the botho culture, with emphasis on group identity, interdependence, and overall distributed leadership capacity.

In this example, co-worker influence effective hybrid contextual influence within teams, to varying degrees, dependent on the ability to trigger adapting, proactive and extra effort behaviours. As part of the social capital, follower contextual behaviours of extra effort tended to promote accountability, co-worker support, helping others, and proactive and volitional behaviours. Reinforcing these behaviours enhanced contextual performance and excellence, as overall performance was impacted. Figure 5.4 illustrates the network of Triads 11, 12 and 13 in Organisation A and shows their interdependence.

Figure 5.4 Leadership influence in a strong network tie

Legend: Active Leader Influence [star] Strong Ties Assumed ⟵⟶ Assumed Follower Influence ✦ Network Leader Influence ⟵ - · - ⟶
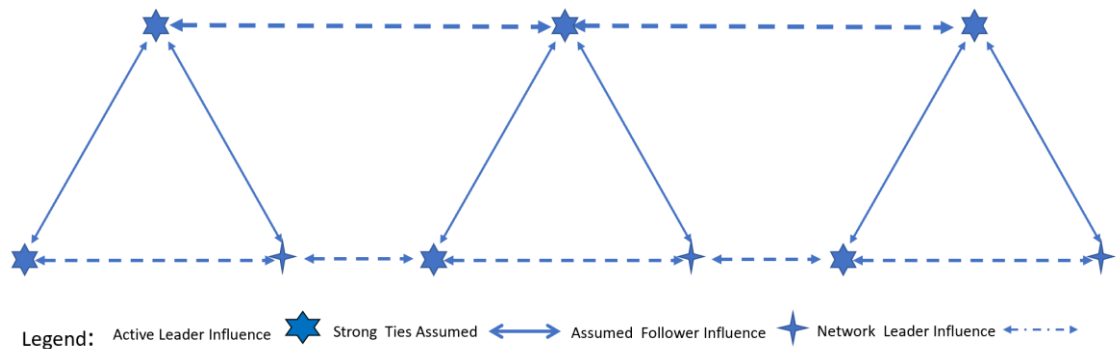
Negative behaviours occasioned by the negative experience of leadership resulted in conflict, power struggles, intrigue, and sabotage, which are harmful to team and organisational performance. When leaders enact negative actions in bureaucratic systems, this rendered follower's passive and forced them to work in silos depicting poor team contexts. The holes in the triads in Figure 5.5 exemplify a disconnect and little interaction between followers in the triads typical of bureaucratic structures and systems but antitypical to botho. This diagram illustrates weak ties, in which influence is one-directional and vertical. There was little sign of interdependence between the focal leader and both followers. The weak horizontal influence suggested task orientation with little co-worker influence, as is described in the data extracts illustrating the disconnect in Triad 3.

> I--- because our interaction is really limited... My view of him as a leader is that he prefers to work with certain individuals, he has an inner circle--- that these are people that he prefers to work with. He holds informal meetings before the formal meetings, they would meet and discuss, maybe make a resolution and then they would bring the matter to the meeting. Because they do not have the numbers they then fail. That one tends to polarise the team effort. We call them 'the department' (09F018Cav).
>
> I cannot say really if he knows what I am doing. Like I said, I would prefer that we combine efforts to look at the goals, standards so that we aim at something.

We should be supportive and feel his support---- I do not want to think that I

work here---I just come in and doubt if he knows —I feel alone (08F017Cvg).

Figure 5.5 Leadership process and weak network ties

Legend: Inactive Leader Influence ☆   Weak ties —·—▶   Traditional Follower ✦   No Network Influence
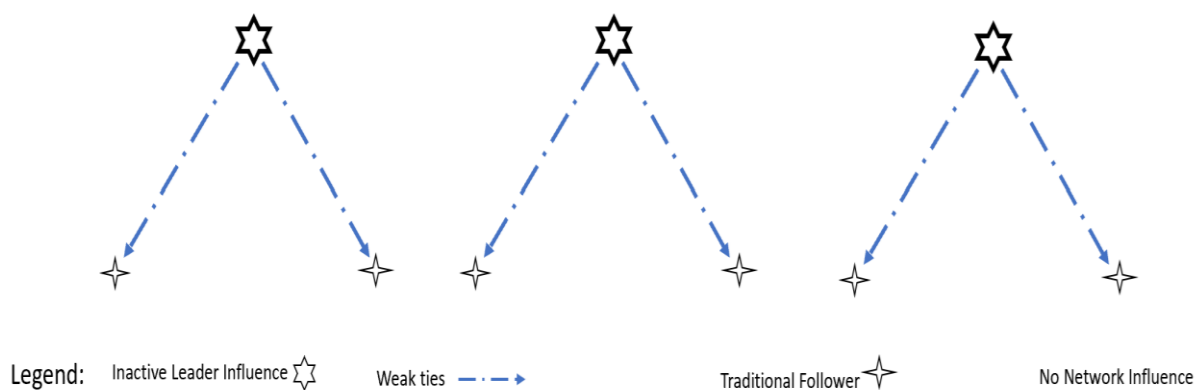
It can be concluded that the negative behaviours were antitypical of a hybrid context including botho value system. The behaviours show the value of context in leadership and followership influence in leadership and its outcomes. Low levels of interaction, motivational resources delimited leadership influence as a fruitless network process, hence, the disconnect.

5.4.4 Contextual performance

The concept of contextual performance was defined as 'going far and beyond job tasks' to highlight the central influence of motivational resources. Evidence of the existence of key contextual conditions in at least eleven triads was tied to the definition of hybrid context highlighted in the introduction. Hybrid context highlight the convergence of two operational systems in context, the organisational and botho contexts. The significance of leadership influence, followership and context gained from the interdependence in botho which helped the small group. Considering the contextual conditions represented in active and negative influence above, these dissections of contextual influence were reflected in contextual performance. This confirmed that the level of contextual performance corresponded meaningfully with context. It appeared that most ideational and interpersonal influences such as leader style, intrinsic motivation, skills, and other more behavioural contexts, highly influenced follower`s contextual performance. For example, the followers in Organisation B described their leadership as visionary. Followers lauded the leaders as risk-takers and change-makers and attributed their own performance partly to them. The

leadership was rewarded with unwavering support, endorsement, and an amazing work environment. The outcome of follower contextual behaviours evoked feelings of belonging, commitment, and loyalty. High contextual performance was underpinned by the effective influence of the leadership, the network, and context. The employees also flourished in their roles and the organisation outpaced its global peers:

> And they do not restrict us. I mean if you do everything from the buying of chairs, setting up procedures and policies…you are not limited, and you must work to strict timelines. Yes, you do everything but if you are given the freeway, you are not limited even though you have strict timelines, it gives us the opportunity to flourish, because when you do everything, you learn (26F0010Bvg).

At the same time, triads in this category tended to project problem-solving competencies of complex tasks, including the management of expansion programmes, and adapting to new technology. Such adaptability to a high-performance and dynamic environment had extraordinary influence on the dual effect of improving contextual performance and adaptive performance in followers. An adaptable workforce complemented experience within distributed teams. Intrinsically, this enhanced the capacity of leaders and followers to replicate contextual behaviours within the teams. In Triads 8, 9 and 10, the ability to leapfrog operational performance inculcated adaptable behaviours and outstanding contextual performance both in leaders and followers. The high-performance environment pushed proactivity and selflessness to extraordinary levels of follower performance. This corroborates the instances in Triads 11 through to 13 in the strong practical ties to a vision of excellence, which inculcated collaboration and interdependence team performance:

> …in the production area, you make sure that you spotlight the performance of every person, you get everyone to do what they are supposed to do. And you measure and discuss their performance from time to time, it becomes…(eeh), it creates a climate that sustains excellence on its own (33F002Avg).

The data extract below also confirms how leaders sustained contextual performance as well as articulated the existence of a broader network of leader-follower relationships within the group:

> We go an extra mile, far and beyond to get the mine to comply with all the procedures and legal requirements that is excepted by the mine{sic}. We are performing beyond most departments…. And in other areas where we are compared to other teams in the Group, we have always been consistent in outclassing our peers in terms of performance (38F005Avg).

A combination of the botho and the Asian culture of perseverance and conscientiousness, tended to instil a culture of open communication, resilience, and extra effort behaviours in Triads 6 and 7. Through measurement of performance in the team, the organisational fit indicated enhancement of social capital as employees flourished in a palpable work environment and espoused creative values:

> …a {L} employee must be somebody who is willing to go beyond their area of work, someone who wants to learn. Somebody who wants to be an overall chiselled person in different areas, somebody who wants to go the extra mile (21F24Dvg).

In sharp contrast, the work experience of the triads in Organisations C and E in task-oriented environments was a mixed bag of emotional distress and limited network influence. Followers displayed the least helping, proactive and volitional behaviours. With little inclination to go beyond their formal tasks, contextual behaviours negatively impacted their task performance. The job stressors caused lower energy levels, disillusionment and non-engagement had negative effects on followers, who felt uninspired and not affirmed in their job roles and uninspired experienced in Triads 1 , 3 ,5 , 14 and 16:

> I cannot say that there is any sort of support---I don`t know ---there is no volunteerism because nobody can tell you what they are doing or what other

people are doing? Except that we are all teaching, we then sit to discuss mundane work----. For example, right now I am doing the final presentation on the conflict management course, but I cannot ask for inputs from the team. Ideally, I should be able to ask three of my colleagues to be part of the presentation so that they may assess the level of the student performance (08F017Cvg).

Negative energy existed, too, in Triads 1, 4 and 15, but followers managed to shrug off the negativity because of effective, positive leader influence. This finding is consistent with the notion that proactive behaviours, helping others and voluntary behaviours increased contextual behaviours. The results provide further support for the practise of excellence, adaptation, and reinforcement as anchors of contextual performance in the study.

It can be concluded that positive contextual conditions were triggered by palpable hybrid contexts. These contexts were a hive of activity and had access to resource capabilities and motivational incentives for the completion of tasks. There was further acknowledgement of botho influence in leadership influence in those identities. As a result, adaptive behaviours surfaced from the complex systems in teams, that related to learning, dynamic capabilities, and cultural contexts. Overall, the contextual behaviours of leaders and followers advanced the positive influence of the social context and its impact on adaptive and contextual performance.

I move on to consider the effect of leadership influence on contextual performance relative to motivational resources, counterproductive and deviant behaviours in the next section.

5.4.5 Motivational resources

The finding on motivational resources has two identifiable clusters. The first is access to resources, which facilitated knowledge, experience, contextual behaviours, team learning, and adaptable behaviours in twelve triads. A bedrock of the motivational construct is how the resources are utilised which implies leadership context. The second cluster arises from the negative influence which resulted in counterproductive behaviours in four triads contra to contextual performance. These

tensions demonstrate that motivational resources strongly influenced employees and are closely tied to the context. The evidence of how motivational resources impacted leadership influence directly or indirectly is reflected in the more progressive contexts with the consequence of contextual performance and other discretionary behaviours.

Work-related resources such as autonomy, empowerment, personal development, performance feedback and communication, job-fit and control, reward and recognition and trust, lubricated contextual behaviours. Followers expressed reciprocity through engagement, self-efficacy, intrinsic motivation, happiness, and trust. These nourished the helping, proactive, volitional, and resilient behaviours which brought into focus the difference between engagement and contextual performance. Given the similar constructions of leadership process, the type of engagement became important in the consideration of what motivated followers to go the extra mile. Thus, the context of participants played a significant role because mining organisations were different from academies and SMMEs.

After identifying relevant leader and follower contextual behaviours, this led me to the observation that motivational and work resources had a direct influence on reinforcement, adaptability, excellence (high contextual behaviours) and collaboration in the triads. The following data extracts illustrate how leaders reinforced contextual behaviours by recognising exceptional performance in followers in Organisation A:

> We have also adopted positive reinforcement as a leadership team. If there are guys who excel, we do not overlook them, but we blow the whistle for anybody else to see. It is not necessarily financial reward, sometimes it is for me to arrange for ten guys with the {TL} to have the dinner at a hotel or for the {TL} to speak and shake the guy's hands. We publicise this in the internal weekly newsletter for everybody to see. Other employees can visit their workshops to see and learn because we would use them as a model for reinforcing positive behaviour (37L003A).

Followers also appreciated the leadership reinforcing influence by directly interacting with leaders. Such an exchange with the leadership triggered work engagement as an integral part of leadership influence and the social context:

I tend to enjoy more when I see my leadership engaging me on what I do…You know sharing my views with the leadership, it gives me the view that I am valued---that my input is being valued. Then I am encouraged to do what I believe and what I anticipate could bring new results. So, being engaged by my leader is a real driver to me… (36F004Avg).

Work-related motivational factors provided a broad base for unhindered work because followers felt psychologically safe and promoted organisational commitment. For example, the investment in performance tools, advanced performance and sustained work engagement through proficiency, work-life balance, and the possibility of increasing contextual performance. In Organisation A, evidence of an organisational commitment tool, shows that employees had to confirm their resources in task performance. This is exemplified in the statement 'I have enough equipment, resources/tools to do my job effectively '. A favourable rating within the group was 13+ in 2016 compared to just three in the previous year, projecting a global mining index which averaged zero. Illustrating enhancement of contextual behaviours and facilitation of job tasks is sustained performance, which also influenced group identity, cohesion, and collaboration in the teams. This ignited followers' willingness, absorption, and dedication to work and to be fully present in the job role, as noted in: '… because I will be focused on what I am doing.' In addition, employees enjoyed exchanges with the leadership because they felt respected, valued, and had organisational support: … 'I tend to enjoy more when I see my leadership engaging me on what I do.'

 By bringing themselves to the role cognitively, behaviourally, emotionally, and physically, followers exhibited remarkable persistent behaviours that resembled those found in contextual performance. The findings show that belonging, engagement, and meaningfulness enhanced contextual performance and a better facilitation of tasks. Again, followers displayed accountability, commitment and dedication whilst demonstrating high quality and willingness to work:

We need people who can make things work at short notice and who can deliver under pressure with minimum supervision. A person must take a role and

deliver on that day because everything is done then and done correctly… (21 F24Dvg).

It seems possible that the reinforcement and feelings of engagement in well-resourced contexts were unmatched in the less engaging environments. This is an important finding because it takes seriously the account of the tensions and negative behaviours which negated contextual performance, and this is discussed next.

5.4.6 Negative and counterproductive outcomes

It seems that in practice, work-related resources attenuate the impact of counterproductive behaviours caused by job stressors in four triads. The experience of emotional conflict, disengagement, unhappiness, mistrust, and politics resulted in harmful and negative behaviours in job performance mainly because of organisational context. The negative behaviours were caused by heavy workload, budget constraints, questionable PMS standards, and outright aggression and bullying by leaders. These counterproductive behaviours were most pronounced in threatening environments. In Organisations C and E, some followers experienced burnout, disillusionment, unhappiness, work-life imbalance, workaholism and outright anger, which worked against any contextual performance. In the illustration below, the follower in C questions the intelligence of his leader to highlight the overlap of trait and effect on behaviours resulting in erosion of trust, emotional distress and alleged physical conflict in teams.

> I know that in {xx} it is a place where fools rule by their numbers. There is no debate and intellectual meeting of minds and amicable decision making------. We are not working in a well-coordinated way---there is no progressive thinking, and despite those organisational objectives, people just ignore them and continue to work with a few. I have heard of brawls and that in other departments, that their meetings become fighting matches and all that … and so forth (09F018Cav).

Quite often followers interpreted the patterns of leader behaviours as elucidations of the leader's priorities to match their own behaviours. The leader's

experience of prototypical behaviours shaped how followers experienced leader influence especially in global organisations. The tensions and contradictions in the five triads experiencing organisational constraints, showed that a lack of resources pointed to a deeper contention in the leadership process, which resulted in negative performance. What this showed was that context directly influenced leader and follower contextual behaviours and that it was a critical ingredient of the influencing process. Where leaders indulged in ill behaviours that caused bullying, brawls, conflict, and anger in the teams (in Organisation C for instance), the toxic work environment hampered any progressive thinking and working towards organisational goals. These acts hindered contextual performance.

The context in which aggression and organisational constraints lowered the contextual behaviours was tied to low motivational resources and task orientation, rather than to interpersonal relationships. In the SMME, as an example, leaders were internally focused on results, which followers experienced as vertical top-down influence with little interaction (see Figure 5.5 above). Leaders' focus on the functional doing of tasks might have limited team spirit and the broader influence of contextual rather than encouraging transactional perspectives. Task orientation also encircled any form of social network or leadership process, further confirming how context shaped leader and follower contextual behaviours. As cited earlier, followers interpreted workload as poor leadership influence in oppressive contexts such as in Organisation C.

To an extent the cross-cultural dynamics of globalised organisations had a problem of individualistic cultures in the West versus the collective African culture. For instance, the follower illustrates how over-consulting in the botho culture affected performance feedback in the mba project:

> And on monthly basis, we talk about the mba projections---we talk about our dashboard, what we need to deliver etc. It is only that, in {local} in general, we do not talk directly to issues of performance. You find that it takes a long time to talk about issues and to resolve them. They would rather wait for a meeting to talk about a deficiency instead of just approaching me if I am the culprit. I ascribe that to our culture (38F005Avg).

Whilst acknowledging the acculturation in the behaviours of both leaders and followers, it seemed that in certain contexts, the organisational culture conspired against contextual behaviours. In the old university, the bureaucratic culture could have contributed to the command style and authoritarian influence which caused much emotional distress and conflict in the triads. This observation by a leader (follower for executive leadership) underscores this command leadership.

> You know just recently a lecturer was hired dubiously because she did not meet the criteria but was forced upon us. As I speak, investigations are still ongoing for her suitability because standards for recruitment are sometimes compromised(13L013C).

The findings underscore counterproductive behaviours as those that harm rather than work towards the attainment of organisational goals. From follower perspectives interpretations of leadership behaviours and organisational values that were meant to be transactional tended to subdue contextual behaviours in both leaders and followers. Hence counterproductive behaviours were concluded to be negative to contextual performance.

These key findings build a contextual leadership framework and are summarised as follows:

- Context and contextual leadership: The leadership process and significance of context in the creation of contextual performance was underpinned by proactive and volitional behaviours. The followership role in horizontal influence responded to the interpersonal and interactive behaviours in active leadership which influenced beyond the triads. This suggested that behaviours were being reinforced to stimulate contextual performance in everyday work and to enhance task and overall performance. Consistent reinforcement in leader influence increased the belonging, commitment, loyalty, issues of justice, trust and happiness and the overall wellbeing of followers. The outcomes are also related to excellence. Excellence represents follower performance outputs supported by a consistently high contextual performance. Whilst organisational excellence benefited from investment in motivational resources and performance tools, leaders reinforcing contextual behaviours in both leaders and followers benefited a broader network influence beyond contextual performance. Interdependence was enhanced.

- Co-worker influence: As an outcome of a contextual leadership process, most followers exhibited behaviours that increased the capacity to lead. Significantly, active influence in project and professional teams increased network influence. Influence showed a recursive quality that was almost prototypical of leadership behaviours. This greatly improved social networks as peers assumed horizontal influence in project teams. Evidence of inter-relationships and active participation exchanged expertise, skill, knowledge, and culture prefaced by the botho culture.

- Adaptive performance: Adaptability is the ability to assume cognitive and dispositional attributes proposed and enhanced by leader and organisational support. In more technological and complex systems, followers adapted and conformed to learning new systems to improve performance. In the process this redefined the characterisation of leadership influence in developing learning capabilities, problem-solving related adaptive behaviours, to context. It also relied on team effectiveness based on the skills and expertise possessed by team members. Adaptive attributes contributed meaningfully to increasing the followership capacity to lead, to adapt and learning capabilities. Self-development, new skills knowledge and machine learning supported adaptive performance.

- Botho subculture influence: botho context underpinned the contextual leadership because of social networks and distributed performance outcomes. Team and organisational influence illuminated the group identity and social attributes of a collective cultural system. Both the functional task-related behaviours and adaptive performance were highlighted.

  Collaboration represents effective interaction within the team through the sharing of knowledge, experience, ideas, and information to achieve cohesion which was evident. To a substantial extent, the recursive and dynamic personality of leaders was prototypical in followers and symbolised active influence. Relative to the combined behaviours in-group identity, exchanges in problem-solving, the constructions of collective influence seemed to directly impact outcomes, some of which were adaptable.

- Entrepreneurial leadership recognised the entrepreneurial opportunities and behaviours that foster innovative ways but were more transactional than adaptive.

- Counterproductive behaviours negated contextual behaviours as the opposite of contextual performance. Counterproductive behaviours were not attenuated by motivational resources.

- Engagement seemed to cause contextual performance based on access to motivational resources. The type of engagement was clarified as work engagement because of dependence on resources.

Overall, the findings lean towards interpretation that leadership, more followership and context constitute the contextual leadership process.

5.5 Conclusion

In this chapter, I attempted to expand the understanding of how leadership influenced contextual performance through the lens of followers. This effort had the advantage of illuminating contextual leadership behaviours, supported by a collective culture, botho. Identifying leadership and followership behaviours in the hybrid context of leadership tied in with the outcome of contextual performance. Specifically, the comparison illuminated the central role of hybrid contexts in leadership. Incorporating a convergence of contexts as a bedrock of effective leadership highlighted an important overlap with personality to enrich the contextual performance outcome. The active influence of leadership in teams resulted in extending influence from followers to the social networks. This confirmed the interdependent performance in botho which enriched contextual performance. Ultimately, the illustrations of both motivational resources and counterproductive behaviours as positive and negative configurations of leadership influence augmented an understanding of leadership influence as a process. This culminated in a view of leadership and followership as co-producers of contextual leadership. The result was contextual performance and adaptive behaviours as influence by a hybrid social context.

On reflection, I asked myself the following question: "has the path to the findings been simple and transparent enough for readers to trust, see and understand how these conclusions were made?" The findings exhibit some overlap which has enabled possible replication as the themes were refined and distilled into seven key findings. The explicit chain of reasoning resulted in contextual leadership, entrepreneurial leadership, and co-worker influence, linked to social network influence and botho subculture. The relevant leadership influence occasioned contextual performance in both leader and follower identities, adaptive performance and resemblance of work engagement and counterproductive behaviours.

In chapter 6 each of these findings is discussed, connected to the objectives and extant literature, then the contextual leadership framework is illustrated with vignettes to tell a story of leadership influence on contextual performance. I then suggest a theoretical model.

CHAPTER 6.   DISCUSSION CHAPTER

'Don't say the old lady screamed. Bring her on and let her scream' (Mark Twain).

6.1 Introduction to the discussion

At this point in the thesis, it is like entering the space of the participants' everyday work experience. The underlying logic feels like stepping into a treasure-house to actively understand and unravel the important leadership theories and follower beliefs that explain workplace behaviour. In the discussion, the four key findings and three minor ones establish the theoretical basis for arguing that leadership is a process constituted by followership and context. It is the function of leadership to establish outcomes whose results are contextual performance and adaptive performance, with work engagement as a useful trigger.

The first part of this chapter sets out the contextual leadership framework (Figure 6.1) against critical relational theories. A typology is attempted to reveal the theory through vignettes which highlight different followership experiences, influence and outcomes. Expressed in four quadrants, each vignette is labelled to represent contextual leadership theory and its effect on contextual performance (Morgan, 2018; Osborn et al., 2014; Uhl-Bien et al., 2014).

Each finding is labelled as an overarching objective, *Dasein* in order 'to make the ''Being'' of entities stand out in full relief' (Heidegger, 1927: 72). The playful stories of ordinary leadership and followership relationships are represented as; 'pushing the envelope at work'; 'threatening environment'; 'a tale of two persons' and 'sustaining going far and beyond job tasks'. Each objective is discussed in connection with applicable theory and underlying logic as sub-questions. A range of low to high is assigned to represent the degree of leadership influence on contextual performance and contribution to the study.

The second part of the study makes a strong argument for an integrated leadership theory pursuant to recommendation to integrate formal and informal leadership (Fairhurst et al., 2020; Friedrich et al., 2016).
These gaps are captured in the following questions:

1. What type of leadership influences contextual performance and its relevant outcomes?

2. What kind of contextual conditions occasion contextual behaviours that promote or hinder contextual performance?
3. To what extent has the cultural context of botho impacted leadership and business practice?

The theoretical contributions culminate in an integrated contextual leadership model largely influenced by botho as 'the endpoint of the analysis and interpretation of the data' (Morgan, 2018: 5). The next section discusses the theoretical and practitioner implications of contextual leadership as a departure from other relational theories.

6.1.1 Departure from relational leadership theories

As explained in the literature review, relational theories are tightly knitted around human agency and proximal interactions. What can be clearly seen is that relational theory confers a certain prominence to the emergent socially constructed leadership and contextual embeddedness of leadership theory. Firstly, a point of departure in contextual leadership and its utility is reliance on the hybrid context with key behaviors displayed in Figure 6.1. The convergence in interdependent behaviors, signal team related effectiveness, whose outcome is contextual performance. Secondly, in line with Jepson (2009), the notable shift in contextual leadership influence confirms the influence of the cultural context suggested as an emerging context-appropriate phenomenon.

What stands out is that contextual leadership and relational theories, whilst bound by a processual orientation, tend to have finite differences in flows of influence (Coeckelbergh, 2022; Endres and Weibler, 2017). The framework suggests that contextual influence assumes a more flexible, adaptive, resilient approach to dynamic events and is more context specific. For instance, botho/Ubuntu resides in complex group configurations, broader system of relationships bounded by teams in a more collective context. Illustrating more collective efficacy, team leadership and social network perspectives are context specific and seem to align according to degree of contextual influence (Pérezts et al., 2020). Elsewhere 'teamness' was cited as a shared and distributed leadership phenomenon which resides in network connections represented in the botho context (Ospina et al., 2020; Pilny et al., 2022; van Knippenberg and van Ginkel, 2022). To the extent that hybrid contexts and an

integrated leadership style are outcomes of the study, these are presented in the next sections.

6.1.2 Making sense of the findings

As already seen, Figure 6.1 gives the theoretical and empirical perspectives of contextual leadership within the collective notions of leadership. In a processual flow from context to leadership and outcomes, the argument of the shift from leadership as function to leadership as a team process and collective, has been made. The intention is to persuade readers to connect the interdependent relationships among members relatively bound in their social context and confirm conceptions that leadership is about the cultural context. In the framework, the leadership process is represented as leadership and followership contexts and their outcomes. Highlighting separate behaviours confirms that leadership and followership are inextricably intertwined with context. This is an important illustration of the co-constructions of leadership substantiated in later sections. The effective functioning or ineffectiveness either substantively, enhance or hinder the experience of follower contextual performance and other outcomes.

The first column shows leadership constituted from the interplay between leaders and followers and lists key behaviours from the study. Consistent with Figure 5.3, the interpenetration occasions specific leadership or followership behaviours which are either positive or negative. The behaviours correspond with the outcomes of contextual performance, followership, adaptive performance or counterproductive behaviours respectively. The last column espouses applicable theories of contextual, adaptive, network influence or social networks. Remarkably, the negative outcomes share the more negative leadership of transactional, hierarchical and entrepreneurial leadership determined by context.

Figure 6.1 A contextual leadership framework

LEADERSHIP BEHAVIOURS	FOLLOWERSHIP BEHAVIOURS	OUTCOMES	THEORY
Collaboration Communication Reinforcement and inspiration Motivation and support Performance feedback Empowering Adaptable Innovation and excellence 'Teamness' and team effectiveness Task interdependence	Adaptability Communication Collaboration Excellence Proactive behaviours Creativity Problem-solving Task interdependence Leadership capacity Dependability, dedication Cohesion Commitment and loyalty Engaged	Contextual performance Followership Adaptive performance Network influence Social networks influence	Contextual leadership Botho leadership Adaptive leadership
Negative leadership Task independence Job tension Low collaboration and cooperation Uni-directional Ineffective teams	Follower ineffectiveness Emotional conflict/stress Job tension Low coordination and task Independence Uni-directional Disloyalty	Ccounterproductive behaviours Conflict Sabotage Workplace devience Organisational injustice	Transactional Hierarchical leadership Entrepreneurial leadership

Ultimately the contextual leadership framework is derived from the co-constructions of leadership and followership explained in terms of impact on contextual performance. To establish meaning, a typology of contextual leadership is presented in the quadrants displayed in Figure 6.2.

I now turn to discussing each finding, based on the contextual leadership framework and theory being proposed.

6.2 Contextual leadership framework and theory

The behaviours underscore an integrated contextual leadership theory which is more horizontal and task interdependent. This is important because until now, researchers of collective leadership have not included the cultural context to an extent that they should have in the leadership process (Avolio et al., 2022; Johns,

2023; Oc, 2018; Ospina et al., 2020). Given the integration of contextual leadership with a collective leadership style, loops of influence in the leadership process resemble active interactions in the botho context. Specifically, contextual leadership means an ordering of actions in loops that may explain contextual relations between workers.

In this instance, contextual leadership is defined as the optimal recursive leadership processes in unique patterns of influence in the prompting of contextual performance and other outcomes in teams. The outcome discusses the issue of leadership as a process that preponderates in human agency interacting with hybrid context and systems. The interactions optimise the behavioural and trait approaches to leadership theory in an emerging, dynamic, and fluid phenomenon, linked to contextual influence. Acknowledging the contextual influence and the behaviours, is interpreted to be about the production of contextual performance (Motowidlo, 2000; Motowidlo and Kell, 2013; Riggio, 2019). Beyond context, contextual leadership has increasingly been intertwined with followership to illustrate the interaction of economic resources and people in their context. The contextual value of adaptive performance and work engagement forestated in the frameworks, formulates leadership as a processual effect, embedded in the social context.

Similarly, Johns (2023), based his conjecture on Larsson (2003), and argues the merits of contextual relevance to leadership. In support of good typologies to reveal contextual behaviours, the underlying mechanisms of context, group, and organisational influence, highlight the tensions of context. Johns (2023) confirmed that events, behaviour, and change are important contextual opportunities to understand the role of context. Citing Banks et al. (2021) Johns agrees that the study of behaviours is in leadership theory but critical for probing the impact of events, leadership influence and context as in this study. On the other hand, Larsson and Hyllengren, (2013) found contextual influences on leadership of emergency polar organisations with the aim of developing a measurement. Looking at individual, environmental, group and organisational contexts confirmed the interactional person-by-situation paradigm. Contextual influence and behaviours were positive, but the differences enriched contextual influence, similar to this study. Key behaviours were specialisation, horizontal and spatial differentiation in team effectiveness represented by cohesion, processes and communication. The professional and geographical

dispersion resembled social networks, interdependence and constellation of followership found in this research.

Contextual leadership is desirable to influence substantially high levels of team and organisational performance (Graen et al., 2010; Hosie and Nankervis, 2016), and this requires integrated leadership theories.

These findings also indicate that overlapping behaviours and traits mechanisms may have enhanced the impact of contextual leadership in furtherance of integration. Ospina (2016: 281) argues for network influence, the 'goal is to inform the conversation about network performance, not about leadership per se'. In this context, proactivity, helping, extra effort, and volitional behaviours likely trigger 'innovation, creativity, proactivity, job crafting, voice, taking charge, personal initiative, and extra-role behaviours' (Johns, 2017: 588). What is interesting is not only that the leadership and followership influence contextual performance but the interdependence and their ability to adapt to behaviours that extend to network influence as well.

Paradoxically, elsewhere in the study design, the hybrid context illuminated followership influence more clearly as leadership benefitted from the triadic structure. The most original finding is the integrated contextual leadership theory in recursive leadership processes and unique patterns in a hybrid context. This confirms that cultural contexts influence leadership and its outcome of contextual performance.

The following typology explains whether contextual factors improve or reduce the impact of contextual leadership on followers and under what circumstances.

6.2.1 Typology of contextual leadership

Based on Grint (2005) the typology depicts contextual behaviours which should persuade practitioners that contextual leadership is an appropriate leadership style for improvement of organisational performance. Formulating contextual leadership practices seems to address the 'how' of leadership influence. Surprisingly, the unobscured part of the context, in which leadership influences followership to optimise performance, imply that behaviours overlapped with trait to meaningfully. Therefore, personality and volitional behaviours account for the increase or decrease of contextual influence of the core functions (Borman and Motowidlo, 1997; Motowidlo, 2000; Organ, 2018; van Scotter and Motowidlo, 1996).

Likewise, extending influence to the botho culture, had implications for contextual influence because of task interdependence and collective benefits which accrue in the performance domains. A two-dimensional model (see Figure 6.2) puts into perspective the optimal value of contextual leadership theory and contextual performance. The x-axis shows leadership influence and the y-axis the contextual performance. Read from left to right, the quadrants represent empirical evidence of significant thresholds of the incremental influence by contextual leadership. The quadrants correspond to the themes in the vignettes as an elaboration of how contextual leadership and botho complement each other to effect on contextual performance. Pseudo names have been used to preserve anonymity.

The first quadrant refers to the lowest contextual conditions in Organisation E, accompanied by an entrepreneurial leadership and SMME context. The inadequacies of traditional entrepreneurial behaviours thwarted any contextual performance. Rena cited shortcomings surrounding low pay and lack of recognition, communication, motivation, and skill to describe the entrepreneurial leadership challenges. This contrast has enriched the findings because it spotlights context. In line with the conception, contextual leadership theory transcends relational exchanges to develop an integrated leadership theory, an intersection of the informal, emergent, and formal leadership influence. The horizontal nature of interdependent influence should create followership that is proactive, active and conducive for contextual performance and network influence. The contextual behaviours could improve contextual performance and job performance but are almost non-existent in this quadrant (Borman and Motowidlo, 1997; Campbell and Wiernik, 2015; Organ, 2018; Steffens et al., 2021).

The second quadrant describes a moderate contextual leadership influence. Here, leader influence is diluted by organisational constraints, portrayed in the uneven influence amongst the teams and its different outcomes. Two out of five triads in Organisation C, for instance, experienced effective leadership influence, but which was diluted by inadequate resources. Mate aptly illustrates the negative factors that hindered appropriate influence. The other three triads experienced counterproductive behaviours because of abusive, aggressive leaders and unmatched resources. Mate uses words like "fear," "alone" and "vulnerable", to illustrate the harmful behaviours.

The third quadrant indicates that in effective contextual leadership, there is still effective leader influence and reasonably high contextual performance which is

positive. They can be seen in Amala`s effective leadership representing the leadership context in Organisation B except for Triad 10. With such effective influence, the network influence and contextual performance are visible in Amala`s experience exemplified by high performance. Pertaining largely to the overlapping of behaviour, context, and traits, it can be argued that the factors facilitated contextual behaviours, which conceivably show interconnections in the triad as enabling influence.

The fourth quadrant labelled high contextual leadership refers to followers experiencing active leader influence and contextual performance based on intensity. As mentioned earlier, the highly interactive, active, and resilient leader behaviours reinforce proactivity, extra effort, helping and volitional behaviours, in which followers reframe complex solutions. Increased activation within the triad corroborates the earlier finding, that favourable contextual conditions create an excellent and desirable working environment (Campbell and Wiernik, 2015; Organ, 2018). These behaviours are reinforced and reside in the triads in Organisations A, B and D albeit, at varying degrees. Mdu in Organisation A illustrates the active and continuous influence in all the triads in a highly contextual leadership setup. Team influence is projected as co-workers increased the distinctive ability to influence contextual performance, including network and adaptive behaviours.

Figure 6.2 Typology of contextual leadership **(**Source: adapted from Grint, 2005**).**
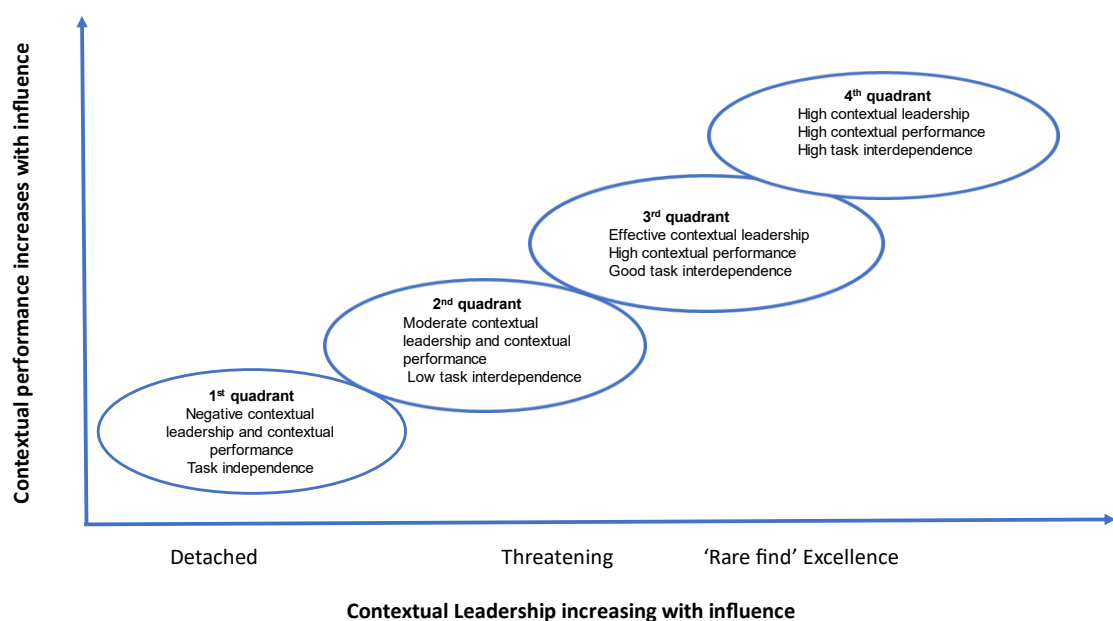
These results corroborate the findings of a great deal of previous work on context and its relation to leadership. Oc (2018) describes its broad sense by examining whether contextual factors reduce or improve the impact of leadership practices. Building on Johns (2006), the discreet and omnibus contextual factors and dimensions provided empirical evidence of the effects of contextual factors on leadership. Considering the leadership role in task, social, physical, and temporal contexts did not go far enough to discuss the outcomes, but the emphasis on context was made. Context is everything and contextual leadership behaviours can facilitate or hinder contextual performance in hybrid situations (Conway et al., 2018; Johns, 2018; Kahn and Heaphy, 2014; Steffens et al., 2021).

In this view, followers experienced different stages of contextual leadership and interdependent relationships in groups, and each vignette highlights those differences and their outcomes. Presented in short stories as coherent accounts of the different contexts which have been matched to the findings, these virtual conversation or co-constructions present the practical logic and relevant theories to the reader. The contextual orientation. For instance, Mdu continuously influences in loops as an example of a good leadership context. On the other hand, Amala`s effective leadership illustrates how contextual leadership positions can differ according to the different contexts.

Fourth quadrant: Sustaining 'going far and beyond job tasks': Mdu`s experience— 'We define the standard of excellence': High contextual leadership.

Mdu`s started at the mine in 2011 and got promoted to production manager because of his aptitude. A convert to contextual leadership, he agrees that the complex and dynamic context allows him to actively and continuously influence followers to perform to their best. Whilst he entrenched a high-performance culture, he attributed the excellent organisational context to matching people with resources. Underpinning team performance with the key performance indicators (KPI`s), training and high utilisation rate of machines, he used a performance matrix to track performance. This revealed a rare type of accountability and adaptability.

Mdu leads a 200-strong team with distinction whom he rewards if they 'go far and beyond job tasks'. In a high-performance culture, performance tools and technological investments are matched to group identity, to increase the capacity to

deliver excellent results. Displaying an empowering leadership style and defining the standard of excellence, Mdu allows his followers to participate in decision making and to exchange knowledge in cross-functional project teams. Admitting to consciously building a learning culture within a growing mine, good performance triggers a performance bonus to sustain performance beyond expectations. He aims to achieve credibility as a leader and to cultivate trust and respect among the team, organisational leadership, and the Board. Such accountability is achieved through shared information on market and organisational performance, timely performance feedback, and strategic imperatives that are impactful on the bottom line.

In an interesting twist, Mdu has enrolled himself in an MSc Finance degree course to remain relevant and concludes by saying with immense pride that leadership is effective… 'I think, yes, because we have entrenched the value of excellence, in one of the best run companies in the country'.

Third quadrant: Phenomenal 'rare find' pushes the envelope at work—Amala`s context: Effective contextual leadership.

Amala said as a chartered accountant who juggles many roles ranging from finance, human resources to legal compliance that she calls herself the General Manager because of her expansive portfolio. Whilst multitasking she enjoys coaching, mentoring and associates her team leadership with organisational focus and success. Amala volunteered to assume extra functions in her dynamic and young organisation because she considered herself pivotal to operational and financial performance.

She values interpersonal relationships; transfer of knowledge and she imparts her expertise to strengthen a high-performance culture within her team. Amala seems quite happy that her team experience work in the same way and attributes that to the exceptional experience of her phenomenal work environment. Her staff describe the organisation as a 'rare find' because of breaking barriers and pioneering new technologies. The learning culture entrenched commitment, loyalty, and pride in her work because of dynamic influence from top leadership who give her the freedom to act, make decisions and innovate. Amala flourished in the dynamic, flexible structure typified by quick decision-making, empowerment and risk-taking compared to her previous bureaucratic and slow employer.

Championing the pioneering of XRT technology was a game-changer and driver of phenomenal growth, high work performance and innovation, which benefits from group identity. Amala acts as a broker and bridges the knowledge gap but her empowering leadership which incentivises innovation is reciprocated: 'I mean these guys give me 200%...', they work 24/7 in different time zones. Their work experience is enjoyable, palpable, and exciting because of investment in resources and performance tools. Looking towards the horizon she opined, 'I see the big picture to be a CEO of an organisation...develop that way into an executive position'. In her optimism, her prospects in a dynamic and complex context looked set to succeed because her leaders gave her a free canvas.

Second quadrant: Mate`s context— 'Threatening environment': Moderate contextual leadership.

Mate is a corporate governance lecturer, and a previous Head of Department and doubles in the HR Recruitment Board. He has a difficult relationship with his leader because of personalities exacerbated by a hostile work environment. He describes an unfriendly and unwelcoming relationship with a leader, which he avoids 'The current one, we have a cordial relationship ---it is an iffy type of relationship. This current one-----generally our relationship is not friendly'.

Mate`s work environment is hostile, uncaring and can be described as constrained and lonely. He admitted to working in a silo and being alienated by aggression and abuse by the leadership. Even though he boasts of 'a high degree of skill, care and of course a high level of diligence' due to a polarised environment, informal influence and communication channels sowed discord, and 'I heard in the corridor---grapevine that he wanted to sideline some members and to retire some'. Mate`s leader fosters emotional and interpersonal conflict and is quick to acknowledge that the problem is organisation wide. There is evident strife, tension, brawls, and infighting within the teams, which negate contextual conditions and performance. Mate sees this as undermining working relationships as there is blatant disengagement, 'inner group' conflict, mistrust, and unhappiness, and even sabotage:

'That on its own tends to polarise the team effort. We call them 'the department' and we refer to them as 'the department and us'... I have not seen him now for two weeks------the interaction has been exceptionally low'.

In a 'them and us' environment, he views the personality of the top leader as repugnant and horribly abusive and aggressive. He observed that perhaps the top leader prefers to be feared rather than foster collaborative and positive work environment. According to Mate, the top leader holds whole-day meetings in which he rants and raves, curses, and causes total disillusionment of and great anxiety in the staff. Mate sighs as he considers his alienation, vulnerability in what seems to be untenable work experience because of an intimidating and threatening environment.

Bemoaning the bullying, mismanagement, and disregard for decorum, he laments the poor and toxic contextual conditions which he believes trickle down to departmental leadership. The standards have drastically fallen to a point where if you uphold standards, students penalise you in assessments because other lecturers do not...and when they say---'with that guy we just get'. I tell them that in my class, you do not 'just get'. A notable decline in the polarised and hostile environment means that team members flout procedures and regulations. Mate observed that no one works towards the objectives and aspirations of a centre of excellence as his leader calls his followers saboteurs. The negative discourse included utterances such as 'demoralised, begrudgingly, complacency, just enough, toxic and sabotage', a clear indication to Mate that the standards have fallen and contextual performance was of a moderate outcome.

First quadrant: Rena`s context—A tale of two persons: Low contextual leadership

Rena is a forty-year-old salesclerk with a basic education who exemplifies task orientation and transactional behaviours. She is struggling with change in a highly vibrant and energetic team led by young entrepreneurs. She regards the entrepreneurial spirit, energy, and the changes as uncaring and may even consider the leaders brash and uncultured. Her view of villains and heroes shows a misalignment of vision and shared values which creates conflict and emotional anxiety in the team.

The distinctive results-oriented leadership style which seems uncaring to her, constitutes mounting pressure from creditors, missing the sales target, not getting

performance feedback and updates, especially when salaries were paid late. Rena sees the lack of camaraderie through the eyes of her previous employers: '... It is a small company, and it is vastly different to the old one...It was like a family; we were given transport to go and see customers. These new owners are different... the manager does not communicate feedback on sales targets.' She dislikes the fact that her new boss is not inclusive, does not involve them in decision-making and has no patronage.

On one hand, Rena dislikes the lack of inclusion but neither does she reciprocate any good behaviours. Weighed down by low resources in an SMME context, she is considered lazy, detached, disinterested, and unwilling to put in extra effort by her leader. Rena lamented the flat structure and small organisation as she reminisced about her past leadership experience. At one point, she showed some vulnerability when she asked if I was recording their opinions for the boss.

Rena`s low image, insecurity, and unwillingness to put in extra effort adversely affected her contextual behaviours whilst her leader missed the opportunity to influence her.

The stories above reflect varying degrees of contextual leadership and extraordinary processes which support the proposed theory discussed in the next section.

6.2.2 Contextual leadership theory

The stories told by the vignettes confirm the findings about contextual interdependency, social network influence and the botho system of influence. Clearly, the contextual conditions were asymmetric but distinguishable, because of the contextual leadership displayed as excellence, reinforcement, collaborative and adapting to distinct cultures and work systems. As the constitution of contextual leadership is inextricable with followership and context, the optimisation of contextual performance seems conceivable. The theory could also influence other constituents of social network and adaptive performance, based on applicable context.

Apart from the integration of contextual leadership a hybrid context Oc (2018) portrays such a context as central to leadership influence and its outcome of contextual performance. Represented in both Amala and Mdu`s organisations, an

environment of high leadership influence shows that leadership shifted with context to benefit job performance.

The hybrid interpretation of context in Osborn et al. (2014) and Fairhurst et al. (2020) resonates with my interpretation of an external pervasive context which, in part, holds leadership to a standard of co-creation and embeddedness. The intersection of leadership and context, because of cultural contexts and indigenous leadership styles, are important in identifying the local interpretations of Western influence in organisations I (see Davila and Elvira (2012). This intersection is illustrated by Amala`s effective leadership and the integrity and tenacity of Mdu`s contextual leadership excellence. A minor variation is with Moir (2009) where transformational leadership revealed the contextual nature of influence in the healthcare sector in a socio-cognitive approach instead of a leadership behavioural approach. As such, the intra-personal mental models situated contextual leadership in organisational culture only, and not in both organisational and national cultures found in my study. A few areas, such as organisational context, demographic data, economic conditions, and organisational constraints in negative contexts, seem to underpin contextual behaviour, which is prominent in this study. Behaviours, attitudes, and traits overlap because of personality factors in contextual performance as already stated.

Contextual, task interdependence and volitional characteristics have been much researched but an intersection of the contextual leadership model enriched by the botho and hybrid context, should stimulate enough body of work (Antonakis, 2017b; Johns, 2023; Ospina et al., 2020).

The next section discusses the botho leadership as social networks and the implications for performance.

6.2.3 Botho as a leadership network influence

Botho has already been linked to a collective culture in which humaneness and group identity are important (see Appendix L). It seems from the findings that botho/Ubuntu is a social network system and supports multiteam constructions of leadership (Carter et al., 2020; Cullen-Lester et al., 2021; Ospina et al., 2020). This accords with our earlier claim that leadership is constituted in context. The implications of complex configurations of social inclusion and adaptation suggested

in Johns (2023) are realisable because it distinguishes between the convergence and divergence as already confirmed in the typology.

This central property of the cultural system is embedded in the concept of collective leadership, bounded by a network of small teams represented by the triads in this study (Abebe et al., 2020; Gronn, 2016; Khumalo et al., 2022). Similarly, Ospina et al. (2020: 457) define network leadership as 'an emergent network of relations, which is a shared and distributed phenomenon, encompassing several leaders who may be both formally appointed and emerge more informally'. Given some legitimacy to the relatedness with network leadership, botho potentially instituted task interdependence, collaboration, reinforcing good behaviours. Botho/Ubuntu foster inter-human relationship in collective leadership practices (Endres and Weibler, 2020; Fairhurst et al., 2020; Scott et al., 2016) and complexity leadership (Ospina et al., 2020; Uhl-Bien and Arena, 2019). Network leadership in the study, presented a collective system in which leaders influence others' social networks through botho /ubuntu, both as a system and group identity, which suggests the possibility of a pervasive spirituality of community, collaboration, and responsiveness (Sodi et al., 2021). Botho 'reflects traditions such as respect for the dignity of people, reciprocity in social relations, and a desire for tolerance and forgiveness' (Dorfman et al., 2012: 509). Primarily, the ability of botho to maximise leadership influence may support the study's observation of social networks where strong ties inhabit strong networks in the triads. The data reported here appear to support the assumption that group dynamics assign in-group collective characterisation, which occurs naturally to many members. van Knippenberg and van Ginkel (2022) support this view and underscored the value of inclusion of all team members to achieve high performance outcomes.

On the question of responsiveness, the group identity trait has been found to be useful in adaptation, which may contribute to blending team and organisational performance (Arena, 2018). Highlighting the critical elements of interpersonal facilitation, personality, and dedication as collaborators of contextual performance, introduces archetypal behaviours in leaders and followers. A botho/Ubuntu leadership theory may address the paucity of African leadership research but may also explain interdependent performance in teams' leadership illustrated in the study (Abebe et al., 2020; Bolden and Kirk, 2009; Globe, 2012).

This complementary approach has partly been confirmed in Lerutla and Steyn (2022) who found that South African leaders from different races are similarly effective in their influence in organisations. This is similar to what Bolen and Kirk (2009) found that African leadership is similar to the rest of the world except for a more humanistic approach. However, there is a dilemma of a crossroads where the modernism in leadership styles, context and systems fashioned with advanced technologies merge with a traditional yet diverse cultural context to produce leadership.

Collaborative behaviours of botho when combined with the import of organisational culture, a new context and social structure, could make leaders even more effective. This social structure responds to highly activated groups which display both individualistic and collectivist behaviours and have stronger ties than those groups that do not. It is likely that the egalitarian nature of team-oriented leadership heightened inclusion practise of the Ubuntu culture, which possibly complements distributed, shared and network leadership (Molose et al., 2019; Ospina et al., 2020; Uhl-Bien and Arena, 2018). Botho/ Ubuntu behaviours of reciprocity, dignity, humanity (Mangaliso, 2001; Msila, 2015), mutuality blend with modernisation into a unique contextual influence illustrated here to confirm the leadership integration.

> '…again, working in the technical scope, you find that there are more ad hoc interactions than formal ones. Whereby the mill has stopped and there is a problem ----how do you solve this problem you cannot resolve it with in the office---maybe I can take one guy and walk to the engineer`s office and we say ''this thing has stopped maybe you can do this and ABC blaablaablaa'---and he says, 'I have a plan and I need people who can help with that---' (30 F012Bvg).

These actions reside in holding environments in which followers come first and the workspace enables more leadership influence, increased leadership capacity in work relationships and outputs (Kahn and Heaphey, 2014). In a study on organisational identity, the results showed a strong influence of Ubuntu in a global South African organisation attributed to context. There were recursive relationships between structure, culture, people, resources, and performance in which teams were socially and culturally bound (Mangaliso, 2001:28 -32; Veldsman and Veldsman, 2019). As Kahn and Heaphy (2014) point out, the group interpersonal relationships

are embedded in relational networks where respect, caring, playfulness and problem-solving knit together the focal purpose of the group.

Evidence of inclusion, which provides consistency of 'teamness' as a workplace practice, is underscored. When employees feel there is organisational justice, respect, and equal access to resources, the tendency is to achieve higher contextual and adaptive behaviours based on context. Actions which stimulate organisational identity, belonging and loyalty tended to boost adaptive, proactive, and helping behaviours as examples of group collaboration behaviours (GLOBE, 2012; Khumalo et al., 2022; Ospina et al., 2020; van Knippenberg and van Ginkel, 2022). Fairhurst et al. (2020: 604), concur that the ''doing' of leadership is not limited to the formal leader in a team meeting, as informal leadership emerges both in conjunction and in conflict with formal leadership'.

Another important contribution linked to botho and organisational culture is the natural spirit to adapt, oriented towards group diversity. This also enriches human interdependence, collaboration and performance, linked to social networks. In organisation D the seamless network influence exemplifies the fit with the triadic social structure because of the ease of influencing across teams and borders. For instance, botho/Ubuntu complements the reality of the outcomes of globalisation as an integration of social systems and organisational behaviour (Dorfman et al., 2012; Nansubuga and Munene, 2020; Nkomo and Kriek, 2011: 17). This finding of Ubuntu influence broadly supports the humaneness factor with scores of over 5.0, in a 7-point Likert Scale team, and distributed leadership values in Sub- Saharan Africa, with implications for the broader interpretation in the study (Ospina et al., 2020; Wanasika et al., 2011). A collectivist idea was planted by the leader, the {XX} culture and {FF} culture is the same… praises and ululation…the work culture is that production is 27/4… it meant that we had to adapt.

To a significant extent, context-bound network processes might explain the prevalence of highly adaptable teams in the high-performance triads belonging to foreign-owned private entities. This supports the idea of integrating the Western idea of team, which is not very inclusive, with a natural group-oriented Ubuntu practice. In this vivid and compelling example from a leader, evidence of the constructions of leadership as a social system of influence, shows the influence of Ubuntu:

You know what, you will be surprised what engagement off-site can do for people`s morale. That is one thing, I have learned about {local} people--- is that if you recognise them, they will break their legs to work for you. If you organise a braai outside, you get a catering company and they feel important that night, they feel recognised and they will come back different people (31 L001A).

The botho/Ubuntu influence can be subverted by what some critiques have called the 'African Strong Man' leadership style. The counterproductive behaviours tended to surface in the weak ties found in the government-owned institution (Dorfman et al., 2012; Wanasika et al., 2011). For example,the statement 'The {TL}is a man who is feared----he barks at people' could explain why followers experiencing autocratic leadership in a command culture were isolated. These weak ties clarify how negative behaviours explain the understanding of how leadership is constituted. Deviant behaviours like unethical behaviour, conflict, sabotage and politics underscore the negative leadership not necessraily realted to botho.

It is only that, in {local} in general we do not talk directly to issues of performance. You find that it takes a long time to talk about issues and to resolve them, they wait for a meeting to talk about a deficiency instead of just approaching me if I am the culprit. I ascribe that to our culture (38 F005Avg).

To view botho/Ubuntu influence as a social networks and interdependent social structure, seems to vary between contextual, and adaptation due to the degree of contextual influence. As a novel leadership concept, botho/Ubuntu has shown some utility and efficacy as a contribution to contextual leadership theory, which can be inclusive to gain higher organisational outcomes. Its integration infused into Western leadership is culturally context specific and an important contribution to leadership theory. Recent support in Ospina et al. (2020) confirmed that Western and fundamentally plural leadership influence complement each other. It could mean that the theoretical, practitioner and methodological contributions of botho/Ubuntu in the leadership theory and development may benefit from its adoption.

The next section discusses entrepreneurial leadership as an unexpected outcome of the study.

6.2.4 Leadership in and as social networks

This is considered in the context of group as opposed to system to explain the interdependent nature of the contextual influence. On a theoretical basis, a social network relevant to small group represented in the triad explains the output of the social context. Put differently, 'in what ways do leaders affect the development of social networks, and in turn, outcomes of leadership?' (Carter et al., 2015: 601). Both these questions have been answered in the study, which transitions from vertical leadership to bridging the gap in the leadership influencing process through horizontal and intense interactions in teams.

Social networks in this study are a set of individuals' relationships that bind the team members and drive them towards a common goal. In other words, network ties connect the members of the triad in bi-directional influence between the leader's followers and co-workers for the purpose of achieving common goals. The finding shows that members of social networks have interpersonal relationships with either strong or weak ties. The triads on the other hand highlight leadership as part of a social system and as a system, Both/Ubuntu, discussed in section 6.3.4. These outcomes reflect those of Ospina et al. (2020), who differentiate leadership that resides in the teams, as social network from that of systems as networks. When considering the theoretical understanding and methodological practice, an important factor is the size of the organisation. The smaller the organisation, the more informal the structures. This explains the difference between the leadership of interpersonal team networks and that of social systems.

Going back to Amala and Mdu, their strong ties with their teams related to their capacity to influence follower/co-worker relationships, compared to the experience of Mate`s and Rena`s weak ties in this regard. The main difference is accorded by the leadership processes in which followers under certain contextual conditions bond more strongly than others. As can be seen in section 5.3.3, the pre-eminence of horizontal influence between leaders and/or followers interacting with context, closed the hole in actively and highly interactive teams. In multiple modal networks, people interacted and exchanged influence as leader and follower. Such interactions show a complex network of influential relationships and the varying degrees of influence, according to contextual or adaptive means.

Whereas most followers showed adequate followership capacity, others showed sluggish behaviour associated with distress in certain contexts and manifest in weak ties. Roth (2022) cites performance of relationships as important when hiring in the USA, compared to Israel, using these criteria. The structure of the relationships unearths requisite leadership and followership behaviours that are definitive for teams as well as organisations.

Beyond the triadic configurations of work teams as complex networks, horizontal influence in the mutual networks advanced human agency and competence as social network. In general, a proactive, self-directed follower assumes leadership, because of the active influence of the leader in dynamic and change-oriented environments. The follower as leader then influences a co-worker as they actively engage in positive continuous behaviours along the network of teams in the social context. The momentum is then sustained by other followers who assume leadership as social networks, evolve in the loops according to activity, capacity, and influence—amplified by visual connections between triad members and signalling the importance of active, complex, and dynamic systems in social networks.

The findings also suggest that the machine learning and adaption to technology is beyond human capital and can explain leadership effectiveness in context. These connections confer a new context and social structure, which may facilitate the legitimacy of a brokered relationship. For instance, when experts instil new skills like the pioneering XRT technology of Organisation B, the leader brokers knowledge exchange. According to Uhl-Bien (2019), brokers build bridges using essential channels of information, problem-solving situations and ideas between groups which inculcates organisational identity, loyalty, and pride. Risk -taking and the adaptive level of maintaining high efficiency levels in the operations can be construed as leadership brokering contextual performance. In the data extract below, an engineer shares machine learning processes and how to maintain such efficiencies.

> To recover the {XX}, it is efficiency, efficiency, efficiency of the machine by running treasure tests... I communicate to the supplier how each machine is performing and the efficiency level. A recovery rate of 98% or better is acceptable, but if it has not done well, that is, the recovery is less then we run the treasure tests (29 F011Bav).

It is therefore likely that contextual leadership theory is intricately linked to social networks in groups to reveal the richer dynamics of interdependence. One of the issues that has emerged from my findings is increased leadership influence because of prototypical contextual behaviours assumed by followers. These extend to acting in leadership positions and coaching other followers. Consistent with the literature, this research found that cyclical patterns of influence show how followers enact leadership in quality interactions within and across teams. This confirms that the influencing processes in the social context tend to occur continuously (Carter et al., 2020; Marion and Uhl-Bien, 2007). In support of this logic, the replication of good behaviours impacts the extent to which group members can influence other group members, other groups, and the organisational systems exhibited in Organisation D for instance. This corroborates the intergroup influence in which the interplay between social and leadership networks explains leadership emergence and effectiveness as embedded in the social context (Carter et al.,2015; Cullen-Lester et al., 2021).

In a more complex setting such as global contexts, the functional leadership behaviours for teams' support system-based influence enhanced by collaboration, training and working in complex and dynamic environments. In the example of competitive advantage, employees in Organisation D enjoyed a seamless, borderless network of influence across campuses where excellence and resilience were synonymous with success. As an example of a competency-based model, ideas move freely across a network system advocating for influence within intergroup contexts with the social capital inputs (Arena and Uhl-Bien, 2019; Cullen-Lester et al., 2021). This leader illustrates social network influence.

> I have to say that {local} exports human capital because we have set up campuses in {L}and {S}.... allows us to promote employees to the network of campuses because we have developed competent artists. Our artists are working in these campuses because they are well trained (19 L0012D).

Figure 6.2 above presents the intersection of contextual leadership and contextual performance in strong or weak social network ties. Typically, when followers are helpful, put in extra hours, are proactive, and volunteer, this triggers high contextual performance, but less when they are not or do not. Strong ties were more pronounced in Mdu`s experience because of the contextual and adaptive behaviours granted leader and follower identities as outcomes of the contextual

leadership processes. These behaviours provided support that pluralised leadership characterised by both leader and follower behaviours in a contextual and adaptive leadership process, which is an important differentiator. Both adaptable and excellent behaviours in followers may tend to eclipse those of the leader, a move away from leader-centric conceptions (DeRue and Ashford, 2010).

On the other hand, lack of distributed behaviours tends to delimit leadership influence as social network processes are inhibited illustrated in the Figure 6.1. Considering Mate`s and Rena`s experience, negative leadership influence results in weak ties and poor social networks. The experience of a perceived command culture caused weak ties. In this case, leader influence was top-down with little exchange since people worked in functional silos consistent with moderate to low contextual leadership and weak ties (discussed in greater detail in section 5.4.3). Such a conclusion finds support in Westaby and Parr (2020), who themselves found that conflict in social networks can inversely explain goal achievement and performance outcomes because of negative influence.

However, weak ties are not necessarily a source of constant conflict within teams, because innovative ideas and leadership effectiveness in certain contextual conditions, is necessary for knowledge exchange. Uhl-Bien and Arena (2018) broadly support this view, and in my research, Amala's triad showed some tension in project teams during problem-solving. Evidence of exchange of information and risk-taking with the parties concerned, addressed challenges related to the pioneering technology. Park et al. (2020), seem to support the apparent conflict network ties because it can be beneficial to innovation, learning and improves team performance which bolsters adaptive outcomes.

Oc (2018) and others agree that empirical work in social networks can be from an adaptive space that might still be emerging and evolving because of context-bound influence. The idea that social networks is a multi-team collective effort, which can be brokered for performance, is a bonus finding. Representing multi-team experience as a complex mechanism in leadership influence differentiates task interdependent or independence to determine whether interdependent performance can be achieved or not. Even though adaptive network teams in the study seemed not to fit neatly under such behaviours, decision making, problem solving, and skills played a significant role that could differentiate adaptive from contextual performance domains. The study has finite differences in flows of influence and how the leader brokers unique information

flow, critical sources and creating the contextual conditions for collective network outcomes (Endres and Weibler, 2020).

Overlapping event cycles support the structure of contemporary teams because followers work simultaneously across functions and multitask whilst reciprocal leadership influence is mutual, informal and lubricates team functioning (Cullen-Lester et al., 2021; Park et al., 2020; Zhang et al., 2020). The study findings therefore corroborate leadership in and as social networks, which can be integrated with Ubuntu as a complementary collective leadership theory.

Additionally, the qualitative study of such a phenomenon is quite rare and theorising on leadership in interorganisational collaborative networks, quite nascent (Arena and Uhl-Bien, 2019; Cullen-Lester et al., 2017; Endres and Weibler, 2020). Social networks are the purview of quantitative studies, which makes this qualitative study in leadership in and as social networks an important contribution to studies in leadership.

The next discussion builds on leadership in and as social networks and considers how Botho/Ubuntu possibly offers useful insight into leadership as a system which could possibly be integrated in suitable leadership theories.

6.2.5 Entrepreneurial leadership

One unanticipated finding connects complexity and dynamic processes to entrepreneurial leadership. Entrepreneurial leadership in the study ranges from routine to complex because of a traditional sense of a small business compared to mining which has different complex systems. This also accords with our earlier observations regarding the integration of contextual and complexity theories and the creation of strong ties versus weak ties. The advancement of complex and dynamic capabilities exemplified in Amala's and Mdu`s work experiences show much activation, energy, passion, and palpability at work. In addition to creativity, learning, and innovation, an essential tenet of entrepreneurship entails risk-taking, which is related to utilisation of resources and successful implementation of strategy (Kuratko, 2007). On the question of risk taking, employees found the attitude of the entrepreneurial leaders to be motivational and inspirational. For instance, followers in Organisation B viewed adaptation, creativity, and innovative ideas to mean that, 'we were brave enough to embrace the technology; we managed to succeed under

extraordinarily strong visionary leadership because of the risk they took' in pursuit of novelty (Uhl-Bien, 2019).

Attitudinal and proactive behaviours linked to personality, directly impact performance, rather like contextual performance, hence entrepreneurial leadership recognises adaptive and creative opportunities, which foster a more adaptive performance, than a contextual performance. It could be that leaders have to be more agile, optimistic and risk taking in their enactment of leadership. The follower below describes the entrepreneurial attitude and spirit of his leaders:

> It is more to do with the technology... now in terms of technology we could not afford the technology, so we had to use pioneering technology. We had to do more with less but now we have pioneered what is called the 'milling technology' in {local} that is why we recover bigger stones (26 F0010Bvg).

A possible explanation for more traditional entrepreneurship found in the SMME is that less activation leads to more low-key events. These differences in entrepreneurial leadership can be explained in part by weak ties where leadership is also weak and uneventful. Rena's experience that teamwork, creativity, and innovation were undeveloped symbolised an under resourced context. Whilst entrepreneurial activities entail assuming risk, there was no agility on the part of leaders, perhaps because they were limited by lack of resources and less-well educated followers compared to the other organisations. As earlier discussed, the entrepreneurs in the SMME contended that scarce resources and mounting debt compared to sophisticated entrepreneurship, demonstrated pioneering technology. Abebe et al. (2020: 17) conclude that 'challenges include lack of legitimacy, limited access to resources and an absence of formal entrepreneurial training'.
In both cases entrepreneurial influence resulted more in task-oriented performance in the SMME and adaptive performance in Organisation B, to support the adaptive space in more complex mining contexts and creative spaces.

I now turn to the outcomes of the leadership processes and theories. Each of these is discussed and related to respective leadership theories.

6.3 Contextual performance

This outcome may be explained by the fact that contextual leadership mostly pertains to informal leadership viewed as dependent on active and proactive behaviour and positive influence. Primarily, this finding provides answers to the question, "what kinds of contextual factors promote or hinder contextual performance?"

Considerable evidence in leader and follower contextual behaviours points to interpersonal, interdependent and systems perspectives of leadership. Regarding contextual performance, my findings are split into follower contextual performance manifested in most contexts followed by leader contextual performance experienced in Organisations A and B. The symbolism of the social identities' highlights 'going far and beyond job tasks' but illuminates the prevalent leadership style as contextual leadership. Related to effective influence along the social context process, specific prototypical behaviours improve contextual behavioural contributions. In a context-led environment the leaders create contextual conditions, which remove siloed activities to make functional the performance of tasks. It is reasonable to assume in quadrant 1 (Figure 6.2) that high contextual leadership from active and proactive leader influence corresponds to strong influence and ties in followers who are willing to go the extra mile in their roles. Likewise, negative leadership influence results in weak ties.

Next, I consider follower constructions of leadership and the outcome of contextual performance.

6.3.1 Follower contextual performance

Characterising follower behaviours as facilitating or hindering contextual performance seems to be influenced by the capacity of followership, to influence others and to be influenced. As a differentiator, the level of interdependence in cross-functional influence and social capital seems to benefit from high and average performer status. The likely premise is that any variation in the contextual leadership signals certain behaviours which determine the degree of contextual performance. The research has already established that when followers experience high contextual leadership, their behaviours match those of the leader. This underscores the co-creation of leadership and its outcomes (Endres and Weibler, 2017; Uhl-Bien, 2018). Possibly, a likely explanation is that followers become more proactive, put in extra

effort, are more resourceful, selfless and display volunteering habits which in turn boost contextual performance. Across most triads, influential leaders made choices about the psychological, social, and organisational contexts that foster contextual performance in followers. It is likely that because of interdependent connections amongst co-workers, the willingness to help others flowed from a high performer to lower performing followers facilitated by context.

Effective execution by followers also depends on knowledge shared and gained, expertise and skills, and resource availability, which was distributed to successfully complete tasks. As discussed under contextual leadership theory, followership is a co-created construction of leadership which suggests that followers experience leadership differently (Oc et al., 2023). Where followers experience high contextual performance, leadership and followership influence is incorporated in the influencing process, reflected in different configurations in the typology discussed earlier. More importantly, followership constructions come to life in how followers have characterised the contextual leadership influence as indicated. In the example below of empowerment, the influencing shifts upwards from leaders-and-leadership-only perspectives to followers and emboldens them to increase their influence.

> It's a very relaxed and exciting place to work, we are a small team as I have said----what can I say? At {AD} we love to consider ourselves as project managers and not workers. We contribute to the work and directly to the financial results because everybody is their own employer. I do not consider myself as a graphic designer- we are all directors of our respective divisions collectively responsible for the financial growth of the company. When you work, you work for yourself---'everyone is the master of their own game'. All we do is to give our absolute best because we are all leaders, there are no employees but shareholders that participate meaningfully... (44 F029Eav).

In a purely context-bound influence, the informal interactions show that contextual and proactive behaviours in followers were independent of leader influence to point to how contextual leadership influences contextual performance. In highly skilled teams machine learning and applying digital solutions allowed followers to default to context and network influence when leader influence was weak. Enhanced problem-solving and decision-making illustrate how the followers reframed complex situations as leaders. These central actions boost contextual performance in followers as a further illustration of volunteering and spontaneity in interconnected constructions of influence discussed under Ubuntu which gives them a voice.

Another possible explanation is that the personalities and dedication of the participants stimulate both the contextual, social, and psychological environments which predict contextual performance. This overlap of behaviours with trait in this finding also agrees with the findings of Borman and Motowidlo (1997) and Motowidlo et al. (2016). Both groups of researchers found that personality drives volunteerism, a big part of the contextual behaviours in followers for 'going far and beyond job tasks.' Whereas prototypical behaviours are important, increasingly, employee fit in the organisational culture and occupational context, allows leaders to unleash the follower's fullest potential as an important resource and contributor to contextual performance (Jansen, 2020; Motowidlo et al.,2016). The followers overall demonstrated that they were overall chiselled person in different areas, somebody who wants to go the extra mile as earlier discussed but leaders also communicate their expectations.

> We have built an environment where people own the organisation as if they are running their own consulting company and they are doing the best out of it to produce and profit...(37L003A).

Current thinking is that the multidimensionality of the followership construct should vary over time and context relative to the variation in contextual performance. An earlier argument about followers participating in and co-producing leadership was underpinned by context-bound properties as such actions directly contribute to contextual performance. These observations corroborate the finding that followers are lanterns, metaphorically speaking, because they are co-creators of performance and they construct their occupational context as part the leadership process (Gill et al., 2020). In their study, Gill et al. found that follower behaviours in self-managed teams prospered when the linkages of personality, social networks, and team context altered team members' performance. They state that 'our findings provide further evidence of how selecting conscientious individuals may play an important role in shaping performance outcomes' (Gill et al., 2020: 257). This supports evidence in Figure 6.3 regarding selflessness and self- directed leadership in the triads and elucidates the relevance to the social context co-constructions of leadership influence and contextual performance. In today's dynamic work settings, followers' participation in influencing their own performance is partially embedded in the cultural context and leadership process which gives them legitimacy. It also adds to the growing call for

research into leadership practices in disruptive organisational context which are becoming increasingly frequent (Avolio et al., 2022; Endres and Weibler, 2020).

In the next section, leaders' contextual performance is explained further.

6.3.2 Leader contextual performance

This study addresses the growing call for leadership researchers to elevate leader performance research. It is also interesting that despite the theoretical and methodological difficulties surrounding the subject, the characterisation of leader contextual behaviours contributes meaningfully to the understanding of leadership and network influence. A particularly novel finding is that the entity perspectives of leadership have been identified as complex and as having dynamic capabilities, which bring about contextual performance. It is reasonable to conclude that the central role of context in this study amplifies the meaning of contextual leadership as optimising outcomes. Both Amala and Mdu for instance, had the duality of being leaders and followers, typical in most organisational structures. As team leaders, the perceptible reframing of complex situations through knowledge, skills, and work habits influenced their contextual performance in those identities.

A significant observation in the data demonstrates how conspicuous leadership values, belief systems and activating contextual leadership orient towards contextual and proactive performance. In one sense, this intersection confirms the integration of the formal and informal influence of leadership as the triad members seem to be in consonance with assuming more leadership. For example, the import of hyperactivity, dynamic capabilities and their utility in building leadership capacity and influence of contextual performance is not only prototypical, but suggests higher execution of work tasks (Day and Dragoni, 2015; Hosie and Nankervis, 2016; Meyers et al., 2020). These findings may be somewhat limited because of the focus on followers and because the social processes through which leadership is socially constructed contributes to these constructions. In proactive contexts, such as Amala`s, the phenomenal environment enabled her to recreate contextual influence in her own followers and replicate contextual performance. What is emerging is that contextual leadership influence occurs anywhere in the social context, increasingly blurring contextual and task performance (Chiaburu et al., 2013; Osborn et al., 2014; van Knippenberg, 2011). This may suggest that there are other influences like adaptive performance and work engagement related to context that might explain

contextual performance in work unit structures like a triad (Kaltiainen and Hanaken, 2022; Meyers et al., 2020).

On the question of the managers' job performance as a multidimensional and distinct construct, contextual skills, habit, and knowledge help mirror follower contextual behaviours (Hosie and Nankervis, 2016). The high alphas for managers' job performance which measured leader contextual performance, helped to explain that duality (Hosie et al., 2012). At a minimum, the duality helped to match the happy productive worker concepts and persistence with enthusiasm, extra effort, and volitional acts, in which leaders actively participate:

> I think that the environment where I can test ideas and the leadership guidance that I have that helps me to grow. I give that freedom to my staff as well because it's the leadership that I get from my boss that I impart to them (25 L005B).

In contrast to this positive effect, aggressive behaviours show how harmful behaviours cascade downwards as an embedded system which shapes how leadership happens (see section 6.7). It is likely that the processes that illuminate leader contextual performance embed contextual leadership.

Next, adaptive performance as a response to social networks, multi-teams and network systems is explained in response to other outcomes unearthed. A comparison of contextual and adaptive behaviours in Figure 6.3 sheds some light on the conceptions. This comparison is important because it highlights the orientations of contextual and adaptive performance and how they occasion differential predictors of task and overall job performance.

Figure 6.3 Comparing contextual and adaptive performance (Source: Adapted from Koopmans, 2014).

ADAPTIVE PERFORMANCE

Generating novel ideas, **transforming goals**, innovative, framing solutions, learning new tasks and technologies ,**being agile,** flexible and openminded, **understanding new cultures, group identity, resilience,** remaining calm, **proactive speed, energising, proficiency**

CONTEXTUAL PERFORMANCE

Extra tasks, effort, initiative, enthusiasm, attention to duty, **resourcefulness,** industriousness, persistence, motivation, dedication, proactivity, creativity, **cooperating with and helping others,** politeness, **selflessness,** volitional, effective communication, interpersonal relations, organisational commitment, **multitasking, endorsing, dedication**

I now turn to consider the orientations of adaptive performance.

6.4 Adaptive performance

An unanticipated finding was that the utility of resources other than information, transformed the expansion and optimisation processes which impacted performance. This occurred with successive increases in intensity of change, occasioned by learning new technology, mostly in the mining contexts, precipitated by a change environment and investment in performance enhancing tools. This finding answers the question, 'to what extent has context impacted behaviours?'

A possible explanation for adaptive performance could be that the intensity of extra effort and heightened adaptation resulted in adaptive performance. Adaptive performance is defined as the complex and dynamic influence in which co-workers in the social networks invigorate others to improve adaptive processes. The other factor is that the triad effect influenced by a dynamic learning, heightened communication

and complex context made employees more adaptive. This reliance on the intense and continuous interactions and team performance provides a context for generating multiple relationships which trigger network influence which is also adaptive (Lichtenstein, 2020; Uhl-Bien and Arena, 2018; Uhl-Bien and Ospina, 2018). Presumably the efficient and healthy coping mechanisms adopted by followers in highly charged work environments could also influence work attitudes and high outputs (Decuypere and Schaufeli, 2021; Lesener et al., 2019; Bakker and de Vries, 2020). van den Heuvel et al., 2020).

The role of leadership in task and adaptive performance in change contexts is supported by the mba performance aid in the teams in Organisation A and further expanded in (Kaltiainen and Hanaken (2022).

> OK let me share a practical example…. The mba is such that, if I may demonstrate, is in a 1 to 5 point -scale so the system reads in level of maturity, if you are at 5-world class, 4 -best practise, 3-good, 2- moderate and   1-beginner… The mini business area …. (*eeh*)tracks things like daily performance, attendance, …we have skills matrix where------ as a team, the most competent in that team will teach others (34 L002A).

Researchers in recent times have expressed strong opinions about complexity-adaptive innovation as an interdependent context because of multi- team perspectives in changing contexts (Bastardoz and van Vugt, 2019; Li et al., 2020; Park et al., 2020; Uhl-Bien, 2021). Park and Park (2019) support more research like mine into how context and not characteristics of workers impacts adaptive performance. My study has implications for the team effectiveness in network systems precipitated by Botho/Ubuntu. The strong interdependence in the social context processes that result in adaptive conditions and then performance is important (Mathieu et al., 2017). This is a significant contribution because it emphasises the resilience, adoption of group approaches to influence performance in instances where employees consider themselves empowered.

Followers act as project managers or shareholders responsible for their own leadership and outcomes as seen in the example: we have a fully branded and committed team that delivers exceptional results. Together these results provide important insights into the conclusion that contextual performance and adaptive performance are alternate outcomes dependent on the degree of change and intensity of influence.

Since adaptive behaviours are altered to meet the demands of the environment, most of the teams in global subsidiaries interestingly displayed more of these than in the more locally owned organisations. This can explain the response to the question 'how can you unleash the potential of your followers?' to reveal how leaders foster interactive, dynamic, and adaptive strategies to cause followers to adapt to change (Pulakos et al.,2000; Uhl-Bien and Arena, 2018; Yukl and Mashud, 2010). As an illustration of adaptive leadership, team behaviours in the mini business units (mba) foster collaboration, higher performance and respond to adaptive influence. Followers acknowledge that the new contexts require new leadership frameworks that more fully leverage the competitive advantages of brokering leadership in teams. It is therefore likely that connecting the finding to nascent literature underscores a developing theory in which the willingness to assume inherent risk and volatility is much more resilient than in contextual performance.

> In this organisation, I swear, if they see a good idea and there is traction by the end of the week you get the go ahead to implement it---that is how good these guys are. They are not afraid of change and even take to take risks...We have implemented the first technology in the world in diamond sorting that other mines do not use. We are the first people to implement XRT machine plant in the world. They are not scared of change, they are not scared of new ideas, and I think because we are in this environment, you find that you are not restricted because the people become more innovative, and people think out of the box (25L005B).

In conclusion, the findings confirm that adaptive performance does not occur completely independent of task or contextual performance but as an alternate outcome during change. This accords with Griffin et al. (2007), who argue for a separate performance domain to reflect the uncertain nature of contemporary work and future organisational structures. It underscores the adaptation to disruptive technologies and the degree of workplace change and what can be regarded as contextual, task or adaptive performance (Koopmans, 2014; Uhl-Bien, 2021; van den Heuvel et al., 2020;) With this finding, I invite researchers to test whether adding agile behaviours to adaptive performance (see Figure 6.3) could explain how crisis leadership and future performance may be redefined. In addition, with the growing connection between leadership and trust made possible by a penetrating need to digitalise the workplace, the increase in machine learning and other disruptive

technologies mechanisms call for more research to understand how people are affected in the future of work.

Furthermore, the implications for future-fit organisations, contexts and leadership, demands research into new conceptions of person - job fit and job-crafting (Jansen, 2020; Klag et al., 2015). Implications from the study invite a discussion on how work engagement pivots towards task, contextual and adaptive performance in the next sections.

6.5 Work engagement

There is broad support for connections to the contextual, cultural, historical, and motivational resources in which both work engagement and personal engagement can converge. According to Saks (2022) employee engagement incorporates aspects of both the Demerouti et al. (2001) resources driven JD-R model and Kahn's (1990) high-impact model that harnesses personal investment in the role. Advocating for an integration of these models, the findings illuminate the role of leadership as directly impacting work engagement which predicts attitude-to-change and consequently performance. The evidence from this study suggests that occupational context and relevant leader activities expose performance to elevate good management and leadership practice and hopefully raise engagement levels' (Bailey et al.,2017: 47). This can be achieved by focusing on job functionality and utilising resources to improve performance.

The context of leadership seems to be a delimiting effect on the engagement construct despite being acknowledged in only very few engagement frameworks (see Appendix M) (Christian et al., 2011; Decuypere and Schaufeli, 2021; Saks, 2017, 2022). I found that most of the participants were highly educated and skilful and had personal attributes which responded adequately to stimulation in a contextual leadership environment. Such positive leader influence accorded with the personal and psychological safety of followers reinforced safe contexts in personal engagement (Decuypere and Schaufeli, 2021; Kahn and Heaphy, 2014). It is likely that leaders mediate job resources through contextual leadership, in the belief that the engagement process influences contextual performance. This is an important empirical contribution which clarifies how leadership affects each performance domain and the role of work engagement (Decuypere and Schaufeli, 2021). In a related time-legged study, for instance, engaging leadership allowed followers to

utilise job resources that fostered long lasting behaviours in work engagement (Nikolova et al., 2019). Exhibiting physical, cognitive, and emotional energies towards job enrichment and commitment harnesses a safe work environment as an example.

> Our mining leadership believes in safety so much that we can stop for an hour, to talk to employees just to repeat the message... And for our families they know that we are working in a safe environment, when we go to work, they expect us to return home safely... I think it helps---it gives us confidence in the work that we do (38 F005Avg).

Contextual performance has long been predicted by work engagement but the role of engagement in the study has been magnified perhaps because job roles differ from context-to-context. Yet, in work engagement, both adaptive and contextual performance, were triggered but at varying degrees. The distinction lies in how motivational processes influenced more dedicated, vigorous, and absorbed behaviours in employees positively influenced their engagement (Meyers et al., 2020; Saks, 2022). This is exemplified in the JD-R model which conceivably could mean that contextual leadership facilitated access to enduring resources which attenuated stressful demands. It has been suggested by Saks and Gruman (2014) that in addition to working conditions and leadership, proactive personality and trait-like factors, also predict engagement, supported by a high-performer follower in response to how a leader influences his contextual performance.

> Even in the middle of the night you can get a call to say we are feeding the plant and why is this ore behaving this way? You must have answers to any queries related to ore behaviour, you must link all data and have it readily available to ensure smooth production ...We are dedicated to the expansion; I would say I give it 100% input because we are dedicated to the expansion full time... (24 F008Bvg).

The difference in workplace change necessitated by how his team utilised the available resources could very well influence the characterisation of persistence and pervasive behaviours such as vigor ('At my job I feel strong and vigorous'), dedication ('I am enthusiastic about my work') and absorption ('I get carried away by my work') (Schaufeli et al., 2002: 74). Linked to resources 'the possible consequences of engagement pertaining to positive job-related attitudes, health and well-being, extra-role behaviour, and job performance', were present (Bakker and Schaufeli, 2015: 7). In the view of an average performer, attitude towards work also

counts because focus on work, team interactions and walking the extra mile could explain how engagement impacted adaptive performance (van den Heuvel, 2020).

In the same way as contextual performance, a pervasive modification of work behaviours in fast paced changing contexts, illuminated adaptation because of the degree of intensity and willingness to align with such change. Adjusting attitudinal and behavioural change is convincing evidence not only that leaders influence follower work engagement, and that context matters but that followers construct engagement. It may be prudent that both attitudinal and behavioural factors are balanced out with the optimisation of work advocated by a high performer to reflect composite attitudinal and behavioural construct (Decuypere and Schaufeli, 2019),

> in terms of near hits is 60%---- which is a quantum improvement from our performance last year... That is one outstanding performance...(33F02Avg).

The present study raises the possibility that team-level engagement in certain micro-contextual influences can predict team performance and still raise the contextual bar. Entrenching the standard of excellence in the team could be characterised as team vigour, dedication, and absorption due to shared experiences which optimised contextual performance (Rahmadani et al., 2020a). What stands out are the in-group dynamics in collective contexts in Africa which confirm that context is a multifaceted, interdependent influence which stimulates employees to perform better (Klag et al., 2015; Rahmadani et al., 2020b).

In stark contrast to the experience in the mines, academics seemed to respond differently to leader influence largely because of task orientation. This was due to reduced job resources, chronic workload, which caused burnout, disengagement and conflict because of interpersonal differences, sabotage, and mistrust. These job demands were more pronounced in the unique roles of teachers, reflecting the different experience of influence in public contexts and the social structure of work. For instance, Mate`s task performance was affected by his role, which oscillated between teaching, research, and administrative work. In the data extract below, a leader illustrates her experience of poor contextual leadership which emerged as an important variable of engagement. This example challenged the leader`s ability to influence work behaviours to resource allocation and utilisation like training and acquisition of skills that enabled better performance. A lack of resources

caused detachment, which is negative and key factor in alienation and disengagement (Conway et al.,2018; Paine et al., 2021).

> So, my view, if I were to be given the wand, to say 'how can we change the organisational mess at {xx}? ` I would say, can we separate the two, the teaching and administration and teach them about leadership? If a person is going in to be an administrator, can we give them induction in leadership… They then say, 'I am just here to run a department and when you have issues as a lecturer, they say talk to HR'---there is the detachment and the cloud of confusion of disassociation (13 L013C).

The present results are significant in at least two major respects. Firstly, the perceived engagement gap exists in establishing a workable engagement theory. To stimulate more research, the study hints at a convergence of personal engagement and work engagement largely instigated by the role of context and more contextual leadership. In addition, the advent of high energy levels and enthusiasm of the Botho/Ubuntu context, offers the opportunity to redefine the engagement construct. Secondly, the combination of attitudes, behaviours due to occupational context and motivational resources may clarify the macro and micro-level engagement practices. This likely addresses the question about how to maintain the correct levels of engagement in dynamic team-based working contexts (Bakker and Albrecht, 2018). With frequent disruptions in the work contexts, leaders may be better prepared during change implementation to respond adequately to resource their teams and bolster levels of engagement.

Conversely, job demands, alienation and negative experience affect teamwork engagement adversely (Conway et al., 2018; Bakker and de Vries, 2020). In the next section, the effect of high job demands such as those that exhaust and deplete employees` energy and increase job stressors are discussed.

6.6 Counterproductive behaviours

Relative to the leadership process, negative behaviours experienced in teams because of leader ineffectiveness, enriched the explanation of contextual performance. These behaviours were largely attributed to vertical leader influence and low resources. Negative experience in high job demand contexts caused disengagement, heavy workload which resulted in burnout, and emotional conflict in certain instances related to low resources and poor contexts. Some dark behaviours

such as abuse, and aggression experienced in ineffective leadership contexts affected follower contextual behaviours. Organisational constraints seem to cause a strong-man culture exacerbated by aspects of the botho/Ubuntu culture mentioned earlier. It has been suggested that evidence of dominance and abuse could be that leaders use coercion, intimidation, and fear to ensure coordination and not cohesive practices. Like Kahn et al. (2018), these behaviours unfold in the context of creeping strain in which followers increasingly experience depletion of energy because of burnout.

In this finding, the negative behaviours which are overt acts like aggression, expressions of anger and sabotage, reached the threshold of impropriety, as illustrated. The perceived harmful behaviours negatively impacted employees' well-being and effectiveness related to leadership influence and performance. Fox et al. (2012) links these behavioural manifestations intricately to job demands. A possible explanation for these results may be the lack of adequate sustained physical, mental, and/or psychological effort in employees, in threatening environments. Elsewhere, I have illustrated the dangers of alienation, detachment and employees distancing themselves from work caused by job stressors and the like (Conway et al., 2018). Most participants in difficult contexts indicate that job stressors caused the energy depletion syndrome of weariness, exhaustion, cynicism, and inefficacy which negatively impacted work outcomes. Linked to high physiological costs, these behaviours conspire against any contextual performance. If employees' experience of personal growth and high workload are contrasted, the contextual influence becomes more distinctly defined by personality and resources.

Some of these behaviours decrease performance levels when burnout could have been attenuated by effective leadership and job resources. Contrary to adaptive followership, a perception arises that the leader is feared, and the level of social conflict is exacerbated by such belief, then conflict and despair increase within the organisation. Some researchers differentiate common factors between offensive and defensive aggression and performance but in general negative behaviours in the study hinder performance, provoked retaliation, and recalcitrant behaviour.

> I have heard of brawls and in other departments, and so forth, that their meetings become fighting matches in the faculties and departments and so on... It makes you feel incredibly sad—it makes you feel very vulnerable and wonder if — 'I am going to be here for a long time'... ((09F018Cav).

Bakker and de Vries (2020) opine that an accumulation of job demands, and job stress can cause a spiral of losses because employees undermine their value. This short-term fatigue may not have transformed into long-term exhaustion and enduring burnout because this is a cross -sectional study but it hints towards understanding this transition in future research.

In a related example of vertical leadership in the SMME, variations in work conditions and leadership influence affected engagement behaviours that and delimited contextual behaviours in followers. The leadership was described as uncaring, result-focused, small organisational structure with limited resources which negated engagement and outcomes. Considering it is underdeveloped, the potential for elements of conflict in the adaptable contexts suggest that entrepreneurship could thrive in adaptive spaces if used positively to influence performance (Arena and Uhl-bien, 2019; Uhl-Bien and Arena, 2018).

These observations echo Fox et al. (2012) in suggesting that counterproductive work behaviours are not intuitively opposite to citizenship behaviours when suitable mechanisms are applied. Like in integrative theory, future research should critically review how negative behaviours can converge with leadership to improve performance outcomes (Arena, 2018; Bakker and de Vries ,2020; van Knippenberg and Dwertmann, 2022).

To conclude, several contributions apply in leadership from contextual leadership to social networks and botho/Ubuntu leadership, with implications for the social context of leadership model. A key feature is the transformative power of context in how followership impacts the enactment of leadership to influence the capacity of leadership.

My study presented the alterative outcomes of contextual and adaptive performance based on the trigger of change and intensity of leadership behaviours, contextual conditions, and orientations. In addition, how work engagement pivots towards task, contextual and adaptive performance has highlighted the role of leadership in interdependence performance. As well, negative influence as a contextual outcome has also illuminated the influence of context but convergence in Western and Ubuntu cultures may offer theoretical, methodological, and practical solutions discussed later. Directions for future research have also highlighted a strong case for integrative theories in leadership, work roles, work engagement and methodology.

These contributions are explained in greater details in the botho leadership model and next chapter.

Adapting almost instantly to uncertainty and change in work contexts and temporal shifts to remote work made adaptive performance more pronounced as an alternate outcome to contextual performance. The biggest disruptor was the use of technology which prompted resilience and adaptation of new skills as a coping mechanism. In support of the earlier finding, adaptive behaviours neatly fitted into the change perspective and clarified the transition from contextual behaviours suggesting work role transitions theory (van den Heuvel et al.,2020; Zacher and Rudolph, 2022).

Another significant aspect related to work behaviours and context in short-term attitude-to-change and the prospect of longer-term impact if disruptions become frequent. Participants adapted new skills, resilience and assumed short-term attitude-to-change which was more adaptive in nature (Park et al., 2020; van den Heuvel et al.,2020). What is key is that adaptive leadership became more pronounced compared to previously because 'behavioural expressions depend on the type of change in the context' (van den Heuvel et al.,2020:3). This challenges Ubuntu influence and transitionary influences whilst illuminating the role of context.

In Org C the task performance deteriorated during the pandemic largely because the leadership failed to exploit an integration of Western culture and African reality experienced in other organisations. 'I see the collision of cultures to be the main hindrance in delivering tertiary education at the university. The leadership has failed to integrate the good in both cultures, Ubuntu or *botho*, and Western education to make the educational systems context relevant'.

The comparison in figure 6.1 shows job stressors and alienation, anger, and an increase in negative leadership and consequently negative performance. Matshoba-Ramuedzisi, et al., (2022) cite negative influence as aggravation of followers not to be led or perform hence the independence at work which is harmful. In sum, consistent with the findings, Figure 6.4 is a proposed botho leadership model which reaffirms leadership as constituted in followership and context to influence exceptional outcomes or vice versa.

The research model is next.

6.7 The Botho leadership model

In framing the theoretical model in Figure 6.4 below, I show the interplay of the three important facets of context, leadership, followership, and their outcomes. The botho leadership model enlightens a socialisation process of active and quality interactions between people, their behaviours and their context, which produce performance outcomes. The theory should help leadership and followership to influence at the right level within their social context (Uhl-Bien and Ospina, 2018).

The highlight are the event cycles along the leadership influencing process stretching from left to right. What stands out are the quality of interactions between leadership, followership, and context. The type of leadership influence, whether active or negative conditions contextual or adaptive behaviours and leadership influence relevant to the outcomes as evidenced. Both streams of influence, have an effect on job performance as an overall performance.

Figure 6.4 Botho leadership model
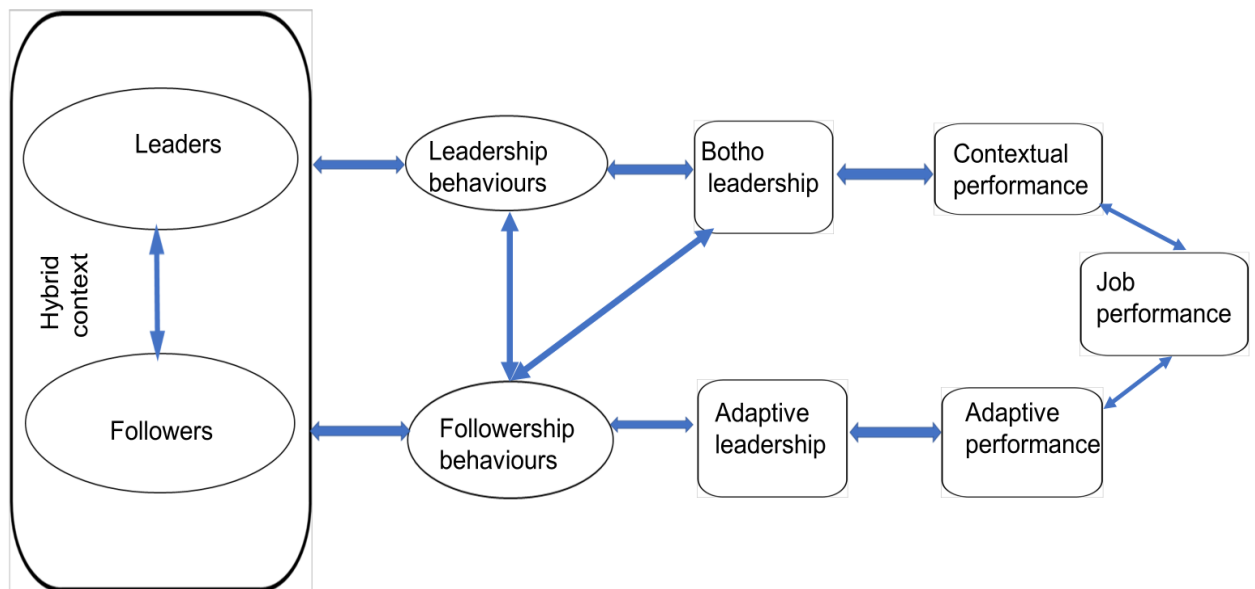
The first part of the leadership process (Figure 6.4) is the social context box, in which hybrid context interacts with leaders and followers in conditions conducive to creating botho leadership behaviours. The model depicts the intricate relational connections of leadership-followership- hybrid context on the left-hand side. The continuous interactive event cycles constitute the interlocking encounters in conducive contextual conditions to enhance the relevant leadership and followership behaviours functioning in an organisation. The middle part shows these relevant work behaviours (see Figure 6.1) which stimulate the desired leadership style. In the model, leadership interventions assume the contextual influence of either being contextual or adaptive. As stated earlier, this is based on the degree of change and type of influence. Broadening the conceptualisation of followership behaviours answers the question of 'how leaders influence followers and contribute to overall job performance'.

Given an emergent theory of the botho leadership, Glaser, and Strauss (1967: 210) suggest that for a researcher 'consistency and elaboration analyses join to provide him a grounded basis for his theory'. In distilling this theory, I followed the steps of discovering the two-dimensional relationship between leadership and performance in an empirical model. The theory specifies the links between social context, leadership (including followership) behaviours generated to achieve adaptive or contextual/ botho leadership and performance.

I found that considering the contextual leadership theory as a catalyst for workspace behaviours, delivered strong arguments for leader influence and resultant outcomes. By acknowledging advice from Morgan (2018), I found that the hie of activity in the social context, continuously generates work context behaviours relevant to that hybrid context. The leadership influence and behaviours are inextricable with followership which triggers performance domains which effect job performance. The degree of change is the differentiator.

This approach allowed me to have a better understanding of the meaning of the botho leadership an dinterdependent performance, whether contextual, adaptive or team. The definition of botho leadership actively reflects the continuous influencing process and the view that leadership is socially constructed and embedded in the context.

In similar findings Friedrich et al. (2016: 5) posited that, 'leader's experience and confidence in distributing the role to others may depend on their understanding of the

problem within a specific context… within the team network'. As a socially constructed phenomenon, proximal relations denoted by bi-directional influence co-creates contextual leadership and its outcome of contextual performance. Both (Uhl-Bien et al., 2014; Uhl-Bien, 2018) describe the process through which followership is predominant in the botho leadership process and performance.

This study contributes to the leadership theory because followership interprets leadership. Followership provides the basic list of hosting the relevant work process, patterns of influence and mindset in the workspace as a harbinger of follower behaviours. In a move away from the anecdotal claims that followership does not influence leadership, the empirical methodical outcome of contextual and adaptive work behaviours shows follower contributions to leadership. The research also shows, in support of current thinking, that archetypal behaviours in followership increase leadership (Bastardoz and van Vugt, 2019; Pietraszewski, 2020). The effective levelling mechanisms invite work role transitions theories to explain the constructions of leadership as a collective influence and how it relates to its outputs (Pietraszewski, 2020). In support of considering the differences in work context behaviours and their underlying mechanisms, the authors concluded that collective leadership behaviours were broadly related to adaptive, contextual and team performance (Banks et al., 2021).

One of the concepts that emerge of the integration of different leadership behaviours and context specific domains promotes leadership development. In integrating the social networks and botho system behaviours both resulted in adaptive behaviours in demonstration of cultural adaptability. This extends Friedrich et al. (2016 position that most leadership theories are collective and vary according to the cultural context. As seen with entrepreneurial leadership, leadership behaviours are influenced by context. The empirical findings reveal an integration in which leadership flirts with social network approaches as a relational theory team leadership. It is possible that such integration with social networks, increases social ties, team leadership and a dynamic context that could withstand organisational shocks.

Other leadership theories fulfil the social constructions of the leadership process in which the multiple realities are interpreted as social networks, and entrepreneurial and agile work outputs. For purposes of this study, agile leadership resides in the adaptive work behaviours as an outcome. The constructions of social

structure, processes, performance grids, measurement, reward, and incentives, assemble either social networks or entrepreneurial and agile leadership. To be more precise, the contemporary disruptive and contextual nature of doing work seems to have been redefined in scope and type, whether contextual, network or adaptive in nature.

6.8 Critique of my social construction of botho leadership

Throughout the study, I anticipated that contextual leadership theory was the dominant theory for the study. I did not expect collective leadership to be so impact in the outcomes of the research steeped in African culture. My understanding of leadership has been enriched by wrestling with what is traditional or indigenous and what is Western and imported influence. Contrary to Bolden and Kirk (2009) interconnectedness and the network context informed the patterns reflected in the dynamic process. The event cycles stimulated the interactive and interdependent factors that produce contextual or adaptive outcomes. As a newer outcome of leadership, occasioned by change and disruptive operational behaviours, adaptive performance showed strong connections to the decision-making processes.

Even though I learned in complexity that adaptive spaces and entrepreneurial practise is essential, to see it represented in dynamic contexts such as Organisation B was a surprise.

Depending on the workspace behaviours assumed, the interconnections which invigorate contextual performance, network systems in botho/Ubuntu show an ongoing process in which cultural contexts play a significant role.

6.9 Conclusion and cross-sectional study

In conclusion, the findings of this study, should be scrutinised and tested beyond the contribution to the research question; "how do leaders influence contextual performance?"

Firstly, the theoretical contribution is that the botho leadership style is integrated with contextual leadership process based on a hybrid context. In the study the presence of Botho expanded leadership influence because of interdependence. Its effect on leadership in and as social networks, has implications for contextual or adaptive performance based on. It seems when the interactions are active, the

degree of intensity of change then adaptive or contextual performance is an outcome. Any intensity occasioned by disruption or change results in adaptive performance with the orientations illustrated in Figures 6.1 and the research model in Figure 6.4.

A context-by-context basis also positioned as attitudinal behavioural has implications for the functional influences of leadership on job performance. This is important because it also hinted at an integrated work engagement theory largely driven by JD-R model and personal engagement. Any maladministration and poor leadership of lack of resources underscored counterproductive behaviours and negative performance that leaders could do to avoid depletion of human output which negatively impacts performance.

Secondly, the study contributes to practice because of the contextual leadership and adaptive behaviours have been stated and can be used by practitioners to improve behaviours. A further point is that the scope for the integration of botho/Ubuntu and Western leadership theories can increase the ability of organisational leadership and performance. The prospect of understanding and applying suitable mechanisms in HR practices can be refined to meet the new work contexts. As for Consultants, they should adjust recruitment practice and performance aids to cater for fluctuations and promote interdependent performance.

Lastly, methodological contribution promotes the group structure and triads in determining the contextual, social network and adaptive outcomes. Further understanding of leadership mechanisms that enhance multi-team and across network influence, has implications for team structure, organisational structure, and the future of work social context.

In conceptualising this cross-sectional study, I assumed that the systems under examination would appropriate a move towards a contextual process that benefited from temporal situations at a point in time implicit in the temporal assumptions, so that these assumptions could move the equilibrium perspectives to a longitudinal study (Davis et al., 2007). Davis et al. argue that longitudinal and dynamic concepts like leadership, which is a processual phenomenon, may be well-suited for simulated

longitudinal experimentation. Admittedly, most of the studies are either quantitative or longitudinal with time lags that denote the continuous process.

The theoretical, methodological, and practical implications of the social context model of leadership will be discussed in chapter 7, together with the limitations of the study and future research.

CHAPTER 7.   CONCLUSIONS, CONTRIBUTION AND LIMITATIONS

Man's task is to become conscious of the contents that press upward from the unconscious (Carl Jung).

7.1 Introduction to conclusions and limitations

. This chapter for me, symbolises the beginning of a deep reflection on the twist and turns of a journey of contrasts and contribution to scientific knowledge about, how do leaders influence contextual performance. In doing this, I was able to do several things:

Firstly, I uncovered what it meant to experience leadership influence and for followership to 'go far and beyond the job tasks'. The objective of the study was to fully understand how leaders influence contextual performance as part of improving overall job performance. However, during the research it felt like Nick Emmel`s 'I'm not dancing, I'm zigzagging' metaphor. As I moved through the qualitative maze, I unravelled the truths, richness, and scope beyond the ordinary, simple leader-follower work experience. The full impact of leadership, followership and organisations on ordinary daily experience of work came alive. The methical and deep inquiry gave rise to mixed feelings about the uniquely complex, sometimes messy, and extraordinary nature of relational contexts.

Secondly, in attempting to integrate the different features of the leadership process, it became apparent that leadership is constituted in context and followership interactions. That leadership is quite a complex phenomenon, which goes beyond being embedded in group contexts or focusing on formal or informal leadership. The value of each facet of the leadership process, in the hybrid context allows for people to co-create leadership and followership. The central role of behavioural interactions and their interdependencies conveyed an understanding of complex human relations intersected with contexts. At the intersection continuous influencing creates influence of contextual performance.

These valuable insights have culminated into the following contributions of the research in the model are discussed in turn below.

7.2 Review of the journey and key research findings

At the time of conceptualising the study, it seemed that relational theory was the most suitable theory with which to examine leadership and its influence on contextual performance. During analysis, it soon became clear that the influence of followers was formal, informal, and shared. Seen through a social constructionist lens, the myriad relationships in the influencing process started to shift away from traditional vertical leadership to more horizontal leadership. Leadership looked intertwined with context and followership, and this perception illuminated the significance of the likely value of integrating suitable leadership theories to explain performance. The arguments were derived from the narratives and identified patterns, connections, relational processes, and boundary conditions (Antonakis, 2017a).

The research contributions are presented from the perspectives of theory, practice, and methodology.

7.2.1 Theoretical contribution

In response to the theoretical deficit in contextual leadership literature, botho leadership bridges the gap in context leadership theory model by introducing an African leadership theory.

The first contribution is the botho leadership style within contextual leadership theory. Botho leadership style reveals a socialisation process of active and quality interactions between people, their behaviours and their context, which produce performance outcomes. The interactions happen in a hybrid context of indigenous botho culture and modern, highly digitised organisations. Purporting an integrated model adds to leadership theory because leaders in Africa should create conducive conditions to optimise organisational performance. As a result, the first layer of botho leadership style is redefined to capture the considerable spontaneity, precision and recursive interactions of leadership and followership behaviours in context. This spontaneity has been acknowledged and which expound the contextual dimensions (Jowah, 2015; Molose et al., 2019). Although the outcome of contextual performance is generally compatible with performance to enhance the core technical functions, attributing its intersection to task interdependence underscores the role of followership. In the multi-team structure, the endorsement of the adaptive nature of the work roles, design and adjustment of attitudes, behaviour and new skills has implications for job performance.

Following the integrative and multi-level explanation of leadership, followership entrepreneurial, social networks, and adaptive space, I advanced a definition that reflects the optimal and recursive leadership influence on followership and consequently performance (Johns, 2018, 2023). This runs counter to the criticism that researchers 'fail to even report routine contextual information'. Therefore, contextual leadership has been defined as the optimal recursive leadership processes in unique patterns of influence in the prompting of contextual performance and other outcomes. Fundamentally, followership interprets leadership. Botho leadership is defined as a more patterned, informal, and horizontal influence, due to the quality of interactions that include follower capacity and adaptability to increase leadership influence. This acknowledges the intersection with modernised systems in organisations. It also builds onto the African leadership theory promulgated in Mbigi (2007).

The implications of these definitions, promote a highly interactive, recursive, are that workspace behaviours and outputs impact the job structure and processes, suggesting a different structure from the widely used vertical structures. The metaphor about followers carrying a lantern, emphasises not only the occupational context, the co-construction of leadership influence, and performance outputs, but also the shift to more adaptive network systems. In these systems workspace behaviours are fluid. A new performance dimension incorporates botho behaviours that shape the adaptive behaviours and network leadership to meet the future conceptions of work.

Important insights into workspace behaviours, whilst not new, introduce prototypical behaviours which followers cognitively design to shift leadership processes and influence. The nuanced leadership theories have a disruptive and dynamic feature, which builds an explanatory bridge between current contextual leadership theories and increasingly resource-based concepts and dynamic capabilities. For instance, the contextual leadership style and contextual behaviours are construal of the utility of disruptive technologies in global organisations. These micro-processes are reminiscent of complex workspaces in which teams thrive through support, helping behaviours in high-quality networks (Kahn and Heaphy, 2014). Advancing leadership in economic contexts and heightened disruption requires a re-think of applicable theories. In HR the work role theories apply to job structures/roles, processes in concert with artificial intelligence and organisational

systems performance, evaluation and outputs including work engagement systems (Arena and Uhl-Bien, 2019; Hiller et al., 2020; Westaby and Parr, 2020; Zacher and Rudolph, 2022).

Only a few studies that I am aware of have investigated relevant leadership contextual behaviours and conditions conducive for the influence of contextual performance, or context in adaptive performance. Kahn and Heaphy (2014) have considered relational and contextual theory from a personal engagement perspective of work. Zacher and Rudolph (2022) looked at behaviour during crisis and theoretical implications in HRM while Kaltiainen and Hanaken (2022) investigated adaptive behaviours and servant leadership.

The contribution of the current study extends the core behaviours of contextually specific behaviours to average performers with little difference, which confirms the behaviours as potentially effective. As for counterproductive behaviours, they potentially illuminate the role of context better by increasing understanding of the concept. This is important for two reasons.

First, advancing the successful work behaviours from contextual performance to the more horizontal network behaviours is intricately linked to social capital. Botho influence of group identity and inclusion advanced adaptive performance. The connection promotes the transitory scope to understand the contextual phenomenon and its difference to task and adaptive performance in informal settings. Integrating the botho leadership style with the more distributed leadership theories could increase leadership capacity and influence but also addresses the criticism that contextual performance dimensions do 'not merely repeat the past with the apparent discovery of new leadership dimensions, independent of context' (Osborn et al., 2014: 44). In addition, there is legitimacy to provoke a debate about work role and adjustment theories in modernisation and collective leadership development.

Second, counterproductive behaviours and task orientation, increase the understanding of leadership processes and scope for counterfactual thinking and observation. One improvement is that botho leadership model enables contextual conditions for enduring resources and work engagement. In most cases, these resources attenuate some likely high job demands and remove low job resources that cause strain and negative actions (Bakker and de Vries, 2020). Once the leadership understands the context of mutual influence, then the enabling decisions

regarding social capital and suitable resources that facilitate better job performance, can be made.

7.2.2 Methodological contribution

A contribution to methods answers the questions about the impact of small groups or, in this case, the triads. The triad as a small group embedded task interdependence and sharpened the reciprocal influence and collaboration within the teams which closed the hole between co-workers and networks as conceptualised.

It is notable that the use of triads to understand the relational and contextual influence of leadership has unearthed a structural impact. Linked closely to groups, loops represent event cycles as the enactment of leadership actions triggered prototypical follower outcomes, often performance related. By highlighting the embedded relationships in small groups, the structure sharpened the reciprocal influence and collaboration within the teams and closed the hole between co-workers. Whilst the natural connection between formal and informal structures shows a convergence in the adaptable space, the constraints imposed by formal structures on vertical leader influence are real. This has significantly illuminated the multi-team and network structures and suggests the best structure for team functioning. The aim is to remove the structural holes in the inter-team influence created by formal structures and vertical influence to a more horizontal influence.

The use of multi-source data in the study also raises important questions about social context in global leadership and social networks in contemporary and future contexts. Group dynamics in the botho culture brought out new theoretical insights because adaptive processes show an intricate relationship with context not seen before. Relationships are contextualised in network mechanisms and systems which process information, technology, and behaviours, that are embodied in the context of human action and interpretation. What is emergent in the process are people instigating leadership and adapting to influencing elements in the more contextual structures of work structures and roles (Abebe et al., 2020; Cunliffe, 2010; Maloney et al., 2016). The micro-processes in the social context also have a bearing on network size and the mediation of contextual leadership assumed in the agility, resilience, and inherent adaptability of current and future work.

7.2.3 Contributions to practice

In contributing to practice, botho values seem to increase leadership influence through task interdependence in hybrid contexts. African leaders could optimise performance by correctly characterising relevant contextual leadership and followership behaviours stated in Figure 6.1. In fully understanding the contextual environment, the cultural factors in the systems and how they relate, leadership would enhance performance. I found that when contextual and adaptive behaviours were known, there was a deliberate step by the leadership to support work outputs towards better performance. In the more robust systems and high-performance teams, these behaviours tended to shift with the contexts and work conditions to enhance multi-team functionality. Ospina et al. (2020:444) defines system as 'far beyond a particular organization, network, or social system' in demonstration of the interconnected world. Critically, bolstering behaviours and work outputs may help adjust work behaviours to bridge the gap created by the diverse contexts. The Botswana context is more inclusive, and the more egalitarian culture, fosters team behaviours, and a hybrid with Western performance-oriented practice, seem to not only increase leadership capacity, but reduce business failure.

Even though research in workspace behaviours is advanced, transitory behaviours in temporal contexts could be reset to adapt to the behaviours. Leadership could directly improve the work crafting, recruitment, training, and other HR policies in the execution of jobs. Examples of where shifts might occur in contextual behaviours are creativity, reinforcement; communication, resourcefulness; compliance; collaboration and cooperation; selflessness and adaptation to name a few.

Shifts that occur during temporal change need suitable systems to handle short-term-attitude and behavioural changes. Behaviours like agility, resilience, proactive action with speed, transforming goals and innovation, group identity, adapting to and taking up new cultures, learning, ability to frame new solutions and adapting to technologically driven processes, multitasking, and proficiency. These behaviours underscore a new set of skills and behaviours necessary to equip the leadership and followership with work tools for new demands. The 'need to embed engagement in HRM policies and practices' in dynamic team-based contexts could be enhanced by collaboration and more adaptive performance behaviours (Bakker

and Albrecht, 2018:6). Greater efforts are needed to ensure that HR practitioners are suitably equipped to choose the relative and relevant engagement models. Even with that, questions still arise regarding whether engagement fluctuates with disruption or not (Jansen, 2020).

This also suggests that HR might substantially redefine job structures and craft commensurate job roles depending on the situational transitions from normal to complex and disruptive contexts. Recrafting performance standards underpins the performance feedback loops that feed into both contextual and adaptive performance. Engaging in these behavioural changes might explain the increasingly blurred fault lines between task, contextual and discretionary activities because of context.

Some recommendations for practice include the continuous overhaul of the work- roles because the transitory contexts and work crafting is necessary. Also, equipping leaders with new skills to meet the new contexts needs, is critical. It further recommended that organisational performance should consider borrowing from frequent performance management systems in contemporary organisations.

7.3 Limitations of the research

It is important to acknowledge the limitations of the study in such a broad subject as leadership and performance. There were several limitations in this study. One such limitation is that research on the relationship between context and leadership is meagre, which surprised me given the plethora of leadership literature. Also, the relevant research does not seem to find agreement on context and its role in leadership, which might explain why the area seems under-researched. The social context of botho leadership is limited to the sub-region. Investigating contextual leadership behaviours and the intersection with hybrid contexts in east, central and west Africa may offer knowledge about African leadership. Furthermore, these behaviours are not exhaustive and require more research into network, multi-teams, and complexity theories in crisis or extreme contexts.

Whilst one of the key findings related to social networks and cultural network systems, specific interview questions focused only on co-worker relationships, support, and leader and follower in the work environment. The data appears to bring out network concepts related to leadership influence in small groups during both the within-case and cross-case analyses. Researchers might undertake specific research

on network leadership in African contexts because of the paucity of leadership research. More research needs to be done, too, on using multi-modal networks with more nodes beyond just people and context to see how this impacts the nature of collaboration and teamwork in change environments. More research on the concept of botho/Ubuntu should confirm its utility in leadership and performance and as a relevant theory in social identity (Khumalo et al., 2022; Lerutla and Steyn, 2022; sodi et al., 2021). Likewise, an investigation into the differences of botho/Ubuntu with other African traditions would help leadership theory and practice.

Unfortunately, the nature of my data does not allow me to determine how agile behaviours affect agile leadership. Using relevant data on agility and adaptive behaviours might have enlightened the alternate nature of adaptive, contextual and task performance much more. Since work engagement was beyond the scope of this study, undertaking a specific study to link to an integrative theory of personal engagement and work engagement in the African context would be enlightening.

I should make clear that I have intentionally been the sole interviewer and transcriber of audio recordings because of the requirements of a doctoral degree. As part-time doctoral student living in Africa, regular contact with cohort members and supervisors of the school was affected by distance. Likewise, the research process could have benefited from more guided reflection to extract even finer insights, despite the rigour in the transparent, methodical research process I brought to bear. For instance, spending more time in the natural settings during interviews could have revealed more about the contexts. A broader perspective on intricate leader-follower relationships might have been limited by cross-sectional data, and a longitudinal study might offer different perspectives.

The next section summarises qualitative trustworthiness criteria such as credibility, transferability, confirmability, and dependability to check the soundness of the research process and adequacy of the research inquiry that the study applied.

7.4 Trustworthiness

In addition to justifying trustworthiness in preparation for the analysis in chapter 3, I carried out these reliability and validity actions to improve the quality of the research results and contributions. I attempted to use defensible evidence in support of the arguments for the theories I put forward. I tried to be coherent and to address only the issues of leadership influence as a process to broaden my conceptualisation of the focal ideas. The findings of my study do not imply that by exploring alternative interpretations of contextual, relational, and networked contexts, they would not be as trustworthy and robust as required. On the contrary, the alternative interpretations on some occasions, supported my own view of things, and on other occasions, pointed to relevant issues and perspectives that I might have otherwise overlooked.

The storytelling by leader/follower informants demanded a rigorous, systematic, enduring, and analytical process that culminated in the theoretical and methodological contributions. The contribution to practice was classic because I recognised a tangible adjustment to organisational performance strategies that enhance performance. Striking a balance between bracketing preunderstandings but at the same time building a source of insights was difficult. I overcame the sole interpreter dilemma by distancing myself from the data but also being by fully involved, which was quite intriguing and insightful (Finlay, 2008; Wolcott, 1994; Zahavi, 2020).

To tease out the general principles of qualitative inquiry, each criterion, drawn from Lincoln and Guba (1985) as guidelines for good qualitative research, is discussed in the next section and expanded in Table 7.1.

Credibility

Credibility is the bedrock of a high-quality qualitative research process and gives confidence that the findings can be relied upon. I held that the social constructions of leadership would be understood as a multiple level analysis. Both interview data and the layering of the thematic analysis support a prolonged engagement with the data without compromising professional judgement. When collecting data, analysing data, and making pronouncements and reaching conclusions about human relationships, one adopts a subjective worldview to

interpret participants' data (Lincoln and Guba (1985). I deliberately used multiple methods and judgements (e.g., thick descriptions, within-case and cross-case analyses expressed in narratives and vignettes) to increase the credibility of my knowledge claims. This strategy allowed for conclusions to be made about data sourced from educational, mining, and small business contexts, offered in a colourful tapestry of contrasts. What it revealed is complexity with differences in the quality of relationships, contextual behaviours and conditions in which followers thrived or faltered in their work. The negative case analysis contrasted positive outcomes to underpin the findings (Guba and Lincoln, 2001).

In line with social constructionism, the reflection workshops verified the findings, with participants as a sounding board. This was done to check the emerging ideas as well as verify the contextual factors during the plausible review of the accuracy of outcomes (Denzin and Lincoln, 2018). Peer reviews were done at the yearly colloquium and, until 2018, at doctoral conferences. This greatly improved my understanding of the assumptions and outcomes of my research. From the colloquia, I got reflection and inflection points which challenged the quality and standard of my doctoral research. Such reflection usually changed the direction of the thought process, whilst the quality of inputs generated an accumulation of knowledge embodied in progressive subjectivity (Guba and Lincoln, 2001). Ultimately the findings were confirmed in a panel review discussed in section 6.8.

When I cross-checked the themes against documentation and participant attributes, and quoted actual data extracts relative to the themes, the substance seemed to be representative and credible. The overarching aim of constructing a leadership process from participants' perspectives and developing a path to the emerging themes, frameworks, and theory, in part, demonstrated the need to integrate leadership theories. The botho social context of leadership model offers a starting point for rigorous debate by researchers and can be tested in future studies. The model benefited from the plausible alternative explanation and meaning derived from interrogating the import of negative behaviours in the leadership process.

Further inquiry is needed, however, to distil the recommendation that the organisational culture with botho leadership style be merged in the adaptive performance space. After my articulation of the arguments and contributions that add to existing body of knowledge, my views reflect observations in the context of a leadership theory that is still evolving.

Transferability

The approach to transferability was cautious because of the need to carefully knit together the thick descriptions of leadership influence and its unique contextual behaviours into themes. Bearing in mind Lincoln and Guba (1985) and others, as a storyteller, I was always aware that the responsibility to provide sufficient contextual information lay in collecting quality data and a rigorous analysis process. I believe that the multi-level analysis design enables judgments about how well the research findings fit into other contexts. I was clear about following the prerequisite procedure in the qualitative analysis process to pursue a good, transparent thematic analysis. From the quality of the data collection, collected from skilled participants, to observing attendant procedures and protocols, the variability of data sources enriched the analysis. Such consistency achieved coherence in the methodical analysis which meant that the reader, as judge, was always priority.

In the coding process in multiple case analysis from thick descriptions to within-case and cross-case analysis, the progression of building theory accorded me confidence at each stage. When constructing the thick descriptions, that is, leadership influence in everyone, each triad came to life. In the within-case analysis the stories emerged of how followers, both high-performance and average, received influence within each triad. Followed by the findings which were verified in the cross-analysis, similar interpretation in the context of the research and contributions enriched the study's outcomes. I gained experience in the reflection workshops as the emerging behaviours on contextual leadership and performance were applied fruitfully. In-depth interviews, sufficient to make personal judgments about the degree of relevance, were carried out (Guba and Lincoln, 2001).

The process of extracting meaning and findings was a clear step-by-step and tangible process whose outcome can be evaluated.

Dependability

Linked to credibility, dependability in practice is arguably on a continuum and goes to support the methodological choices that bore out the research process. Even though the research design was actionable and credible, to an extent it was pleasurable to show in sufficient detail the fieldwork, analysis, findings of data and contributions. The interview data and conversations, as humanistic tool, were cross-checked for honesty of participant data and reliance in providing trustworthy

conclusions. As with credibility, using a multi-level analysis of data from multiple sources compensated for any weaknesses in the interview data or thematic analysis in phenomenology.

I critiqued the methodological order, choices, and decisions that I made at each stage of data preparation. Coding and thematic constructions clarified some of the supervision comments to give confidence to the social context of leadership model. Extensive reflection points during the rather zigzagging thematic analysis episodes, provided fodder for the active engagement with the data. The intention was to improve homogeneity and the shared experiences in teams, as an example, in a methodological process that could be audited. Additional reflection added the rigor in the multiple justification of the findings were confirmed (Gergen 2014).

Confirmability

A detailed methodological process makes it possible to determine how far the data and constructs emerged to inform the findings and recommend contributions. As I am mindful of the fact that the findings and model should be corroborated by other researchers, each finding is supported by verbatim data extracts. In a long, systematic, and multi-level analysis, the extent to which my reconstructions relied on data sources underpinned the pluralistic approach. I exercised a lot of caution in the bracketing and reflexivity as key criterion for confirmability to avoid any perceived bias in the methodology (Miles and Huberman, 1994).

As I erected the scaffolding of the theory building, I underpinned the themes with raw data to support the choices and decisions I made and recorded them. Undertaking a multi-level analysis would have been a daunting task without the reflexive journal which I used to cross-check the data when writing the final chapters. Despite my pronouncements about how episodic thematic analysis is, the long but zigzagging analysis distilled clear outcomes at each level of analysis for me. Following the process allows for appreciation of each level of analysis and its outcomes and forms as coherent a story as possible as well as for theoretical contributions to take shape. Ultimately, the findings and model show the need to research on the fragility of the increasingly dynamic, disruptive, and transitory nature of organisations and their context (Jonsen et al., 2018; van den Heuvel et al., 2020).

Trustworthiness is in section 3.6 of the thesis, but an expanded version is in the table below.

Table 7.1 Trustworthiness based on Lincoln and Guba (1985).

Quality Criterion (Lincoln and Guba, 1985)	Actions by researcher
Credibility	
Triangulation	- Adopted social constructionist paradigm with qualitative methods of interviews and thematic analysis. - Five organisations offered data in polar context with variation that enriched outcomes. Participants were interviewed in their natural setting for up to an hour with several follow ups where necessary. Observation notes captured in log sheets. - Undertaking a panel review triangulated the data sources and methods to increase reliability.
Prolonged engagement	- Multi-level thematic analysis of multi-source data including documentation and participant attributes. - Develop thick descriptions in within-case in-depth understanding of each case, cross-case analysis provided subjectivity to authenticate the outcomes of contextual leadership and theoretical basis for a social context of leadership model.
Peer debriefing	- Peer reviews at colloquia at least once a year provided useful feedback and critique. - Frequent debriefing meetings with supervisors were invaluable throughout the qualitative process.
Member checking	- Member checking of the results at reflection workshops confirmed the qualitative methods and outcomes. - Panel review increased reliability in the findings and theoretical frameworks.
Tying emergent theory to existing literature	- Bracketing statements by researcher and built-in reflection through the thematic analysis enhanced the quality of the findings from preliminary categories to interpretations. - Social context of leadership model based on contextual leadership tied to literature on context, contextual leadership and emergent leadership in social networks denoting complexity, disruption, and episodic tensions.
Negative Case Analysis	Negative cases underpinned variation in leadership behaviours, influence process, and the outcomes underpinned by contrasting counterproductive behaviours.
Transferability	
Data collection & purposive sampling	- Detailed profiles of skilled participants with leader-follower experience and their organisation provided useful insights into contextual behaviours relevant to the research. - The sample of 48 in-depth interviews, triangulated with participant data, and documentation gave the requisite depth to data for a multi-level thematic analysis. - Polar data from different contexts provided the study with useful variability about the leadership process and performance.
Provide thick description.	- Coding at various levels of the analysis increased immersion and richness of sense-making. - Thick rich descriptions in a meta-matrix thickened the understanding of each of the 16 cases to give valuable insights into the properties of the themes.

	▪ Highlighted complex data properties in tacit but contextual understanding of relationships.
Context and analytical process	▪ Narratives attested to the categories and constructs' consistency for the viability of local application and relevance to localised situations.
	▪ Triangulating the analysis process in a multiple-case, multi-level analysis enhanced replication of results, consistent throughout the analysis and findings. Verifying the themes in 2d NVivo maps validated their theoretical application firstly in a contextual leadership framework, then in a social context of leadership theoretical model.
Dependability	
Audit trail	▪ Daily diary notes, memoing and codebook reflected a critical path in NVivo that provided transparency and an audit trail for the researcher and others.
Data reduction and analysis strategy	▪ Subjected the data preparation to a rigorous transcription to improve quality; coding process from mind map, coding and cluster maps constituted a long but useful analytical process. Data was interrogated by the independent buddy researcher as auditor.
Reconstruction and synthesis	▪ Critiqued methodological order, choices and decisions made which clarified some of the supervision comments.
Intentions and disposition	▪ Reflections on thematic analysis episodes experienced as active engagement with the data at every level offered an appraisal and reflection of the analysis framework and thematic process.
Confirmability	
Practice reflexivity and audit trail	▪ Used buddy researcher to check the consistency of the verbatim data extractions in relation to themes and constructs for relevance.
	▪ Codebook offered additional scope for external use to check validity of meaning of data sources in the code in relation to themes map.
	▪ Quality assurance checklist evaluated the process (Braun and Clarke, 2006, 2018).
	▪ Extensive use of visuals in the thematic trail at every level to authenticate the data sources and connections.
	▪ Cross-checked the theoretical model against existing literature, confirmed theory
	▪ Personal reflection on data collection, prolonged data analysis and reporting.
	▪ Confirming the findings in a panel review.
Reflexive journal	▪ Limitations section acknowledged shortcomings in the reflexive journal.
	▪ Provided reflexivity throughout the analysis.
	▪ Multiple reflection to justify the findings
Ethics	
Integrity of the research	▪ Anonymity of participant's code identified in research to protect participants.
	▪ Confidentiality and privacy as participants signed consent forms.
	▪ Compliance with ethics standard of University of Reading.
	▪ Reflection workshops and member checking built into research design.
	▪ Minimal skeptical information in the data

Next, I reflect on my earlier dilemmas during the research process noting the distinctions that have been clarified in this journey have been notable.

7.5 My personal reflection and learnings

Curiously, when I conceptualised the research in 2010, I envisaged building a theory to be a messy and long process. After several twists and turns, recrafting, persuading, and delivering credible research accounts, that experience has been one of the best lessons of my life. As I reflect on the first interview for the DBA, brandishing a successful career in business, I realise how little I really knew about leadership. This experience has taken me to a place of personal growth and confidence as a consultant, and of knowledge of how and what a leader should do. It is a far cry from reading board presentations and briefing shareholders on financial performance. Reading deeply, researching, and then writing about leadership behaviours added critical discourse to my use of academic parlance. I find it paradoxical that learning in knowledge communities with similar and/or different methodological streams augmented my learning experience. The choices I made regarding the interpretivist paradigm, revealed the hidden complexities in leadership as a multi-level phenomenon. The value of trying to see such a complex phenomenon through the eyes of followers increased their voice in the research outcomes, mostly as important participants in organisations. This seeming paradox of followers also being leaders, according to the interpretivist paradigm, added to the study's methods (Denzin and Lincoln, 2018; Uhl-Bien et al., 2014).

On reflection, the interpretivist process not only exposed some of my own inadequacies as a social constructionist, but it also boosted my confidence and resilience to pursue the completion of my doctoral project. Throughout the thesis, I wrestled with the convergence of a modern Western style leadership colliding with botho values. Whilst I could identify with these realities of an indigenous influence, it seemed unfitting and inexplicable. To articulate this emerging theory in a rigorous process in the way that learning and making contributions interface has added to scientific knowledge.

As a practitioner, I received wisdom from a deeply rooted culture of exceptional performance, which I may have not been able to easily translate into the conventions of the academy. I have learned that deep reflection during the long and sometimes tedious qualitative process was a life lesson.

7.6 Making the connections

My experience in the leadership of financial services institutions did not quite equip me for the trajectory of the DBA research that I have pursued. Practical business challenges and ideas provided a context for understanding only a small fraction of what goes into extended academic research and practise. Alongside my experience of business life cycles, the doctoral path taught me how to be unassuming and extremely patient. I started off on the fringes of inductive theory, which led me to firstly understand myself as a researcher as I examined my personal values as a researcher. I then considered shedding my bias against figures in the meandering paths of experiential research.

All along the way, I had many reflections and inflection points which at times seemed narrow the prospect of a botho leadership concept that would benefit organisations. The contribution of the botho leadership style was a notable discovery for me because I did not understand the intersection as a leader. The social context of botho and the import of Western leadership styles were complimentary but not obvious. Contemporary leadership should understand the converge to improve current and future processes. The practical sense of implementing them meaningfully in organisational contexts is of value. What I found to be most enriching and exciting was distilling the concepts from participants' stories which were either interdependent or independent.

In its substantive application as a leadership system, culture, and humanistic institution converge in modernisation to offer higher organisational effectiveness.

7.7 The takeaways

As a hitherto unquestioning business practitioner, I found the theoretical underpinnings of and connections to research both enlightening and practical. Discovering my own experience of the world and how I interpret it has given me a new perspective on the idiosyncrasies of life. Academic planning is much more systematic and rigorous than what I know of business cycles. Despite this, the kind of highs and lows in business helped me to be resilient and enduring.

Undertaking the DBA has caused me to see the leadership process through the lens of followers and as a socially constructed activity. Espoused to the belief that context is everything, the bothol context of leadership incorporates other

relevant leadership styles as an integrative model (Uhl-Bien and Ospina, 2018). I was surprised to discover inconsistencies in the usage, explanation and understanding of context in research, despite Fiedler's assertion (1964, 1967, 1972) that leadership does not occur in a vacuum.

Perhaps value in most organisations can be derived from mapping the leadership process in their organisations onto the hybrid context, pinpointing the requisite work behaviours and outputs to increase the prospect of performance. I was able to hone discursive interpretation and learning in research workshops, annual colloquia, and doctoral conferences. The doctoral conferences contributed enormously to my learning and personal growth gained from interactions and exchanges that were invaluable. I recommend that DBA candidates present at doctoral conferences yearly to gain useful ideas and increase unparalleled learning capacity, unparalleled friendships, and network-building.

My reflections on the research strategy are as follows.

7.8 Review of research strategy

I used an inductive analytic strategy as the epistemic choice for a rigorous and robust qualitative study to contribute to leadership and methodological theories (Denzin and Lincoln, 2018). The naturalistic inquiry, deploying a multi-level analysis, strengthened the findings, interpretive practice, and robustness in the study. There is no denying the tensions in this qualitative study because as *bricoleur*, I was the main interpreter of other people's worlds, knitting together their reality into theory. Undoubtedly this enriched my learning and knowledge; it also highlighted an ever-changing phenomenon from normal to disruptive in uncertain swings and loops.

In my capacity as a naturalistic inquirer, I formulated the verbatim quotes from informants into exemplars of concepts and theories, the meaning of which was quicker to arrive at than exploratory discourse (Denzin and Lincoln, 2000). The robustness of interpretation created a tension with contemporary theoretical frameworks that signalled a cross-over from a vertical lens to a collectivist, social constructionist one (Denzin and Lincoln, 2018: 804; Fairhurst and Antonakis, 2012; Uhl-Bien and Ospina, 2018). One could argue that whilst leadership theories may sound the same, the contextual leadership theory is most influenced by the social context. Nevertheless, many questions posed in the literature about context and

disruptive work-environmental issues point to a new area of research which espouses an integration of HR and Artificial Intelligence processes.

There is admittedly a transitory effect during complexity and change which requires more research into temporal attitudes and behaviours in the social context (Fairhurst and Grant 2010; Oc, 2018; Jansen, 2020; Uhl-Bien and Ospina, 2019). This integration seems to confirm that 'after all, leadership is about being a first mover, setting the example, and honestly signalling one's values and intentions' (Antonakis, 2017b: 8).

7.9 Conclusions and future directions

In looking back, I provide a useful summary that brings together the main areas of the research. I undertook this qualitative study as a curious practitioner and have arrived at this juncture stimulated to enrich the effects of leadership on the process of networked teams and how performance improves organisations. To understand that the abstract forms of both leader influence and follower performance occur within a certain context, is also, to accept that context means everything. I learned that followers are very important co-creators of their own leadership influence and performance. Part of what was inspiring for me about this discovery was the alignment of group systems with network leadership theory and the quality of such interactions in creating outcomes.

Teamwork and its connections to social structure are indicative of the complex, disruptive, dynamism of modern-day work. When I matched job characteristics with the occupational contexts and behaviours, the botho leadership model clarified leadership as a process for me. The novelty for me of stating botho leadership behaviours and adaptive behaviours, whether change oriented or entrepreneurial, induced considerable knowledge about the central role of leadership. It was exhilarating that my findings show manifestations of how leadership can unleash the quality of interactions that potentially slot attitudes, behaviours, and work outputs to define performance in Botswana. Considering the increasing flexible workspaces and disruptive contexts underscores this importance of a multilevel process.

The findings are interconnected and have a few important implications for future practice. First, I invite researchers to stimulate research on African scholarly discourse. Specific studies could explore the possible integration of performance-

oriented Western practice with botho to improve organisational influence and performance. This would overcome the impression that multi-nationals fail overseas and add to research on understanding the import of the globalisation phenomenon.

Second, there is the question of understanding the evolving social structure of work connected to leadership network systems. Researchers could establish the mechanisms of how multiple team structures could impact team processes in very disruptive environments. Future studies could also gather views on leadership behaviours from non-followers to expand the notion of social networks.

Third, I have already mentioned testing agile behaviours to adaptive performance, but leadership studies could also benefit from exploring how daily followership and short-term-attitudinal and behavioural adjustments affect leadership practice. Clearly, there is need for a deeper understanding of complexity and short-term attitude-to-change leadership behaviours given the advent of artificial intelligence and process work. I make a call for more research into work role transitions theories to address frequent disruptions given the outcomes of the post-Covid event. There is need to clarify the inputs of crisis leadership and relationship with collective contexts given their diversity. More research into context and how it applies to adaptive performance could explain how crisis leadership and future performance may be redefined.

The shift to team-based work and the interest in team adaptation in African contexts could offer understanding of the integration of leadership theories. Future research could clarify if employees maintain the same level of work engagement throughout change implementation and disruptions. A more detailed study in developing an integrated theory of engagement could merge work and personal engagement in future, using varying levels of job demands and resources (Paine et al., 2021; Schaufeli, 2015). As a result of disruptions, there is enduring burnout and increasingly job stressors in the contemporary workplace which adversely impacts performance and needs more research.

Lastly, researchers have started to painstakingly address management issues and leadership development in African contexts. Given the uniqueness of African organisations as hybrid cultures, the paucity of leadership research call for more researchers to undertake studies into the interplay of African cultures and organisational leadership. The call to integrate Western methods to indigenous

research methods specifically when studying African culture maybe valid (Chilisa et al., 2017).

Overall, the major contributions of this study are three-fold:

Firstly, the incorporation of botho cultural context and style add to the understanding of diversifying leadership theory across different geographies. African leaders can benefit from understanding their leadership style. Organisations would be better served and followership would potentially increase leadership influence.

The scope for a local context leadership model has been unearthed but more work on establishing impact and measurement needs to be undertaken. Highlighting the leadership and followership behaviours in relevant workspace domains, is helpful.

Secondly, if the leadership adopted task interdependent orientation, then the capacity of leadership influence could increase to benefit organisations. Conversely, understanding the negative influence could develop the theory further.

Thirdly, to study small groups as a triadic to show the effectiveness in team and organisational leadership to stimulate academic research and new directions.

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APPENDIX A Detailed research design and strategy
Interpretivism paradigm

Despite the constructivism and interpretivist approaches being interchanged in Denzin and Lincoln (2005, 2018), adapting the interpretivist paradigm invoked the constructionist view that matched hermeneutic phenomenology to overcome the perception that phenomenology was weak and inactive (Butler, 1998:298). Denzin and Lincoln (2000:19) defined a paradigm as 'the net that contains the researcher's epistemological, ontological, and methodological premises or an interpretive framework', it is also viewed that 'a paradigm as a basic set of beliefs that guide the action of a set of assumptions about the phenomena' Guba (1990a:17) or simply 'as a world view' (Guba and Lincoln ,1985).

Under social constructionism, I mentioned that subjective nature lent itself to an interpretivist or constructionist research design, which made the phenomenological methodological assumptions conformant to an interpretive and hermeneutic research design (Denzin and Lincoln, 2005; Guba and Lincoln, 2001). In combining the 2 strands of social exchanges and interaction to socially construct understanding of the world, constructionism entertained multiple lens through which the subjective reality of multiple viewpoints coalesced around aggregated views (Alvesson and Skoldberg, 2009; Denzin and Lincoln, 2018). This attempt also positioned the interpretivist paradigm to explore the 'embedded nature of power in what people say and do in social settings' in furtherance to such constructions (Fairhurst and Grant, 2010:193).

It was convenient to borrow from Alvesson and Deetz (2000:37) and to integrate the interpretative and critical hermeneutics paradigms in a manner of defusing claims that interpretivist studies were weak and frivolous possible (Denzin and Lincoln, 2018; Mason, 2002:45). Critically, a constructionist view attempted to deconstruct and then reconstruct previously held constructions about leadership almost as described in Husserl (1917, 1964) phenomenology to make improvements to that knowledge (Demeritt, 2002; Guba and Lincoln, 1994). Heidegger's interpretive philosophy was legitimised by my capability as the research instrument and constructor because I was always conscious of the fact that 'hermeneutics moves

beyond the description or core concepts of the experience and seeks meanings that are embedded in everyday occurrences' (Reiners, 2012:1).

Bearing in mind the naturalistic inquiry, the attempt to overcome the criticisms that phenomenology was descriptive by deepening the interpretation of the life worlds in critical hermeneutics underscored its complementary relationship (Denzin and Lincoln, 1998; Giorgi et al., 2017). This attempt further strengthened the reality, 'substitutes for (experimental approach) a hermeneutic/dialectic process that takes full advantage, and account, of the observer and observed interaction to create a constructed reality' (Guba and Lincoln, 1989: 44). As a result, the interpretivist paradigm was anchored by an emergent perspective with the intention to move into the qualitative methods within the consensus view of deeper interpretation using dialogue in Figure 3.2 and referencing the exemplary work of Reid (2013) for 2 reasons:

Firstly, methodologically, the interpretivist design had to importantly capture the richness and sophistication of the meaning of words used as units of data about 'what' they experienced and 'how' they experienced it (Moustakas, 1994).

Secondly, interpreting a complex network of exchanges demanded that a combination of interpretive and hermeneutics to complement the multiple phenomenological research which mirrored an ever terrain in leadership theory. The responsibility would then fall on me, to overcome the problem of rigour by clearly showing the step-by-step manner of deconstructions and reconstructions in the power of interpretation in a truly phenomenological sense (Alvesson and Deetz, 2006:275; Giorgi, 2009; Giorgi et al, 2017:180; Guba and Lincoln,1985). Interpretation being central to how the words turned into meaning, it was critical to synchronise my philosophical position with the naturalistic inquiry discussed next.

The naturalistic inquiry

'Naturalistic inquiry is a paradigm of inquiry, that is, a pattern or model for how inquiry may be conducted' classified as inquiry in a natural setting (Guba and Lincoln, 1982:233). The naturalistic paradigm countered the positivist paradigm by presuming that reality could not be fixed but was based on the individual and their subjective realities. As the naturalistic inquiry was a forerunner of the social constructivist paradigm, Bergen and Luckmann (1991) explained that the multiple views from face-to-face interaction, in this instance the interviews, offer experience in the social

setting as phenomenology was constructed into meaning about real lives (Denzin and Lincoln, 2018; Guba and Lincoln, 1985; Parkinson, 1998; Reiners, 2012). Because subjective knowledge arises from the social interaction of researchers and participants, Heidegger`s subjective, inductive, and the theoretical intrusion of reflection were best suited to fulfil a social and behavioural inquiry into the social interactions of being a leader-follower (Zahavi, 2005).

Given that the overarching value of a naturalistic inquiry is that 'It is driven by theory grounded in the data; the naturalist does not search for data that fit his or her theory but develops a theory to explain the data' the interpretive domain became relevant to the study (Guba and Lincoln, 1982:235). According to Guba and Lincoln (1985) the 'assumptions that the particular axioms of rationalism are but poorly fulfilled in social and behavioural' made the researcher to prefer an interpretative paradigm.

In this study, the naturalistic inquiry offered a contextual relevance and richness unmatched by a rationalistic paradigm because of my role as 'human-as-instrument' in the research (Guba and Lincoln, 1982:235). In the same vein, the researcher interpreted experience as she listened to ordinary people giving descriptions of their ordinary working lives in their natural environment. Constructing those experiences into knowledge required circular motions of sense making and interpretation of outcomes by the researcher which would not ordinarily happen in a rationalistic paradigm.

The next section discusses the flexibility and adaptation to the interpretive study as *bricoleur* through which the researcher`s lens will interpret complex human relationships in unravelling this phenomenon.

Researcher Axiology

My knowledge, acquired over thirty years in leadership of financial services' companies, had ontological and epistemological implications in which leader influence was socially constructed. A realist philosophy, otherwise implied, did not describe the truth about my world beliefs. From a position that loved storytelling around an African fire as a pedagogical treasure, to reading biographies about world leaders and their lives, the quest to search for the truth about the social realities beyond numbers, defined my own philosophical assumptions.

In this research, I combined leadership experience with the appetite for gestalt views on performance which has helped shape the research project. My axiological attributes, infused with synthesising data in boardrooms and making sense of the organisational performance, inclined me to lean towards the interpretivist paradigm. Knowledge gained from the rigorous process of undertaking research at Henley provided a basis for social constructionism. Admittedly most people do not perceive constructionism as a metaphor of choice despite the power of humans to shape meaning in organisational behavioural concepts. As a social constructionist, I asked myself questions like 'Who am I?' as the research instrument in the construction of the thesis (Fairhurst and Grant, 2010:196).

Notwithstanding, the fascination with the researcher`s relativist worldview and the chilling reality that the interpretivist research was not for the faint hearted, social construction guided the research methods (Denzin and Lincoln, 2011; Fairhurst and Grant, 2010). Structuring a socially constructed look at leadership, the social interactions illuminated the relational difference in whether a leader's assertions of control influenced followers (↑) or one consistently acquiescence (↑↓) (Fairhurst and Grant, 2010:180-181). The overarching objective was that the followers would exhume the embeddedness of relational patterns that influence performance outcomes in the 'social construction of leadership in interaction processes" (Fairhurst and Grant, 2010:181).

Borrowing from the forestated, it was important from the onset to make a distinction between the construction of social reality and the social construction of reality to 'make sense of and evaluate their organisational experiences' (Fairhurst and Grant, 2010). In choosing social construction, the intention was to show properties which assumed a sequential interaction of leader-follower in the social construction of leadership as opposed to the construction of social reality. This allowed me to sequence a constructionist leadership discovery, envision outcomes and possible intended and unintended consequences within the relevant social construction framework (Fairhurst and Grant, 2010:176, 181). Three views evolved:

Type I thesis: Leadership need not have existed or need not be at all as it is. Leadership, or leadership as it is at present, is not determined by the nature of things; it is not inevitable. The social constructionist view was based on whether the emphasis is on the product or the social processes where theory building occurs.

Type-II thesis: Leadership is quite bad as it is. This cast leadership as a mechanism of domination in discourse.

Type-III thesis: We would be much better off if leadership were done away with or at least radically transformed from a critical theory point of view.

The framing of my position would be Type 1 thesis because of the social constructionist lens of leadership as a social process. For an explicitly interactional study as proposed, studying the patterns, and embeddedness of relational moves in social construction relied on my ability (as *bricoleur*) to interpret the meaning sets (Fairhurst and Grant, 2010:181). This was important as it lent support to the hermeneutic phenomenological approach that was regarded as comprehensive to investigate leadership and performance.

Building on the philosophical assumptions the interpretivist methodology espoused phenomenological traditions to put the design into context in the next section.

Methodology approach

One of the highlights of the thesis was the discovery of my social constructionist worldview which allowed me to match the interpretivist design to the phenomenological methodology and the research question. Afterall, 'methodologies are opportune for developing new insights within current and popular bodies of organizational research' (Gill, 2014:130).

Methodology was defined as the strategy, plan of action, process or design behind the choice or use of the research method (Crotty, 1998:3). The definition 'represents the principal ways the sociologist acts on his environment; his methods, be they experiments, surveys, or life histories, lead to different features of this reality, and it is through his methods that he makes his research public and reproducible by others' (Denzin, 1978, p 58). Whilst the literature review pointed to 'the study of methods' to gain insight into how such 'rules' emerge, the change as an outcome of human socialisation benefited from my bricolage …'a pieced-together set of representations that are fitted to the specifics of a complex situation' (Denzin and Lincoln, 2005:4; Morgan, 2019).

The approach was inductive because the interpretivist framework above laid a solid path for the type of evidence, data collection and from where and how such evidence was to be interpreted to provide good answers to the questions about

leadership and followership. Induction refers to the process in which social phenomenon is inductively grounded in systematic empirical research are more likely to fit the data because theory building, and data collection are closely interlinked therefore are more plausible and accessible (Glaser and Strauss, 1967). The aim was to add rigor, breadth and depth to the whole inductive process as shown in the research design. To show the ingredients of 'discovery, understanding, and interpreting what is happening in the research context' interpretive techniques seemed more suitable (Braun and Clarke, 2018; Flick, 2014).

In the next section the research design, strategy and methods are explained. The research strategy rested on a phenomenological emphasis that relied on the empirical materials of case study research and qualitative tools to ensure the robustness of the inductive approach.

Research design, strategy, and methods

Presenting the research design as an onion metaphor presented the connectedness of the interpretivist paradigm which informed the choice of case study followed by the interviews and thematic analysis for practice and the politics of evidence (Denzin and Lincoln, 2005). For instance, peeling the onion framed a rather opportunistic methodology with internal relational interfaces that were incremental from the interpretivist philosophy, an inductive process to gain understanding to human events, understanding my role as the main instrument in the collection of qualitative data within case study interpretations. A deliberate choice was made to represent the research paradigm below, as an onion metaphor to show the interfaces of the critical components of an interpretivist study because theory building was referred to in the introduction 'to give order and insight to research activities' (Denzin, 1978:58). The peeling off symbolised the step-by-step account of the social process with the plausibility of strengthening the scholarly and significant original contribution to knowledge (Guba and Lincoln, 1982; Van Maanen et al., 2007:1147).

Interpretive research design (Source: Adapted from Saunders et al., 2015:108).
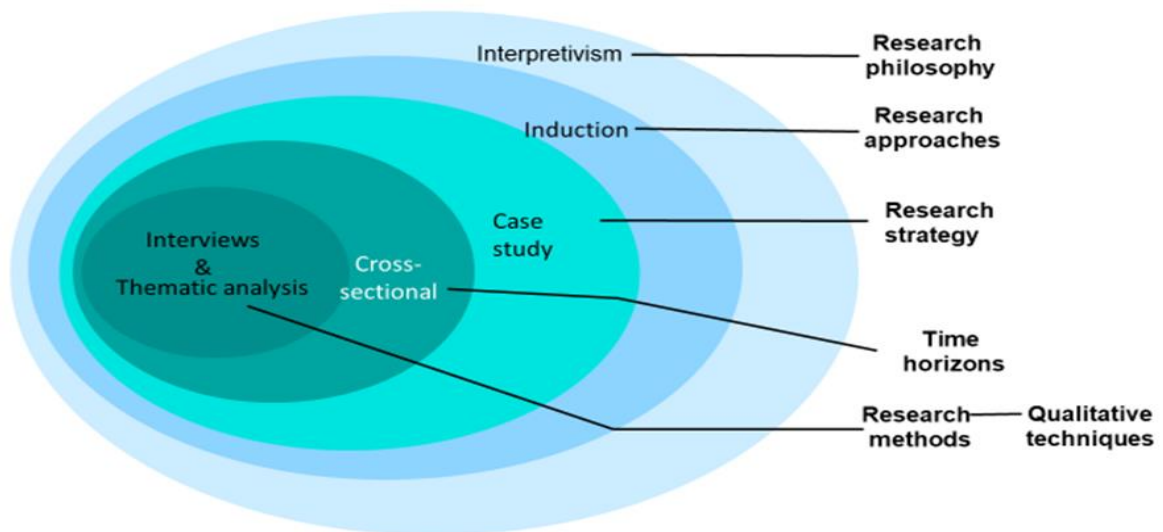
The philosophical assumptions provided a strong foundation for crafting the research strategy and the choice of qualitative methods. Based on the induction process a case study strategy espoused the phenomenological traditions of the study.

Case study strategy

The case study research strategy was relevant to expose the context of a relativist study (Eisenhardt, 1989) to the current research. This was the social constructionist interpretivist nature of eliciting a comprehensive frame. The research strategy was defined as 'the techniques or procedures used to gather and analyse data related to some research question or hypothesis' (Crotty, 1998, p 3). A case study defined,' is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clear Yin (2003:13). Note that Cassell and Symon (2004:323) stated that case study research 'consists of a detailed investigation, often with data collected over a period, of phenomena, within their context' yet because of the constructionist foundations and relativist undertones, a flexible design contextualised clear linkages with the research questions (Yin, 2003).

Specifically, using the relativist baseline a well-defined field entry ensured that the data collected, contexts and participants provided substantive data for multiple

lens to answer the research question (Eisenhardt, 1989). The multiple cases were critical as the depth of data would design a multi-level analysis in within case and across-case analysis to complete a social constructionist understanding explained in section 3.8. In addition, multiple cases benefitted from the direct interpretation and categorical aggregation that enhanced the ability to compare data to data, case by case in the theoretical process (Ridder, 2017) The data also permitted replication of the more complex relationship patterns which became more easily discernible, emphasised, and indicated theoretical import.

In the contemporary context the real-life phenomenon set the boundaries between and contexts and humans particularly in design of the participant selection, the qualitative data criteria for collection and analysis discussed in the next sections. As such using the case studies, developed theoretical propositions in which the complex set of leadership variables were explored in a multi-method to answer key underdeveloped areas in literature which are:

- The type of leadership behaviours and actions which influenced how followers received influence. Such transformation expands both the social construction of leadership and followership
- What kinds of contextual factors promote or hinder contextual performance?

Premised on the interpretivist design, case studies had to uncover new variables in leadership because of its disentangled relationships within contemporary contexts. One advantage of using case studies was to unearth the complex patterns and the social processes behind influence whilst providing a holistic but meaningful characteristic of leaders in each context. The naturalistic inquiry in which the primacy of co-constructions would expose the experience of a leader and follower flowed in Figure 3.4 below, as the process matched the flow from the qualitative data collection and analysis processes which tended to happen simultaneously towards interpretation (Lincoln and Guba, 1998; Lindseth and Norberg, 2004). This can be read from the top the qualitative flow chart, flowed from collecting interview data and testing if the data was suitable for the research question in a pilot together with the contexts of the study. Flowing at the same time with the thematic analysis the ability to synthesise data simultaneously, aggregated the deluge of text data in a consistent and incremental flow from interview data to a multi-level analysis into themes and this ensured that credibility and reliability (Denzin and Lincoln, 2000:3).

To be prudent, because I sought to enrich the leadership influence phenomena in the study, I deliberately contrasted the qualitative with the quantitative approaches taken as the *sine qua non* of scientific research in leadership. The expansive field of leadership is biased towards many leadership researchers with epistemological orientation that whilst committed to the natural science model are positivist in outlook (Bryman, 2011). The decision of using qualitative methods was a big step towards undertaking case study research vested in a naturalistic inquiry and the interpretivist approach that pursued the canons of rigor in the investigation of human relations and context (Crotty, 1998; Guba and Lincoln 1982; Kuhn, 1962:52; Parkinson, 1998, p 110; Van Maanen et al., 2007).

I was also acutely aware that researchers can pose multiple case studies using qualitative interviews as a strategy and that my axiology as a social constructionist and the quest for richer and fuller explanations to an extraordinarily complex subject meant that quantitative methods would not provide the requisite level of empirical findings (Bryman, 2011; Weick, 2011).

Qualitative research methods

'Qualitative research is difficult to define clearly. It has no theory or paradigm that is distinctively its own … nor does qualitative research have a distinct set of methods or practices that are entirely its own' (Denzin and Lincoln, 2011, p 6). The research strategy used in the study was oriented towards an inductive process and qualitative tools which I tested in a pilot study. For instance, as already mentioned in the sub-questions, 'studying social construction processes implies that we focus more on how organization members go about constructing and understanding their experience and less on the number or frequency of measurable occurrences' (Gioia et al.,2012:). Having previously carried out a quantitative pilot study, the second pilot study would confirm that using interviews and thematic analysis was best suited to answer the questions and should be adapted in the main study. Unravelling the theoretical problem as conceptualised, made sense of the complex and malleable relationships in leadership but also confirmed that interview and thematic analysis methods were suitable in examining the research question (Lester and O'Reilly, 2015).

The pilot experience is briefly discussed next.

The pilot study and learnings

Ten participants were interviewed face-to- face and asked mirror questions as leaders and their followers, in part to overcome self- reporting and to minimise the inequality in the data (Fairhurst and Antonakis, 2012:3; Uhl-Bien, 2006). As a storyteller, it was important to capture the views and opinion of participants about how they were influenced and how that influence affected their contextual performance. In that sense, the interview data had to have the depth to be subjected to thematic analysis Braun and Clarke (2006:87), which yielded 5 themes: Leader influence, individual and company performance, support and work environment, contextual performance, trust, and gender.

The following discoveries were incorporated in the main study design:

- That interviews as a data collection method and the use of open-ended questions were suitable for thematic analysis.
- That the 2 dyads could be used as a unit of analysis.
- That discourse enriched the patterns and narrative of the research.
- That mirror questions of leader and follower provided valuable similarities and differences critical in phenomenology.
- That the context and the selection of the organisations as defined in the research were pivotal in the understanding of contextual performance for the main study.
- That given the complex and embedded relationships in leader–follower relations, thematic analysis went behind the data to uncover meaning (Braun and Clarke, 2006; Silverman, 2013).
- That NVivo, as the suitable data management programme to enhance the researcher's ability to derive thematic patterns form the data, described in detail in section 4.1.2.

With minor variations, the pilot data and outcomes strengthened my decision to use qualitative methods in the data collection and analysis reflected above.

APPENDIX B The pilot study

The first pilot study used a survey method and quantitative analysis. It revealed that I am more a social constructivist than positivist researcher. The pilot results could also not unearth the embedded relational patterns that a qualitative study would. A decision was made to check how suitable the interpretive paradigm was in leadership research. In 2015 ethics approval was given to undertake a second pilot, implicitly to understand how the experience of work would fit into a social constructionist study. A hermeneutic phenomenological methodology distilled meaning and discourse of lived experiences in the phenomenological research tradition.

Interviews

Interviews were undertaken in the workplace and participants asked open-ended questions that initiated the dialogue at a young but growing retail company. Denzin (2001:30 observed that 'the interview elicits interpretations of the world, for it is itself an object of interpretation'. Patton (1990) define the interview as an open, flexible, and two-way research method that provided each participant with general questions in a similar topical format. As Denzin (2001) observed, ninety percent of social science research uses interviews as a data collection tool.

The table below shows the advantages and disadvantages of interviews as the dominant data collection method used in this study (Charmaz, 2006; Guba and Lincoln, 1985; Mason, 2002). From the perspective that interview data came from a person other than the researcher, this greatly enhanced the value of textual data (Denzin and Lincoln, 2018; Giorgi et al., 2017:183).

Using open-ended conversations meant that the researcher listened intently as she recorded the participants sharing their deep insights within their social contexts (Erlandson et al.,1993). The participants were asked mirror questions for both the leaders and followers about how they perceived leader influence on contextual performance. Interviewing leaders and their followers were key because Uhl-Bien (2006) is criticised in her relational analysis because 'the chapters mainly emphasize self-reports and storytelling by individual leadership actors' (Fairhurst and Antonakis, 2012:3).

Each leader was interviewed for one hour and their two followers for thirty minutes each, with a follow up by telephone to clarify any ambiguities; in all three

leaders and their six followers, seven were while only two were females. As Stake (1995) contended, rarely in qualitative studies do researchers ask the exact same questions, instead they 'obtain descriptions and interpretations of other' in a clinically interactive session. Whilst dichotomous responses were avoided, the participants delved deep into their work lives because they wanted to know how they were performing. The data constituted transcripts and field notes made during pre-interview discussions, during the interviews and post interviews.

Table 7.2 Advantages and disadvantages of interviews

Advantages	Disadvantages
Society consumes words in vibrant conversations that culminate in meanings about the everyday lives of individuals.	Seen as anecdotal and lacking rigour, is unsystematic with unethical power dynamics.
Deeper understanding, dream, and experience of participants' relationships. Reflective and rich in meaning.	Illustrative and descriptive, quality assurance in doubt, accuracy of participants verbal output questioned
Illuminate and are instructive about relational exchanges and social behaviours.	Biased where bracketing is not done. Impossible to replicate interviews. Not generalisable.
Volumes of textual data provide thick descriptions and evidence which is significant in storytelling.	Possible misrepresentation, breach of ethics.

Transcriptions

Transcribing text for the first time was both exhilarating and taxing. The accuracy of the sixty pages of text for nine interviews clarified descriptions and interpretations of verbatim statements as sense-making became the backbone for explaining the relationships. One of the greatest benefits was the use of code identifiers, which fictionalised names and directed the interpretation to what was being said. Listening to the recordings repeatedly and writing down the words constructed a picture that corroborated some of the emergent themes and gave a voice to the participants whilst the researcher's views remained neutral (Braun and Clarke, 2006; Husserl, 1913; Lincoln and Guba, 1988; Moustakas, 1994).

Data Analysis

The raw data was evaluated to ensure that the information captured was relevant to the research objectives and the assumptions were sufficiently met. It soon became apparent that content analysis would not deliver the depth of understanding required because it was considered shallow for unearthing the

truth about the participants. The themes in the table below were found to be useful in studying the leader-follower behaviour in its natural setting because organisations are a harbinger of human activity. These steps were Informed by the thematic analysis by Braun and Clarke (2006, p 87) more than Giorgi et a, (2017):

1. Prepared data by transcribing into text
2. Read and re-read data whilst making notes and assigning themes
3. Developed initial themes then coded according to a scheme borrowed from Glaser and Strauss (1967)
4. Generated a thematic map using clustering, then tested coding scheme for consistency and reliability
5. Coded all transcripts – each one afresh (Smith and Osborn, 2015)
6. Developed main themes from Step 5 generating clear definitions and names for each theme to capture the psychological meaning (Giorgi et al., 2017:185)
7. Drew comparisons within and across cases. Reached conclusions from the data results
8. Report on methods and findings.

The table presents five emergent themes that highlight a perceived gender bias as twenty per cent of the sample were women who felt excluded in their work.

Table 7.3 Main themes and conclusions

Leader influence: differed between leaders and followers due to roles. 80 percent of followers (men) felt influenced by leaders as opposed to the 20 percent (women) who felt excluded.
Individual and company performance: greatly influenced by context because of recession. Employees appreciated leader influence overall.
Support and work environment: small office environment that enhanced team building, support, co-worker influence and harmonious environment.
Contextual performance: existed in pockets. Leaders acknowledged weakness and saw it as a strategy for growth.
Trust: was an issue with30 percent of the followers who did not align with the leader`s vision and showed levels of mistrust, disengagement, and low morale issues.
Gender: at the pilot organisation this played a part in the LMX relationships. Size and ownership of organisation could be a factor.

The themes formed part of the discussion of the learnings discussed in section 3.3.2.

APPENDIX C   Access letter

Dora Maribe-Moremi

Telephone   Home
            Cell
Email
_____

Office of Research and Development   11th March 2016
Office 152 Block 243
University of Botswana
P Bag UB00708
Gaborone

Dear Dr Kasule,

Re: A Request for data collection for DBA Research: Dora Maribe -Moremi 82084521

I am a Doctorate candidate from Henley Business School which is part of **University of Reading, UK.**
I am currently conducting research on leaders and their influence on employee performance. This
research is fully endorsed by the University and Henley Business School. Both my supervisor's Dr Ann
Parkinson and Dr Paul Griffiths support the research and choice of UB as a case subject.

The aim of this study is to examine the influence of leaders on the contextual performance of
employees with a bid to increasing organisational performance. UB is a world class and mature
university in the Botswana context where performance is key. The findings of how leaders would relate
with their employees to promote and increase contextual performance behaviours i.e., extra effort,
trust, overtime, volunteerism, defending the institution and others would benefit UB immensely.

**Your participation will form a critical part of the research and in line with the University`s
Ethics Standards be in the strictest confidence.**

To facilitate the processing of this request, I enclose a comprehensive Research Proposal, Interview
schedule, time-plan for the research and data collection at UB. A specimen Consent Form and
Information sheet from the University of Reading is also enclosed.

I welcome a discussion on the request which will be followed up by an official and written request from
Dr Parkinson. You may contact me on the numbers above or Dr Parkinson at Henley
ann.parkinson@henley.ac.uk;

Contact Address: Henley Business School   Telephone: + 44 (0) 1491 571 454
                                                      +44 (0)   1491 418775

I look forward to a satisfying research and good relationship with UB.
Yours faithfully,

Dora Maribe - Moremi- Research Associate.

Henley Business School

School of Management
Research Ethics Committee

<u>CONSENT FORM</u>   <u>ORGANISATION B</u>

The following template provides a suggested structure and content for a consent form for face-to-face interviews. English is considered the appropriate language used for the interview and all participants are considered proficient in the language.

Title of research project: How do leaders influence contextual performance?

I have read and had explained to me by Dora Maribe-Moremi the information sheet relating to the project and any questions have been answered to my satisfaction.

I agree to the arrangements described in the information sheet insofar as they relate to my participation.

I understand that my participation is entirely voluntary and that I may withdraw from the project at any time.

I agree to the interview being *audio* recorded.

I have received a copy of this consent form and of the accompanying information sheet.

I am aged 18 or older.

Name of participant: ………………………………………

Signed: ………………………………………………………

Date: …………………………………………………………

Contact details of Researcher: Dora Maribe-Morem

INFORMATION SHEET

Section 1: General Information

Researcher's Name: Dora Maribe- Moremi Supervisor's name: Dr. Ann Parkinson

Email: Email: ann.parkinson@henley.ac.uk

Contact Address: Henley Business School Telephone: + 44 (0) 1491 571 454

                  +44 (0)   1491 418775

Section 2: About the research project

Research Question

How do leaders influence contextual performance?

This research project investigates a qualitative implication of leadership influence on contextual performance using interpretivist paradigm and phenomenological strategy on case studies. It uses interviews and Interpretative Phenomenological Analysis to unmask such influence to understand how leadership influences contextual performance in a naturalistic environment, express workplace performance from an employee's perspective in the Africa context.

The research forms part of the research for the DBA at Henley Business School at the University of Reading.

Data Collection.

Part of the research involves interviewing people who **ar*e involved with a situation and experience in*** their organisations and for this reason*,* I would like to invite you to take part.

If you agree, you will be asked to participate in an interview of about 60… minutes if you are a leader and 30 minutes as a direct report.

During the interview I will ask you questions on job, career development, actions and support of co-workers and direct reports. I would then need to understand how you perceive the influence of contextual performance in the leader-direct report relationship. You can choose not to answer any questions and you are free to withdraw from the study at any time.

Recording of Interviews.

Both audiotape and note taking will be used to record the interviews. With your permission, I would like ***to record the interview and take notes*** for later analysis. The data will be securely locked up in my office. It will then be destroyed after the completion of the project.

Anonymity

At every stage your identity will remain confidential. **Your name and identifying information about you or your organisation will not be identifiable in the final report.**

A copy of the completed ***summary of findings*** will be available on request.

Ethics Compliance

The project has been subjected to ethical review in accordance with the procedures specified by the University of Reading Research Ethics Committee; it has been given a favourable ethical opinion for conduct.

If you have any further questions about the project, please feel free to contact me at the email address below.

Name of researcher: Dora Maribe-Moremi……………………………………

Email address: **Date:** ………………………………

APPENDIX E   Interview schedule
OPEN ENDED QUESTIONS FOR LEADERS.

Introduction of researcher

Research Question: HOW DO LEADERS INFLUENCE CONTEXTUAL
PERFORMANCE?

Prefatory Statement

*Thank you for your time and participation in this study. I would like to interview you
about your leadership development, actions in your job and support of your direct
reports. I would then need to understand how you perceive your influence on the
contextual performance of your direct reports.* **Contextual performance are
activities that contribute to the social and psychological core of organisational
performance by enhancing the functional performance of tasks by employees.**
*Please allow me to record the interview and take notes at the same time. This is an
academic research work. The ethics committee procedures have been fulfilled with
Henley Business School, University of Reading. The interview is confidential, and
your information may not necessarily be identifiable in the research. You may
withdraw from the interview as this is voluntary. The length of interview should be
about 60 minutes.*

*Transcripts will be securely stored in my office and shredded once the research is
concluded.*

Thank you for agreeing to be interviewed for this research.

1.   Describe your job?
2.   How do you influence your followers' contextual performance?
3.   Can you share an example of when contextual performance was exhibited
      by your followers?
4.   Describe how you think you support your followers?
5.   How would you describe the working environment?
6.   What do you do to promote a good work environment?
7.   How do you promote co-worker rapport within the team?

8. Describe how you give feedback for performance to followers?

9. What are the performance evaluation measures that you use?

10. How can you unleash the potential of your followers?

11. How have the market conditions affected your performance?

12. Where do you want to be in five years' time?

13. Can you recommend anyone to work in your organisation?

14. Do you have any other information you would like to share?

Thank you for participating in this study. I will transcribe the tape and share the results with you at a feedback session. Can I make follow-up by phone to clarify any text? A feedback session will be arranged to discuss the outcomes of the investigation.

OPEN ENDED QUESTIONS FOR FOLLOWERS

Introduction researcher

Research Question: HOW DO LEADERS INFLUENCE CONTEXTUAL PERFORMANCE?

Prefatory Statement

Thank you for your time and participation in this study. I would like to interview you about your job, work environment and support you get on the job. I would then need to understand how you perceive your leader`s influence on your contextual performance. **Contextual performance are activities that contribute to the social and psychological core of organisational performance by enhancing the functional performance of tasks by employees.**

Please allow me to record the interview and take notes at the same time. This is an academic research work. The ethics committee procedures have been fulfilled with Henley Business School, University of Reading. The interview is confidential, and your information may not necessarily be identifiable in the research. The length of interview should be about 30 minutes. You may withdraw from the interview as this is voluntary.

Transcripts will be securely stored in my office and shredded once the research is concluded.

Thank you for agreeing to be interviewed for this research.

1. Describe your job?
2. How do you think your leader effectively influences your contextual? performance?

3. In your view, do you exhibit contextual performance at work?
4. What do your co-workers do to exhibit contextual performance?
5. Describe how your co-workers support you in your job?
6. How do you think you influence your leader?
7. Can you share an example of when you influenced your leader?
8. Describe your work environment?
9. How have the market conditions affected your performance?
10. How do you receive feedback about performance?
11. In what ways can your leader unleash your potential?
12. Where do you want to be in five years' time?
13. Would you recommend this organisation to another?
14. Do you have any other information you would like to share?

Thank you for participating in this study. I will transcribe the tape and share the results with you at a feedback session. Can I make follow-up by phone to clarify any text? A feedback session will be arranged to discuss the outcomes of the investigation.

APPENDIX F   Participant data

Triads	Team size	Code Identifier	Age	Experience	Gender	Position	Qualification	Participant attributes on leader influence on contextual performance
Triad1	10	Interview 01L007C	40-50	20	F	Head of Department	PhD	Focuses on development of young lecturers, researchers, and strategic plan; Leadership style encourages, promotes excellence, cohesive behaviours, and KYC approach to employees
		Interview 02F013Cav	40-50	24	M	Senior Lecturer	MA	Participates in extensive programme reviews, advice the HOD on administration matters and collaborates in research with colleagues because he feels that is the only way to do it
		Interview 03F014Cvg	60-70	27	M	Professor	PhD	Driven by excellence in meeting with organisational values in a selfless and helpful way. Believes leadership is a sacrifice
Triad2	18	Interview 04L008C	60-70	36	M	Head of Department	PhD	A leader who drives excellence and encourages employees to excel in their organisational goals, values and espouses the go-getter mentality within his team
		Interview 06F015Cav	50-60	27	M	Senior Lecturer	MA	A results-oriented awareness that seeks to achieve excellence for a newly established department, shares in the department's vision that strive to works towards high performance. But is overly critical of the PMS Evaluation process
		Interview 05F016Cvg	70-80	42	M	Professor	PhD	Assists the HOD to carry out leadership duties and influences the team to excel but says that he does research to 60% capacity because of workload
Triad3	10	Interview 07L009C	50-60	27	M	Head of Department	MA	There is indiscipline among lecturers because there is no teamwork with incidents of sabotage
		Interview 08F017Cvg	40-50	16	M	Senior Lecturer	PhD	Sometimes at odds with the leadership and describes the leader as not very friendly and collegial because he has political inclinations. He is frustrated by the lack of positive influence and describes the previous HOD as progressive and collegial.
		Interview 09F018Cav	60-70	30	F	Senior Lecturer	PhD	Frustrated by the lack of vision and heavy workloads that impact poor relationships beleaguered by a lack of trust and poor communication.

Triad4	10	Interview 10L010C	60-70	33	F	Director of Research	PhD	Relaxed yet knowledgeable in research methodology, steady and confident leader. She ==encourages, guides, and influences followers== who are expected to meet the high standards of performance
		Interview 11F019Cav	40-50	42	F	Personal Assistant	Diploma	Interventions with ==multi-disciplinary research tea==ms that are driven by ==excellence== and a ==high level of commitment== to high standards
		Interview 12F020Cvg	50-60	12	M	Research Coordinator	MA	==Team based performance== is underpinned by a Christian faith, ==champions of a support-based collaboration across the multiple international teams== with clear operational and reporting lines
Triad5	9	Interview 13L013C	40-50	25	M	Head of Department	MA	==Poor communication==, ==negative vibes amongst followers== are further entrenched by the top – down communication because from the leader`s perspective, ==the disengagement amongst teaching staff is due to lack of shared values==
		Interview 14F25Cav	30-40	11	M	Lecturer	MA	The ==small team of 7 is like a family== with an extraordinarily strong bond and work ethic. However, the ==challenges we face relate to adherence to deadlines by co-workers==, ==lack of compliance and proactive thinking==
		Interview 15F26Cvg	50-60	25	M	Senior Lecturer	MA	Is unhappy with the administration that imposes stringent rules against private work. Describes the ==leadership as bureaucratic and bullying== at times since the new leader in 2014? Feels that {uni] mismanages talent and does not use people effectively, which results in poor performance
Triad6	16	Interview 16L011D	40-50	12	M	Director of HR	BSc	==A very proactive, energetic lady== with an incredibly positive ==outlook to work==, leadership and performance who serves as part of the Africa Strategy Team.
		Interview 17F021Dvg	30-40	8	M	Campus Manager	BSc	==Energetic, upfront, and daring executive== who excels in a vibrant and young creative environment.
		Interview 18F22Dav	20-30	6	F	Registry Clerk	Diploma	There are ==poor relations in the team== which ==lack of effort== sometimes affects her work. Understands the core business but does not seem to have a buy-in into the work culture and vision.
Triad7	21	Interview 19L0012D	40-50	11	M	Director of Corporate Affairs	BSc	Describes a ==driven vision== that is 'Think with your heart,' with a philosophy of "show them how it`s done" that entails the ==tradition of mastering dedication, passion, quality delivery and 24/7 production==

		Interview 20F023Dav	20-30	6	F	Personal Assistant	BA	As a heartbeat of productivity and multiskilling practices, ==she effectively coordinates three campuses with a groundswell of support from co-workers.==
		Interview 21F24Dvg	30-40	7	M	Systems Support Analyst	BSc	A driven, energetic, upfront, and ==daring employee who excels in a vibrant and dynamic environment that benefits from a very progressive organisational vision==. Criticises the organisational structure and the fact leadership who are based outside the organisation and the country.
Triad8	5	Interview 22L004B	40-50	21	M	Head of MRM	BSc	==Emphasis on excellence== and recognition of ==dynamic work environment== and excellent employees. ==Likes problem solving== and exhibits passion for the job.
		Interview 23F007Bav	40-50	12	F	Geologist	BSc	Quiet and ==non-assertive character that ''mothers'' other co-workers== and weakest link. ==Enjoys hard work== and diligent to producing results, ==exhibiting contextual performance behaviours of extra effort, volunteerism, and co-worker support==
		Interview 24F008Bvg	30-40	10	M	Geologist	BSc	Thinks ==performance not linked favourably to reward== i.e., monetary incentives. ==Exuberant==.
Triad9	37	Interview 25L005B	40-50	19	F	Chief Financial Officer	CA	==Enjoys a dynamic and challenging environment== and ==flourishes from innovation and newness of ideas working for a pioneering==
		Interview 27F009Bav	30-40	11	F	Chief Accountant	ACCA	Determined in a soft way, ==very smart and works extremely hard==. A ==conscientious individual who supports the manager== and is ==committed to the high-performance culture==
		Interview 26F0010Bvg	40-50	21	M	Marketing Manager	BA	==Supports and encourages high-performance culture== and oversees the sales team monthly performance contracts, annual ethics, and confidentiality agreements
Triad10	15	Interview 28L006B	40-50	22	M	Head of Engineering	MSc	==Engages and coaches' employees== to ==uphold highest performance standards== through communication od strategy, managing their KPI`s and identifying the uniqueness in each person
		interview 29F011Bav	40-50	14	M	Engineering Manager	BSc	Understands the scope of ==leadership role at middle manager level== to ascribe to team spirit and ==positive team building behaviours== that promote contextual performance.

		Interview 30F012Bvg	30-40	12	M	Process Engineer	BSc	An ==open and vibrant person who is knowledgeable== and ==personable== with great potential to lead a mine. As an optimisation specialist, presents all factors present in contextual performance and high performance.
Triad11	45	Interview 31L001A	40-50	23	M	Underground Manager	Diploma	Recognition of ==team effort and engagement of employees to increase output==. Feels ==threatened== by expatriate contracting terms i.e non-renewal of contract
		Interview 32F001Aav	30-40	10	F	Mine Overseer	BSc	==Engages the leader and the team== to continuously monitor and evaluate safety standards
		Interview 33F002Avg	30-40	16	M	Production Manager	MSc	As a leader and direct report to underground manager emphasises quality output, ==exceeding performance targets== and ==carrying out engagement practices==
Triad12	28	Interview 34L002A	40-50	22	M	HR Manager	BA	Believes that ''==there is always a teacher among the team'== 'Practice's performance-based culture which mirrors recognition, reward, and engagement of staff to increase output
		Interview 35F003Aav	40-50	16	M	HR Services Advisor	BSc	Contextual Performance ==behaviours amplified by promoting positive behaviours in people== and a culture of engagement, performance, and empowerment.
		Interview 36F004Avg	40-50	19	M	Learning and Development Advisor	Diploma	Very mature in approach and ==perfects the leader behaviours== because of engagement and promoting positive behaviours as a ==custodian of performance management tools== in the organisation i.e a culture of engagement, high performance, and expansion.
Triad13	8	Interview 37L003A	50-60	24	M	SHE Manager	BSc	Leading a team of environmental experts of excellence, he ==exudes a lot of confidence==, ==passion and zes==t amply supplied from the heart
		Interview 38F005Avg	40-50	12	M	Environmental Manager	BSc	Demonstrates a ==discipline for green movement== and ==upholding high safety standards== based on 5 strategic pillars
		Interview 39F006Aav	40-50	22	M	Fire and Risk Officer	Diploma	Improves work performance by ==emphasising a safe and able working environment==. Teaches ==positive mindedness to employees== to deliver to the highest standards
Triad14	10	Interview 40L014E	40-50	16	M	Managing Director	MA	Responsible for ==the financial wealth of the company==; promotes the ==culture of performance and exponential growth within the Group.==

			Age		Years	Gender	Role	Qualification	Description
		Interview 41F027Eav	20-30		4	M	Accounts Trainee	Certificate	A ==reliable and committed employee== who holds the operations together as his portfolio is accounts. He ==works with zeal== and holds non-performers accountable.
		Interview 42F028Evg	20-30		6	M	Executive Assistant	Diploma	A ==bright spark== in the life of the MD who is ==driven and ambitious==. He runs the administrative affairs of the MD`s office and is interested ==in growth and self-development==.
Triad15	10	Interview 43L015E	30-40		8	M	Director	BSc	A ==truly inspiring and ambitious go getter== who is self-made. As a ==true entrepreneur he sets the bar extremely high for his advertising agency==. He ==drives a team== of all inspiring professionals who are both ==innovative and hard working==.
		Interview 44F029Eav	20-30		4	M	Graphic Design Manager	BSc	What an ==inspiring and deeply committed and innovative individual who ambition== to be the best graphic designer. His commitment to purpose and to his leader is unparalleled.
		Interview 45F030Evg	40-50		12	M	Head of production	BSc	A ==confident manager== who runs a progressive ==design division that inspirers innovative== and bespoke advertisements which a ==true commitment to the craft==.
Triad16	15	Interview 46L016E	30-40		9	M	Sales manager	AAT Diploma	A ==competent and well-meaning manager== who ==works extremely hard== and always looks out for the company and clients. ==His colleagues trust him==, and he is the glue that holds the entire team together.
		Interview 47F031Eav	40-50		16	F	Sales Rep	O'level	As a sales assistant ==she finds work tedious== because she feels ==that she is not supported.== She is too dependent on management and does not work hard-----instead, refers to management as 'they' with a ==negative attitude==.
		Interview 48F032Evg	40-50		20	F	Sales Executive	O'level	A ==less than enthused== sales executive who is not too inspiring because ==she finds the new management style a challenge.== Complained about the company salary structure that she finds not incredibly attractive. She has interest in ==furthering her studies== but ==wants the management to pay for it==

APPENDIX G   Codebook

Leader influence on contextual performance

Name of code	Description
Conflict	Tension at work and sabotage resulting from poor leader influence and a hostile environment.
Leader behaviours	Perceived actions of a leader in a heterogeneous triad where one follower was a high performer and another average.
Bi-directional influence	Reciprocal behaviour in a leader-follower relationship rewarding behaviour depending on how one is being treated in an exchange.
Communication	Information exchange and flow within a triad.
Follower performance	The contextual performance of a follower facilitated by the leader.
Context	Influencing contextual performance of employees as a function of the organisational culture.
Experience, skill, and tenure	All-encompassing competency, skill and work experience supported by qualifications, length of tenure and expertise.
Contextual behaviours	Defined as 'going far and beyond the minimum job tasks.
Defending the organisation	Organisational endorsement, loyalty, and protection especially in hard times.
Extra Effort	Persisting with enthusiasm and putting extra effort and energy beyond the job tasks.

Name of code	Description
Helping Others	Voluntary assistance of others.
Proactive behaviour	Initiative and consciousness to work diligently go beyond formal job tasks.
Volunteerism	Willingly undertaking duties outside the scope of work.
Co-worker lateral influence	Direct co-worker support and transfer of contextual behaviours.
Empowerment	Autonomy and job control.
Engagement	Willingness to exert oneself in a role.
Disengagement	Withdrawing from the job without any exertion and commitment.
Happiness	Feeling happy, joyful, loved, and wanted at work.
Unhappiness	Feeling unhappy, unwanted, and unloved.
Motivation	Personal initiative stimulated by the employee intrinsic proactive behaviours to do the job beyond job tasks.
Performance feedback	Communication the leader`s perception of follower contextual performance.
Personal commitment	Individual`s commitment towards their job tasks.
Reward and recognition	As a motivation of pay for services including non-monetary reward, incentives, and recognition
Personal development	Personal growth, learning and development towards achieving job goals and tasks.

Name of code	Description
Trust	Willingness to risk vulnerability to another.
Mistrust	Unwillingness to be vulnerable because of suspicion and distrust in the interpersonal relationship.
Job role	The understanding employees have of the prescribed job tasks as stated by the contract of employment and carried out daily.
Welfare	A range of job-related facets aimed at enabling employee satisfaction and happiness jobs in terms of carrying out their job.
Resources, workload, and counterproductive behaviour	Job resources that motivated good behaviours and job demands that depleted the interest and energy to do the job akin to negative behaviours on contextual performance that detract from organisational goals.
Burnout	State of mental exhaustion that leads to lead to negative outcomes in their work because of strain
Work-life balance	The balance that an employee allocates between work and other aspects of life.

APPENDIX H Thick descriptions: context and extra effort

Triads	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Overall thin or thick description	Themes
Categories																		
Context	<Internals\\Interview 01L007C> References 13-14 - 2.51% Coverage I encourage staff not to allow the climate to discourage them but to work innovatively. No one strategy fits all situations to work, **we have to work extra ordinarily within the economic challenge that** Reference 19 - 1.41% Coverage **a failure of the leader reflects on everybody involved with the organisational project.** That is what we feel we ought to happen----- we have to support each other and the leader <Internals\\Interview 03F014Cvg> Reference 5 - 2.36% Coverage The people around you in context are very important because they give you a boost-the colleagues, the leadership	<Internals\\Interview 04L008C> Reference 22 - 4,55% Coverage **We received a letter today that says there is no more new training and development in the new academic year. It also affects teaching because we use practical sessions** <Internals\\Interview 05F016Cvg> Reference 16 - 3,38% Coverage **There is no more support from {uni} as we used to get before? …a lot of the rewards have been removed and it becomes very difficult to attract anybody here?** <Internals\\Interview 06F015Cav> Reference 10 - 3,05% Coverage The rating is on the teaching 40%, research 40% and community service 20%. **Most of us**	<Internals\\Interview 07L009C> Reference 3 - 1,98% Coverage The problem that I see is that people …**They come in as students and come back as teachers so they do not have any working experience** <Internals\\Interview 08F017Cvg> References 8-9 - 0,98% Coverage **…do not know if it is the culture because I am new to {uni} but I am still to see what the culture is….I do not know?** <Internals\\Interview 09F018Cav> Reference 12 - 2,94% Coverage **I have observed that {uni} wants to be a centre of excellence but nobody works towards the objectives** …	<Internals\\Interview 10L010C> Reference 11 - 1,95% Coverage **{uni} researchers are schooled in the best universities around the world we have to uphold standards from those universities** and this helps with more funding. <Internals\\Interview 11F019Cav> References 25-28 - 8,71% Coverage Coordinating lecturers is difficult because of my position, other lecturers treat you badly... **I would overcome the anger by talking calmly about the issues and correcting their behaviour.** <Internals\\Interview 12F020Cvg> Reference 29 - 3,55% Coverage **The academics tend to work in isolation…**	<Internals\\Interview 13L013C> Reference 12 - 1,31% Coverage **But it is top- down approach that is 'I tell you and you do'…** <Internals\\Interview 14F25Cmd> Reference 10 - 6.64% Coverage Government always reduces allocation to {uni} but we have to design our programmes to recognise budget cuts. **We can also introduce 3rd stream… This lack of funding compromise the teaching standards and is not acceptable.**	<Internals\\Interview 16L011D> Reference 10 - 0.89% Coverage **Here there is no bureaucracy-----we all pitch in and you should be prepared to pick a cup- the job at hand has to be done.** <Internals\\Interview 17F021Dvg> References 16-19 - 2,18% Coverage We have intergraded the system so that all resources are reported online ------ when I got here they did not have such an integration so, I suggested it and it works for us <Internals\\Interview 18F22Dav> References 7-10 - 7,63% Coverage Yes, like now{sic}, exams are on so people are working long hours. The overtime will be paid swapped for our off days..	<Internals\\Interview 19L0012D> Reference 10 - 0.89% Coverage **We work to deadlines and the scope is that at management level, we stop when the work is done. But we allow people to design their performers' 'we are all called but we choose to be chosen',** <Internals\\Interview 20F023Dmd> References 4-5 - 3.47% Coverage **The work culture here is not slow and it taught me how to be on my toes, multitask and master many tasks…** <Internals\\Interview 21F24Dvg> Reference 13 - 2,03% Coverage **We also get invited to other {Limko} campuses, we have {Bechuana}, {Les} and {Swaz} campuses and we do exchange**	<Internals\\Interview 22L004B> Reference 1 - 1,10% Coverage **…we come up with organisational plans and we need to make sure that we adhere to those plans** and **if there are any deviations from the plan, we need to have concrete reasons why.** <Internals\\Interview 23F007Bav> References 30-31 - 3.35% Coverage **In this organisation the relationship is very good**…in other organisation you cannot just get into the GM`s office to say hi <Internals\\Interview 24F008Bvg> References 6-9 - 2.63% Coverage …this is a production environment, you will not have time to research and give answers.	<Internals\\Interview 25L005B> - References 15-17 - 4,12% Coverage **In this organisation, I swear, if they see a good idea and there is traction by the end of the week you get the go ahead to implement it---that is how good these guys are. They are not afraid of change and even take risks** <Internals\\Interview 26F0010Bvg> Reference 13 - 6,67% Coverage **Our leaders are more of a visionary leadership even though they saw a big risk. …but they believed in the project even when the market was against us.** <Internals\\Interview 27F009Bav> References 35-36 - 5,38% Coverage **We are into tendering process for sales and we do not**	<Internals\\Interview 28L006B> References 12-13 - 0,71% Coverage **I said we are a young and dynamic mine and that is what we are working on..** <Internals\\Interview 29F011Bav> References 17-19 - 2,02% Coverage **I once engaged the big leader {GM} on communication** in terms of reporting levels within the organisation. A report may leave the office----- because some things leave this office without his knowledge. <Internals\\Interview 30F012Bvg> Reference 44 - 2,62% Coverage And obviously, there are **engagement forums on a weekly basis management engages employees** to update them on production and other	<Internals\\Interview 31L001A Reference 4 - 2,28% Coverage **It is very important to develop our people who are working for us and not just bring people from outside because that creates a morale issue** <Internals\\Interview 32F001Aav> Reference 26 - 1,37% Coverage Ok, it was an idea from --- **before we change the plan we discuss it in the team and engage geology or surveyors**; <Internals\\Interview 33F002Avg> Reference 16 - 2.29% Coverage **We are all here for one goal, in the interest of {coal} defend the company.'**	<Internals\\Interview 34L002A Reference 13 - 1,70% Coverage **In 2014 we did a survey, we did well compared to our cousins in the diamond mines and also within the {Debs} Group companies (I can** share the results). <Internals\\Interview 35F003Amd> Reference 12 - 3.81% Coverage Really, we are looking at coal beneficiation . Recently, we undertook the manpower plans and **we are the only mining company that is recruiting, some companies are cutting. So, we are hiring more and more people.** <Internals\\Interview 36F004Avg> - Reference 31 - 5,10% Coverage The culture basically is everted by the leadership— **people just**	<Internals\\Interview 37L003A> Reference 28 - 0,94% Coverage **We work in an environment where there is no fear of being sent out of the organisation. We have built an environment where people own the organisation.** <Internals\\Interview 38F005Avg References 2-7 - 9,42% Coverage **And in other areas where we are compared to other {Group}, we have always been consistent in outclassing our peers in terms of performance**.. <Internals\\Interview 39F006Aav> Reference 35 - 4,72% Coverage What really people did when they came in was that, that was the norm, the leaders thought that they had to be feared.	<Internals\\Interview 40L014E> Reference 37 - 2.02% Coverage The ability to prioritise and meet challenges head on has allowed us to streamline the business to become more resilient. <Internals\\Interview 41F027Eav Reference 1 - 3,05% Coverage **We should not rely on one person especially when the accounting officer is absent-it is frustrating.** <Internals\\Interview 42F028Evg> Reference 4 - 4,77% Coverage **I work with two or three people. I interact with sales** i.e take orders if need be, maybe to improve reception of customers and the sales team	<Internals\\Interview 43L015E> Reference 4 - 3,59% Coverage **So I made sure that I put in place strategies and structures that guide execution of projects….** <Internals\\Interview 44F029Eav> Reference 15 - 3.52% Coverage **It's a very relaxed but exciting place to work, we are a small team as I have said--- -what can I say? At {AD} we love to consider ourselves as project managers and not workers.** <Internals\\Interview 45F030Evg> Reference 4 - 6,81% Coverage **I have set up a project management to look into our communication …The intention is to streamline communication lines so that clients and internal customers**	<Internals\\Interview 46L016E> Reference 14 - 6.13% Coverage Challenges are everywhere as a part of life. One must device solutions that sustain the business. **I remain calm and I know that the customer is always right and therefore any customer retention issues are resolved through dialogue.** It's easy to go up but very difficult to maintain the standard- so I see a lot of positives as we systematically build the business for the future. <Internals\\Interview 47F031Eav> Reference 4 - 1,95% Coverage **It is a small company and it is very different to the old one.** <Internals\\Interview 48F032Evg Reference 2 - 1,50% Coverage	The overarching patterns of leader influence are thick which represent a strong link with context in all the triads. Overall most of the triads describe their work environment as to 'work innovatively and work extra ordinarily', creative, vigorous and robust'. Newly established organisations are 'young and dynamic'. Only 4 triads feel their contexts are resolved negatively influencing their performance . That cut backs that have affected morale and the quality of output and that doing research is an ideal. In 2 of the triads culture and misalignment of the vision with the leadership is negative with one stating that the leaders do not care whereas the leader bemoaned challenging trading environment.	**Contextual behaviour:** Facets of behaviours that enhance thick which enhance 'going far and beyond minimum job tasks.

| Extra Effort | | | | | | | | | | | | | | | | | There is strong data that supports extra effort among participants through awareness and willingness to extend themselves beyond job tasks. | **Contextual behaviour** |

<Internals\Interviews\Interview01L007C>
References 4-6 - 1,42% Coverage
The workload is heavy and very hectic but staff is enthusiastic, they are driven because even for research they ask for help to read articles and review the final draft. The level of self-motivation is high. You do not have to push them

<Internals\Interviews\Interview02F013Cav>
References 11-13 - 1.51% Coverage
There was a lot of work that had to be done. We really had to persevere and spent long hours at work when everybody is at home to make sure that it is done.

<Internals\Interviews\Interview03F014Cav>
Reference 2 - 0,69% Coverage
Most people in marketing do the work voluntarily, willingly and they

<Internals\Interviews\Interview04L008C>
References 13-15 - 1.86% Coverage
Most of the work is done after4.30 because the administration work is very involved with students who come and complain about **lecturers. Working overtime is normal** because I am a prolific researcher. I do that well after hours.

<Internals\Interviews\Interview05F016Cvg>
References 6-7 - 2.87% Coverage
I am not supposed to teach but because I must complete the teaching plan **I have to do overtime**. References 1-2 - 0.79% Coverage
With my leader we device solutions for making it work by improvising- we work extra hours and so forth.

<Internals\Interviews\Interview07L009C>
References 2-3 - 0.17% Coverage
…so people work to the barest minimum.

<Internals\Interviews\Interview08F017Cvg>
Reference 1 - 1,30% Coverage
I do not want to think that I work here---I just come in and doubt if he knows — I feel alone but I see that each and every person is doing there own thing…

<Internals\Interviews\Interview09F018Cav>
Reference 2 - 0,56% Coverage
That is what obtains in the university and people just work against the university principles.

<Internals\Interviews\Interview10L010C>
Reference 2 - 0,90% Coverage
This is because we go far and beyond the expectations and NIH likes the extra effort and achieving the targets within budget.

<Internals\Interviews\Interview11F019Cav>
References 12-13 - 2.69% Coverage
You know when things go wrong and we have to put things right…**we work extra hours and put extra effort to make sure that the work is done before the next day.**

<Internals\Interviews\Interview12F020Cvg>
References 7-8 - 7.11% Coverage
In a majority of cases, I always pull resources to make sure that we resolve the project bottlenecks

<Internals\Interviews\Interview13L013C>
Reference 1 - 1.39% Coverage
So, I peg my other administrative work to other days, usually -----if I have to do my administrative work after hours then if I have to stay longer so that I can complete other administrative work. But typically, it's about 12 hours because I was here from 7.45am I could still be here at 8pm still.

<Internals\Interviews\Interview14F25Cmd>
References 3-4 - 1.35% Coverage
I overcome the workload by working overtime, I steal family time over weekends which is normal for an academic life.

<Internals\Interviews\Interview15F26Cvg>
Reference 1 - 4,20% Coverage
Yes, sometimes you have to volunteer and decide to --- **let me put it this way, sometimes you have to forgo private time to give time for the performance**

<Internals\Interviews\Interview16L011D>
Students References 13-14 - 1.29% Coverage
Yes, only if you are ready for change and put in the effort because in other organisations you cannot pick tables and so on

<Internals\Interviews\Interview17F021Dvg>
References 3-4 - 1.35% Coverage
I work between 10 to 14 hours a day because when a supervisor is not here and I am in charge, I have to do two jobs. I prefer to get everything done before the next day.

<Internals\Interviews\Interview18F22Dmd>
Reference 2 - 3.14% Coverage

<Internals\Interviews\Interview19L0012D>
References 7-9 - 0.36% Coverage
In creative arts, working hours is when the job is done.
References 21-24 - 4.74% Coverage
----those who run the extra mile are visible to everyone and those are obvious to everyone. That person is the chosen one, **they run the extra mile, in event management the 'busiest' proactive worker gets the recognition.**

<Internals\Interviews\Interview20F023Dmd>
References 1-2 - 1.11% Coverage
--- **work long hours and it** depends on what I am doing, .

<Internals\Interviews\Interview21F24Dvg>
References 3-6 - 0.89% Coverage
You know we go beyond our roles because {Limko} is not your

<Internals\Interviews\Interview22L004B>
Reference 3 - 0.18% Coverage
You go beyond what the principals want

<Internals\Interviews\Interview23F007Bav>
Reference 1 - 0,93% Coverage
It entails working extended hours because we have mining which works continuously,24/7 but we at MRM are only here for 8 hrs a day.

<Internals\Interviews\Interview24F008Bvg>
Reference 4 - 2,12% Coverage
Even in the middle of the night you can get a call to say we are feeding the plant and why is this ore behaving this way?

<Internals\Interviews\Interview25L005B>
Reference 1 - 0.75% Coverage
…(laughing) I have the best team possible in [Gabs] because my staff work very hard to support me. I mean I have an IT guy who will commit 300% at work and I can call him at any time to come and assist me with IT.

<Internals\Interviews\Interview26F0010Bvg>
Reference 3 - 1,03% Coverage
And they do not restrict us. I mean if you do everything from the buying of chairs, setting up procedures and policies…you are not limited and you have to work to timelines.

<Internals\Interviews\Interview27F009Bav>
References 20-24 - 6.53% Coverage
In my team, I believe that they do exercise….(hmm)…**like they work beyond the call of duty and they can go beyond**

<Internals\Interviews\Interview28L006B>
Reference 1 - 0,76% Coverage
There is always the desire to do better and do bigger.

<Internals\Interviews\Interview29F011Bav>
Reference 1 - 0,36% Coverage
Every morning at 5.30 am they run the efficiency tests…

<Internals\Interviews\Interview30F012Bvg>
Reference 1 - 2,79% Coverage
I volunteered to set up scope documents and project review for the project reports and stuff like that. I am that kind of person, **I like to make the job challenging**

<Internals\Interviews\Interview31L001A>
Reference 1 - 0,62% Coverage
So, with a little recognition and motivation we even finished the job before time and I am very proud what they have done.

<Internals\Interviews\Interview32F001Aav>
Reference 1 - 2,30% Coverage
It will be fixed because ventilation is something that cannot wait for tomorrow, if you pick it up, it must be sorted out there and then {sic}and there should be somebody there who can correct it immediately

<Internals\Interviews\Interview33F002Avg>
Reference 5 - 1,86% Coverage
I **think what is important is that in mining you try ---- you try to be close to the operations as continuou**

<Internals\Interviews\Interview34L002A>
Reference 1 - 0,79% Coverage
I remember at the beginning of the year, when **my team received the best mba team, for four months in succession**. I said to the other guys, I challenge you to take this from me and I am happy that HR is still leading the pack..

<Internals\Interviews\Interview35F003Aav>
Reference 1 - 0,67% Coverage
I also check the final product is thoroughly checked and uploaded in the system with the correct parameters …In the last salary adjustment in April there was no single problem and there are 622 employees.

<Internals\Interviews\Interview36F004Avg>
Reference 7 - 2,95% Coverage
The internet these days provides information.

<Internals\Interviews\Interview37L003A>
References 3-4 - 0.52% Coverage
We literally keep ourselves on our toes.

<Internals\Interviews\Interview38F005Avg>
References 1-5 - 9.41% Coverage.
We go an extra mile, far and beyond to get the mine to comply with all the procedures and legal requirements

<Internals\Interviews\Interview39F006Aav>
References 1-3 - 1.14% Coverage
It is positive mindedness, like I said at the beginning, a passion for your profession, **for your delivery to be able to go beyond what has been set for you which is also driven by the passion you have** for the job.

<Internals\Interviews\Interview40L014E>R
References 12-14 - 0.84% Coverage
This realisation to do extra time, put extra effort and volunteer is there because they are more aware.

<Internals\Interviews\Interview41F028Evg>
Reference 1 - 5,37% Coverage
There was a {Bank} incident when we had to pay them but did not have enough cash in the bank. So I called the boss over the weekend to discuss the situation.

<Internals\Interviews\Interview42F029Eav>
References 1-2 - 3.75% Coverage
I do not have time because **I work 24/7, even during weekends** am always thinking of design work. **I drive hard and thrive in excellence.**

<Internals\Interviews\Interview43L015E>
eeh, they catch on that thing that **they must push even harder when I am not around.**

<Internals\Interviews\Interview44F030Evg>
References 5-9 - 9.07% Coverage
I always do work beyond my script because its fulfilling and benefits the team.

<Internals\Interviews\Interview45F030Evg>

<Internals\Interviews\Interview46L016E>
Reference 1 - 1,67% Coverage
It's a matter of working longer hours, extra hard and to create more capacity.

APPENDIX I Narratives

TRIAD 1

This triad belongs to one of the largest departments in this organisation teaching over a thousand students. In pursuit for excellence the leader shielded the followers from the hostile influence at the top of the organisation. She cultivated and inspired followers in a non-authoritative, caring and compassionate manner. She described them as enthusiastic and persistent in their job. Both followers reciprocated the good will of the leader with tangible support boasting exceptional performance in research and teaching field. Due to good rapport in the team of ten, collegiality underscored some botho values in community and service. Followers put in extra effort, volunteered to support others and willingly achieved the desired outcomes in a difficult work environment. Such followership reciprocated mutual respect and propagated good contextual behaviours with a consequence of the triad regarded as the best performing team in the school of business.

> The workload is heavy and very hectic, but staff is enthusiastic, they are driven because even for research they ask for help... I like efficiency and high performance and they know it(01L007C).
> ... they will push you to meet deadlines and that aspect---it motivates people to do the best they can within a difficult environment(02F013Cav).
>
> Most people in marketing do the work voluntarily, willingly and they are happy to take extra work...

I am not looking for direct money from the HOD, but I expect respect, appreciation, care, and concern. When I am down they will pick me up, that is all that I want (03F014Cvg).

A progressive and exciting leadership inspired followers to greater persistence and commitment against an otherwise hostile and negative work environment. In a classic example of an effective leadership, the positive behaviours triggered contextual performance outcomes.

TRIAD 2

The leader beliefs that the eighteen followers could emulate his good research skills to meet the performance criteria of teaching, research, and community service. But, the low interaction levels in the triad hampered any influence, with reference by the leader of 'sometimes I scorn them' and 'they do so begrudgingly'. Depicting non-cohesive team in a less conducive work environment, the noticeable use of disparaging words eroded any followership. On the other hand, the followers were well seasoned academics and some ex- industry leaders found the 'many negative changes that were introduced that are counter effective' including a subjective PMS. Citing a, aggressive and autocratic executive leadership, most followers recounted challenges like lack of resources, work overload and frequent leadership changes as hindering contextual performance.

It seems there is no motivation, something to push them to go the extra mile. That one is very difficult to push people---I encourage them by monitoring, cajoling and sometimes they get angry because I push when it is necessary...(04L008C).

Yes--- number one, you find that for one, salaries are low and that the morale in the people is low, so people are demoralised and hustling to survive Whereas, if the salaries were good, it would be better. Two, the salaries [xx} are not attractive anymore. You find that we advertise for a post, and they remain vacant for three, four, five years … We would do better if we had more personnel if somebody is teaching two or three courses per semester and 25 per lecture…. one lecturer should be between 15-20, this compromises the standard of teaching because over 15 is high. (05F016Cvg)

Most of us do not agree with the subjective system…we are not a research university but a teaching university, so the weighting is not representative due

In contrast with Triad 1, the leadership and followership experienced a negative contextual influence, low interaction and work output negated contextual performance.

TRIAD 3

This is a good example of how poor leadership influence could derail performance in the team od ten despite being the management department of the school of business. Followers associated their bad work experience to a hostile leadership at the top which seemed to have cascaded downwards. These tensions ultimately caused hostility in the team and eroded any positive behaviours. With little connectedness, members felt neglected by the leader and were disenchanted to an extent of low contextual behaviours having an adverse impact on the relational influence. The leader described his followers as having 'bad behaviour' and sabotaging his efforts whilst followers found him incompetent, divisive and was perceived to practise favouritism. In such a polarised

workplace, name calling, 'them and us and descriptions like 'barking', '(ahh), and strong descriptions of disgust, put a distance within the team. Some of the behaviours were deemed to be anti-botho value system and therefore contentious.

What it means is that their bad behaviour makes you wonder----'How do they influence the behaviour of learners? They then talk informally-----people can be unethical and self-centred …That if it is not good for me it cannot be good for any other person----sabotaging themselves, sabotaging the organisation and everybody else ---their own country… (07L009C).

…a leader must care, coach, and motivate but I do not see that in our department? I cannot say really if he knows what I am doing. Like I said, I would prefer that we combine efforts …We should be supportive and feel his support… I do not want to think that I work here, I just come in and doubt if he knows I feel alone but I see that each person is doing their own thin (08F017Cvg)

But we do not have that 'collegial' relationship…The current one, we have a cordial relationship ---it is an iffy type of relationship. This current one-----generally our relationship is not friendly. My view of him as a leader is that he prefers to work with certain individuals, he has an inner circle that these are people that he prefers to work with. He holds informal meetings…That one tends to polarise the team effort. We call them 'the department' and we refer to them as 'the department and us' (09F018Cav)

I remember when I stood in for my boss and I had to go to an Executive
meeting, there were people standing in for the leaders who happened to be on leave. The VC is a man who is feared---- he barks at people. I remember he ranted for an hour----he threatens and shouts during meetings that last the whole day, from 8 to 4pm…. (ahh) (09F018Cav)

This leadership experience resembles an ineffective leadership in a very difficult context that devalued contextual and employee performance. The combination of bad factors of a command culture, an incompetent leader and an overall autocratic leadership culminated in low followership, poor leadership and low contextual performance.

TRIAD 4

In contrast to previous triads, going beyond expectations define how this pioneering research team of ten excel in their everyday work. The team was cohesive, followers reciprocated leader influence, collegiality very strong because followership was strong. Followers were cared for, supported and believed it was a family environment. Consistent with botho values of compassion, harmony and respect, the dignity of followers was preserved and they reciprocated with mutual respect. Competing with global research teams, this team maintained very high standards of research in high impact journals. Contextual behaviours were high because the team was inspired to greater hights. This was an example of good leadership influence on contextual performance.

It is to show that I care to the individual about their self-development to guide their work plans to success. I think my influence really comes from my successes. I have had success with doing research and going beyond expectations in terms of my achievements… they must work together in clearly delineated work streams (10L010C).

For Prof, she has extensive experience and imparts a lot of expertise, work, and assigns work to me and that… I am also willing to learn… because as the Director, she has mentored me through the project coordination and is also mentoring my PhD studies(12F020Cvg)

I value my leaders caring spirit, someone who has a soft heart, it's easy for me to open to her because she is like a parent to me…we work extra hours and put extra effort to make sure that the work is done before the next day(11F019Cav)

This case shows the effect of the balance between leadership, followership influence and the impact of context. Since prototypical behaviours were reciprocated by followers, leadership outcomes were superior. It seems context is moderated by followership in leadership influence.

TRIAD 5

Mirroring the low contextual performance in Triad 3, the leader`s influence seemed to be marred by political activism and polarisation. The negative context and ineffective top leadership eroded any semblance of leadership or followership. Her 8 followers worked to the bare minimum because most of the botho factors of compassion, collegiality, group solidarity, mutual influence and respect were not nurtured, compared to Triad 4, for instance. With such a misalignment of values and vision, what she referred to as an 'organisational mess' had grossly affected her teamwork, respect and dignity and trust. Apparently, the disgruntled team felt 'the way they are treated by the Executive was not consistent with their aspirations of a good work environment. Both contexts given the heavy workloads due to perceived limited resources like 'fewer lecturers', budget cuts, and aggression affected work performance. The problem could be lack of leadership development and practice. 'if you have never been a manager, you just swim with the sharks… when people get into the position of leadership they are more task oriented'. In the meantime, there is consensus that work-life balance caused burnout and underperformance. Overall, perceived misconduct, ethical breaches and lack of focus on leading and following negatively impacted contextual performance episodes.

> The leadership is very oppressive…But it is top- down approach that is 'I tell you and you do'(13L013C).
>
> The heavy workload causes the delay because we are few and the work is quite a lot… The ideal number for a practical course is 20 because it is a **practical course**; heavy numbers affect the quality of practical teaching, and this is problematic(14F25Cav).

> Even in terms of workload, we are overloaded because the teaching loads are heavy, and it is difficult to maintain the quality standards(15F26Cvg).

Specifically, the political climate, the ethical and corrupt practices have bred mistrust and impede any contextual performance episodes in the followers who underperformed because of an inconducive work environment.

> You know just recently a lecturer was hired dubiously because she did not meet the criteria but was forced upon us. As I speak, investigations are still ongoing(13L013C).
> We investigated the matter and produced a report that was not well received…the HOD was not happy and verbal communication was not pleasant, it's an experience I will never forget (15F26Cvg).

Evidence of low followership and the context being burdensome did not alleviate leadership influence and consequent contextual performance to emphasise the impact of leadership on performance.

TRIAD 6

In this case good leadership and reciprocal followership buttressed the importance to balance it with an conducive, enabling and enjoyable work environment. In a creative arts culture, work ethics, communalism, mutual respect and dignity, the sixteen-member team were very enthusiastic about work. The followers reciprocated behaviours that encouraged hard work because the leader nurtured teamwork, fostered co-worker support and cohesion to improve overall performance. Acknowledging that the sizzling environment supported followers to thrive, the energy infused by context allowed followership to flourish. Follower participation in problem- solving, strategic goal-achievement and an amazing environment sufficiently increased performance. The focused energy

on contextual performance can be attributed to a match between the organisational culture bearing in mind the Asian cultural influence and botho culture.

> You say, `I am trusting you to do this. I expect you to find solutions and get on with your work...We worked like a team; we worked tirelessly right through the weekend at the end of it ----you know it was so successful that the President mentioned it in his speech. He was so amazed...' (16L011D).

> I work between 10 to 14 hours a day because when a supervisor is not here and I am in charge, I must do two jobs. I prefer to get everything done before the next day (17F021Dvg).

> Like my boss is a leader because most of the time she gives me tasks. She helps me where necessary. She is amazingly effective... I am incredibly happy when there are no complaints... (18F22Dav)

Engendered by effective leadership, contextual behaviours and influence promoted a high-performance culture.

TRIAD 7

Working in this team brings about joy and happiness that was palpable in a fast-paced work culture. The seventeen members experience work the same because they met the job-fit criteria of 'be overall chiselled' to undertake work in an incredibly supportive environment. Followers were given pillars that they worked towards and had to design their job and performance to a remarkably high standard. Greatly influenced by the Asian culture, both work and local cultures converged to reward proactivity, productivity and

multitasking supported by high levels of motivational resources. Followers displayed behaviours that showed that employees felt valued and shared a positive mindedness which tended to allow them to perform beyond expectations.

> …if you have all the pillars then you have designed yourself to be a good employee of {xx}. We are all tech savvy with practical understanding because we have learned to believe in ourselves. The spinoff is that staff likewise support co-workers and their direct staff(19L0012D)
>
> A {xx} employee must be somebody who is willing to go beyond their area of work, someone who wants to learn. Somebody who wants to be an overall chiselled person in different areas, somebody who wants to go the extra mile (17F021Dvg)
>
> I said to him `thank you for entrusting me and the team with your campus'(17F021Dvg).
>
> The working culture here is not slow and it taught me how to be on my toes, multitask and master many tasks (20F023Dav)

It can safely be concluded that when leadership and followership occur in a conducive context, then contextual performance is realised.

TRIAD 8

In a highly charged work environment where performance beyond expectation was a norm rather than an exception, followers assumed contextual behaviours as part of the job because of the implicit organisational culture. The contextual behaviours in followers were informed by their context of continuous operations, where work happened 24/7 and overtime was not a privilege. In this project-oriented environment, team cohesiveness akin to the natural instinct of helping others, influenced networking. Co-worker influence was more pronounced and the outcome of the high standard of work resulted in high-performance throughout the network of offices. The flow of support, exchange of ideas and problem-solving in the network uniquely stimulated good behaviours both at leader and

follower levels. Leadership influence and context played a pivotal role in promoting contextual behaviours due to a convergence of cultural contexts.

> I tell them that do more than what probably the principals are looking for... I tell them that, the more you expand from the job the better you expand the horizon of understanding of the business (22L004B).
>
> .... It entails working extended hours because we have mining which works continuously,24/7... So, every time there is a problem we must sit {sic}and make sure that we get to the bottom of the problem, see the problem{sic} and try to resolve. So, you can see that it takes time because we might go beyond our normal working hours. On weekends, we must be here (23F007Bav).
>
> I tend to play the role of leader to my colleagues to encourage them to perform and comply with the employment contract...somebody like me plays the 'role of the leader' even though we are the same level(24F008Bvg).

From the evidence, followership reciprocated good leadership practise within a progressive context and influenced high contextual performance. The contextual influence extended to the network with implications for social networks and leadership influence outcomes. The strong network influence benefited from the botho and Asian cultures which are both collective cultures with high humanness scores.

TRIAD 9

A follower in the thirty -seven strong team at Head Office attributed success to the visionary leadership of the organisation's executive. In a context where both the leader and followers experience influence the same, dual influence was rather at a heightened level because of a context that amazing and phenomenal. Notably, mutual influence, respect, belonginess and team work increased

followership and invariably leadership influence. A strong network in an autonomous, empowering, innovative work environment thrilled the workers and propelled them to work towards shared goals and outstanding performance. The palpability and excitement in the air had a buzz about superior organisational performance linked to outcomes of outstanding sales connected to a 'rare-find' due to technological advancement and market leadership. The leader unleashed influence because she was influenced to excel which resulted in high contextual and overall organisational performance.

> I give that freedom to my staff as well because it's the leadership that I get from my boss that I impart to them. Unleashing this excitement is obviously by leading by example, if you lead by example then people will come out of their shell(25L005B).
>
> Our leaders are more of a visionary leadership even though they saw a big risk…if you are given the freeway, you are not limited even though you have timelines, it gives us the opportunity to flourish, like when you do everything you learn(26F0010Bvg).
>
> OK, the leader is important in this phenomenal environment …I work for a 'rare find', I will say it is a rare find----and I mean the mine is a rare find(27F009Bav).

Without doubt this case exemplifies leadership, followership and context ual influence in the leadership influencing process. Such significant influence resulted in phenomenal and outstanding contextual performance. In this case, the 'rare find' organisational culture converged with cultural context to culminate in superior team and organisational performance.

TRIAD 10

In this triad different to Triad 8 and 9, interpersonal behaviours in a role- based context left followers feeling that they were trampled upon. With descriptions like, I have power and I am 'where I can be king' rendering followers powerless and disillusioned by their leader. Whilst the top leadership encouraged autonomy and openness, followers found the direct leader autocratic and not inspirational. From their work experience both followers decided to rely more on the network to meet team and organisational goals. This also underlined the network capability that supported effective work in the teams and dual leadership functionality with the benefit of botho concepts of interdependence and duality. Seemingly, the cultural and organisational converged contexts to promote a highly effective work environment. Whereas the average performer showed differential performance levels, the contextual influence made up for the leadership deficit. In a typical technology-driven environment, the more self-driven teams were able to overcome the lack of leader influence and inability to change the behaviours of followers.

We were brave enough to embrace the technology… You are trying to develop a team that performs irrespective of whether----self-driven teams… Teams who believe in themselves and take ownership…. (28L006B).

I have a different way of looking at things, but we always differ with this man, but because of their authority I should oblige… Take away micromanaging. I want to see myself coming to work with all my plans for that day and achieve that… Every speech that he gives there is an element of threat, 'Do not do this---If you are not happy, get out--- *if you are not happy get out*? Something like we are not here to make people happy'. Yeah----to me it is not a good management style…(29F011Bav).

Personally, I do not like to be micromanaged because I believe when you hire a person and then you sign off that offer you believe that they can do the job that you are hiring them for(30F012Bvg).

...this should be a two-way relationship and ideally the boss should be somebody we are shadowing if you like. The best way is to show him ----to show him how you work as a team (30F012Bvg).

It can be concluded that context can moderate for leadership and does constitute leadership. With deficient line leadership, network influence compensated for bad leadership influence and affected followership positively.

Triad 11

The highly resourced work environment was driven by world class standards of a conglomerate. As part of ample resources, performance tools aided employee and organisational performance in a forty -five strong team. The close interaction within the team in their everyday work fostered close links and harnessed the best out of people. Reminiscent of the botho culture to lift each other, a supportive organisational context which meaningfully encouraged, self-directed and demanded multi-tasking in teams excelled in a tightly controlled but competing global environment. Notably, the intense work environment exposed the teams to heightened levels of accountability, communication, engagement, and contextual behaviours that were nurtured by the leadership for exceptional efficacy and excellence. The leader here acknowledges botho in they Setswana culture and loyalty.

Even the boss, we have shutdowns or stand-down sessions where we discuss what the issues are and come up with solutions and action items and everybody is involved, to get buy-in...So, with a little recognition and motivation we even finished the job before time, and I am immensely proud what they have done... That is one thing, I have learned about Motswana people--- is that if you recognise them, they will break their legs to work for you. (31L001A).

Like if there are issues that I do not understand, I will call and say I see that you stopped for 2 hours, and I will say why did you stop for 2 hours instead of 30 minutes? It is just trying to understand....What is the problem? (32F001Aav).

So, there is a movement towards excellence...*(hmm)*---the movement is being inspired by the fact{sic} that we try and model, to raise the flag for those who perform very well. And we define the standard of excellence, and we also punish poor performance.... Yes, I think yes because we have entrenched the value of excellence(33F002Avg).

In defining excellence, followership influence impacts leadership influence such that this team has entrenched the value of excellence. The convergence of botho values, recognition of the cultural context and inputs from the organisational culture when matched produce superior results. Reinforcing excellence by the leadership attained a high level of contextual performance for this triad.

TRIAD 12

Active leadership practise influenced through engagement, interconnectedness and shared perspectives about leadership enhanced a higher standard of organisational performance. Exceptional strategic reviews and managing the performance environment earned this twenty- eight strong team best intra-company awards. Enhanced contextual behaviours were reciprocated as the team consistently outperformed peers by being exemplary as custodians of the performance tools like PMS, engagement surveys, climate studies and Visible Leadership and Fearless leadership concepts across the organisation. Similar to the other teams, emphasis on team performance was supported by the organisational and richness of social networks in the botho culture. The interdependence, connectedness and mutual respect values glued together the teams for effective leadership and followership.

If people are part of the bigger processes, then they will love their jobs because its them and not the leader who seems to always provide direction all the time... I remember at the beginning of the year, when my team received the best mba team, for four months in succession. I said to the other guys, I challenge you to take this from me and I am happy that HR is still leading the pack. So, to me it is because of the team, setting their own targets but stretching them at the same time (34L002A).

And on a weekly basis we meet and review what is to be achieved for that week. On a monthly basis, again like I have said, we again meet and review that whatever the tasks and the plan has been agreed. In short what we have agreed we review weekly and thereafter its monthly(35F003Aav).

I tend to enjoy more when I see my leadership engaging me on what I do... An effective leader to me is a leader who can effectively manage his employee, who understands himself, understands his employees and his environment and who can take all the three, put them together and can get the best results... Really, I would say here, we are more empowered such that I can implement something without necessarily getting an approval form my supervisor (36F004Avg).

Exemplary leadership, followership and contextual influence greatly benefited this outstanding organisation to a consistently hight performance bar.

TRIAD 13

In one of the most exemplary triads which was an embodiment of what constituted leadership, followership and contextual

behaviours triggered contextual performance. By leadership reinforcing good behaviour, provoking interdependence, and channelling resources into the team, great efficacy, oneness and unwavering support persisted. Followership contributed immensely to forward-looking organisational leadership with exceptional self-efficacy and unmatched team performance. The leader supported by a dynamic context, team and organisational leadership influenced performance beyond expectations. The model team won accolades in safety from the Group. Performing to global standards underscored the leadership influence and how leadership, followership and context played a significant role in the constitution of leadership and its impact on contextual performance as a variation of task performance.

> My team have access to my calendar to ask for meetings and indicate the type of discussion such as performance, psycho-social, technical-issues 1,2,3,4 or morale, emotions, personal development. I then sit with them over a cup of coffee to have a feel of their heartbeat (37L003A)

> And in other areas where we are compared to other teams in Group, we have always been consistent in outclassing our peers in terms of performance… It is only that, in {context} in general we do not talk directly to issues of performance. You find that it takes a long time to talk about issues and to resolve them, they wait for a meeting to talk about a deficiency instead of just approaching me if I am the culprit. I ascribe that to our culture (38F005Avg).

> We engage people, by the end of our deliberations we would invite people to come forth and ask questions or to contribute to the offering(39F006Aa).

Leadership is constituted by followership and contextual influence which triggered the right contextual behaviours which inspired followers to outclass their peers on safety within a global Group. The cultural tensions between botho and organisational culture are also noted.

Triad 14

Whilst the leader maybe a role model, there was no overwhelming evidence that work was exceptionally influenced. The leadership of a small team of ten were internally focused because an SMME context. With limited resources and systems leaders were hands on and spent time defending the organisation. The followers were left to their own devices and felt neglected. Followership was almost non-existent which underscored the importance of motivational resources in a contextual study. Contextual behaviours were not cultivated or nurtured because of complaints on salaries and reward and other limitations of a small organisation.

There is contextual performance, I can cite {Si} he retained a key account through sheer resilience, he vigorously defended the business, and he went the extra mile. It was amazing to watch…(40L014E)

I think that the boss should investigate the salary structure because people are unhappy---they do not want to work because of low or no salary increase… But because I am a loyal and engaged employee, I trust my boss when I have a problem because he helps me personally(41F027Eav).

I wish we could have more meetings so that I can learn because I am only a month with the company. How I wish there were introductions and induction of new staff… (42 F028Evg).

This case underscores the constitution of leadership by followership and context. The limited resources and organisational structure given its SMME status are indicators of constraints and how contextual factors affect leadership influence.

Triad 15

Followers in a dynamic environment were enthralled by free-flowing creative space where all the thirteen employees and consultants are shareholders. As an inspiring team where work was 24/7, the high work ethic, commitment and dedication in a creative environment in which followership influenced leadership despite the context of an SMME. With evidence of flourishing by followers, the close-knit triad was influenced by a dynamic leader and an invigorating environment created by the leadership. Employees were masters of their own game and motivational factors like recognition, interdependence and mutual respect and comradeship lent credence to contextual performance episodes that positively impacted the business.

You know we have a flat structure, and we have access to resources and anybody at any time can access. It's overly exciting because its creative and we must get our juices flowing so we are very flexible(43L015E).

...our leader does not consider us as employees- we are his colleagues, a team. When you sign a contract here it is not an employee-employer contract, no it is as a shareholder in the company... We contribute to the work and directly to the financial results because everybody is their own employer (44F029Eav).

There seems to be a lot of volunteerisms because we work across disciplines and sometimes, we work exceptionally long hours...I thrive in looking for solutions, what I like most is the creativity and the fulfilment when you deliver in time(45F030Evg).

As an illustration of the influence of a creative context, an effective leader and followership, the context of work influenced the flexible leader behaviours and followers to thrive and have exceptional contextual behaviours.

Triad 16

Influence in this team of ten was unidirectional, from the leader to the follower's contrary to the flat structure and small size of the team. There was little evidence of leadership influence and followers did not reciprocate leader influence, in part because of low resources and other factors such as age, education, gender and a top-down work culture that was not inclusive. Followers were not involved even in decisions, not connected and interpreted the leadership as ...'these people do not care' and were different compared to the previous leaders. This also threatened their self-image, dignity and trust as they deemed botho to be lacking.

In the company, we have older women, and that age is difficult because 'they do not want to work longer hours' (46L016E).

Are you recording for the boss? I am asking because we transferred from old Rep which was a genuinely nice culture, and we got a lot of support …. these people do not care …Our pay structure has been changed without notice and due consultation. We have not been paid for this month but were not told why(47F031Eav).

It is a small company, and it is quite different to the old one…It was like a family; we were given transport to go and see customers. These new owners are different… He the leader does not give feedback. There are no sales meetings; the manager does not communicate feedback on sales targets (48F032Evg).

Beset by insecurity and almost in despair, the lack of followership impacted leadership negatively. The role of context in leadership and followership was illustrated in low contextual performance.

APPENDIX J Performance grids

Organisation	Excellence	High	Good	Average	Below average	Performance tools
Ratings	5	4	3	2	1	
A	Outstanding performance consistently exceeds stretch	Exceptional Performance achieves stretch	High Performance that meets stretch	Effective Performance	Underperformance	Climate study, engagement survey, Iceberg, incentive bonus, Malandro Fearless Leadership, Mini Business Units, PMS, Visible Felt Leadership and Stand downs.
B	Exceptional performance	Above expectations	Acceptable	Below acceptable average	Unacceptable	PMS and incentive bonus, Iceberg, Engagement forums, ethical online courses
C	Outstanding performance	Above Average	Average	Below Average	Poor	PMS and incentive bonus
D	Exceptional performance	Above average	Average	Below average	Poor	PMS and incentive bonus, secondment
E	N/A					None
Comment	Employees excel at their job.	High enough performance	Employees to improve average.	Below average performance- to be improved.	Unacceptabe performance that does not meet standards	Only Organisation A has tools that boost performance stretch. Organisations B and C have incentives and D only a bonus whilst E has an undeveloped performance system.

APPENDIX K Cross case analysis-excerpt

Triads Categories	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Theme Contextual Behaviours
Context	Acknowledgement from followers of leader support reinforced proactive behaviours amidst organisationally constraints and bureaucracy. Innovative and encouragement to work extra ordinaril	There was consensus over lack of e organisational support due to cutbacks and resource constraints. This adversely affected morale, quality of teaching and output and a perception of	The leader lamented low competency and ethics in followers whilst followers experienced aggressive and constrained organisational support and bemoaned a bureaucratic, and threatening work	Despite strong leader influence, organisational constraints diluted influence within the team, nature of work resembled the context of a univer	There was consensus that research work suffered due the command culture, organisational constraints, limited resource, and adverse workload. These factors compromised the quality of	In a flexible and dynamic culture with no, 'bureaucracy' it was all hands-on deck in a highly productive and creative culture. Engendering an adaptable work ethics and culture, the palpable	The triad operates in a highly charged and creative environment 'we stop when the work is done.' Multitasking and extra effort is taken as part of the job.	In a continuous operation environment, a robust and vigorous team operated in a dynamic yet relaxed environment it is also a high-performance organisation	Operating in a phenomenal environment that allowed for creativity to flourish, influenced by a leadership that embrace change and were risk-takers and performance oriented.	A young and dynamic environment with a systems-led operational model advanced creativity, proactivity, and high performance and exceptional mining experience.	A mature context where the triad operated and fostered excellence and outstanding performance. The teams exhibited distributed leadership influen	Engaging leadership and a sustained culture of engagement, willingness to perform and reciprocity. Experience of good contextual influence as followers adapted to a continuo	A triad that 'consistent in outclassing or peers' and a culture of engaging freely even though some managers had to be transformed to influence better.	A context where we 'meet challenges head on' because we are still evolving in an eentrepreneurial context constrained by limited resource base.	An open environment where workers thrive on the freedom to excel….' we love to consider ourselves as project managers and not workers'	In a 'small company' where followers felt the leader was uncaring. Lack of reciprocal and contextual behaviours hindered contextual and enhancement of task performance.	Social-cultural contexts and economics influenced leaders in 11 highly interactive triads. Followers' contextual behaviours high. 5 triads experienced least influence at different levels in two contexts. Variable experience in influence context-led, dependant on *financial resources*,

	y was constrained by context and organisational leadership.	unfair organisational practise.	environment. Misaligned belief systems negated performance.	sity where academics worked in silos.	teaching is compromised the quality of outputs, quality of life and research	energy and commitment enhance higher organisational value.					ced by investment in resources and performance tools.	us operation model in a competitive environment within the Group.					*skills and knowledge and leadership style.* Overall leader influence was context bound and active.
Rating	**Most**	**At Least**	**Least**	**Most**	**Least**	**Most**	**Most**	**Most**	**Most**	**Most**	**Most**	**Most**	**Most**	**Least**	**Most**	**Least**	**Most**
Extra effort	An enthusiastic team, 'staff is enthusiastic, they are driven' followers willingly put extra effort and were happy to take on extra work	Working together on solutions, 'working overtime is normal' synonymous with academic and research-oriented work. Constrained by	Surprisingly, the leader accepted that 'so people work to the barest minimum' in a hostile environment where followers were purporte	Exceptional leader influence, excellence drove follower performance - 'we go far and beyond the expectations	Awareness that extra effort was overshadowed by evidence of unhappiness and disengagement with employee unwilling	Woking 14 hours a day and doing two jobs in a day was normal in an organisation where leaders and followers multitasked, picked	Accordingly, the palpable work environment encouraged extra effort and going beyond job tasks in a not so conventional organisa	Ordinarily the leader expected followers to - 'you go beyond what the principals want'; they responded by working extended hours in a 24/7	With a team that commit 300% to work and serve their leader because they are not limited in their actions but still had to adhere	Challenged to 'always have the desire to do better and do bigger' the followers worked long hours, put extra effort, and demanded of themselves to be	In a team where problem-solving was immediate, the leader challenged followers to all be business manag	A team that was committed to high and consistent performance were proactive, used resources skilfully to advance performance. Committi	'We go an extra mile, far and beyond to get the mine to comply' and **exceed** stretch targets with heightened persistence, enthusia	Followers were left to their own devices because 'they need to work harder and put extra effort' with minimal influence and support.	With expectation on the leader`s influence resulted in exceptional influence of t followers to push even harder. Both followers showed **excepti**	The misalignment of purpose and vision between the leader`s seemed to be the only one who worked hard. He claimed that his followers were not interested, and they stated that	At least 11 triads were enthusiastic, persistent, and put extra effort. Highly proactive followers in dynamic contexts went far and beyond. Displayed horizontal influence, adaptable. Similarly, 5 triads were

	because they worked in a happy environment. Due to leader influence.	budget cuts and resource rationing Aggressive organisational leadership a disruption and turn off.	d to sabotage themselves and the organisation and 'I feel alone 'so 'people just work against the university principles.	and NIH likes the extra effort.' Good use of resources, adequate external funding. Skilled followers and high performance.	to put effort because they did just enough to comply with a contradiction that they worked overtime 'I steal family time'.	tables, put extra effort to just get the job done.	tion. Employee fit and selection supports an employee who was …' willing to go beyond their area of work, somebody who wants to go the extra mile'.	continuous operation. Employees identified with work schedule and ideals of leadership and organisational to maintain a high-performance culture.	to laid down procedures. The freedom to execute made the followers to go 'beyond the call of duty and they can go beyond what is expected'.	exceptional….	ers with minimum motivation and supervision because they were self-led. whilst staying close to the operations from Monday to Sunday.	ng to a sustained excellence the followers produce quality outputs and bespoke solutions to talent management.	sm, and extra effort. Driven by both leadership/context a culture of excellence gave rise to network influence, adaptation and learning culture.	There is no evidence that the followers had knowledge of leader or organisational expectations.	onal efficacy, 'I work 24/7, even during weekends.	he did not care.	lethargic, disinterest, and put little extra effort in under resourced contexts. Task orientation and vertical influence with both context and leader variability, negative to. leadership and followership and contextual performance.

APPENDIX L Comparison of collective leadership theories (Source: adapted from Davila and Elvira, 2012; Thielmann, April and Blass ,2007).

Theoretical basis	Western ideal	African Ubuntu/botho	Confucianism	Latin America	Middle East
Context	Individualistic independent	Collective Extended in-group	Collective/Patriotic	Collective Paternalistic	Paternalistic
Leadership influence	• Paramount concern for organisational performance • Drive efficiency and highly competitive • Urgency induced by short-term gain • Individualistic/ Independent performance • Prone to conflict and too dyadic oriented • Little social networks and	• Highly interactive • Strong team and relational influence- a spirit of Ubuntu • Collectivism (or harmonious interdependence • Humanistic • Emphasis extended in-group ties and social network influence • Too consultative and flatter structures	• Highly interactive • Harmonious relationship prized highly • About familial networks and influence • Collectivism (or harmonious interdependence • Concern for country, patriotism, and a high sense of duty • Respect for seniority,	• Highly interactive • High ingroup • Community emphasised • group collectivism. • Paternalistic • Family-like social tie • Experience harmonious interconnectedness. • Holistic, high attention to context • non-Confucian and honour prized	• Highly interactive • High in-group collectivism and social networks • Leadership attributes and cultural practices and values differ by country • non-Ubuntu and honour prized • Paternalistic • Religious rhetoric

	'teamness'-weak group concern • Multiple perspectives limited by intense competition • Autonomous • Analytic thinking- act independent of context.	• Paternalistic • Group performance • About familial networks and influence • Experience interconnectedness • Focal control mechanisms in organisational performance • Lack of urgency impedes organisational performance • Contextually embedded • Prone to kin network and security • Nepotistic and multiple stakeholders	experience, and age • Traditions observed, practiced, and carried out for greater good • Higher moral value • Emphasise relationships and context • Contextually embedded	• Contextually embedded • Group performance	• Paternalistic relationships and familial networks of influence • Contextually embedded

Managing authority	• Formal structures adhered to • Leader-follower exchanges benefit organisations • A bit more dyadic than horizontal	• Ambiguity in strategic direction • Wide power distance • Readiness to serve • Too respectful • Reluctance to evaluate performance	• Leadership is top-down • Respect for hierarchy and seniority • Wide power distance and acceptance of differential authority • Readiness to serve	• Authoritarian-benevolent paternalistic leader • Readiness to serve • Group solidarity and survival • Mostly horizontal • Reluctance to evaluate performance • Social status	• Leadership is top-down • Readiness to serve • Religious rhetoric • Hierarchical • Reluctance to evaluate performance
Managing uncertainty	• High degree of conservatism and stability-seeking behaviours • Uncertainty is normal and tolerated • Continuous change and turmoil not frowned upon • High risk-taking	• High degree of tolerance • Ambiguity and simmering action • Social network, individual security • Uncertainty deemed negative • Low performance orientation • Change resisted • Acute scarcity • Low risk-taking	• High degree of collectivism • Provides security • Group dynamics • Emphasise Hierarchical and conformist behaviours • Long term view to evolving change and it is valued • Very resourceful	• Resistance to Change • Low performance • orientation	• Resistance to change • Low performance Orientation • No sense of urgency

	• Sense of urgency	• No sense of urgency			
Managing relationships	• Independent performance • Self-categorisation • Superficial trust offered upfront • No depth in relationships • Autonomy • People tolerated • Openness to differences of opinion and conflict valued • Openness and deep conversation avoided • Privacy prized • Support of followers critical	• Independent performance • Openness • Extended social networks • Thrive on group support networks • Consensus valued • Differences shunned • Deep trust earned over time and collective commitment • Emphasise belongingness • Harmonious relationships and spiritual existence • Confrontation, conflict resolved privately	• Independent performance • Emphasis on harmony and personal dignity • Group identification • Maintenance of social network important • Experience interconnectedness • Construction of collective work • Belongingness • Social networks • Deep trust earned over time and collective commitment. • Consensus valued and benefits society	• Independent performance • Group solidarity and team integration • High interdependence • Experience interconnectedness • Construction of shared understandings of collective work • Social networks • Belongingness • Honour norms of • Relationship reciprocity	• Independent performance • Experience interconnectedness • High interdependence • Leadership is top-down • Deep private conversations • Trust imperative • Honour norms • Religious rhetoric • Hierarchical • Too consultative

	• Drive for commitment/and high morale • Trust imperative	• People prized over wealth • Respect for elders • Deep conversation in private and confidential • Trust imperative	• No superficial relationships and trust • Emphasis on hierarchy and respect for elders • Not confrontational	• Hierarchical /too consultative • Trust imperative • Deep private conversations	

APPENDIX M Types of engagement

	Kahn (1990)	Schaufeli et al., (2002	Macey and Schneider (2008)	Saks and Gruman (2014)	Maslach, Schaufeli, and Leiter (2001)
Theory	Engagement theory	JD-R model	Employee engagement	Organisational engagement	Job characteristics theory
Definition	The harnessing of the organisational members selves to their work roles; in engagement people express themselves cognitively, physically, and emotionally during role performance. Or "Simultaneous employment and expression of a person's 'preferred self' in task behaviours that promote connections to work and to others, personal presence, and active full role performances." (p. 700, Shuck et al., (2014, p 270)	Work engagement is the positive, fulfilling, work related. State of mind that is characterised by vigor, dedication, and absorption.	Engagement is the discretionary effort or a form of in-role or extra-role effort or behavior.	Engagement is the willingness to dedicate physical, cognitive, and emotional resources to a specific task engagement, organization engagement, and to one's work group or team engagement. Or "The extent to which an individual is psychologically present in a particular organizational role." (p 604, Shuck et al, 2014, p 270)	Engagement is associated with a sustainable workload, feelings of choice and control, appropriate recognition and reward, a supportive work community, fairness and justice, and meaningful and valued work. Burnout is engagement as "persistent positive affective state . . . characterized by high levels of activation and pleasure" (p 417).

Constructs	Job factors related to task characteristics, role characteristics, interaction. Group and intergroup dynamics, leader style and processes, organisational context, and norms.	Organisational factors premised on the availability of job resources and the motivational state of vigor, dedication, and absorption with high reliability but questionable construct validity/ absorption construct redundancy? (Cole et al., 2012)	Organisational factors Integrated set of trait engagement, psychological state engagement, behavioural engagement, work and organisational conditions, Empowering leadership, and LMX factors. burnout-engagement	Organisation engagement factors Empowering leadership, and LMX factors, optimism	Individual factors of burnout: workload, control, rewards and recognition, community and social support, perceived fairness, and compatibility of values between job requirements and personal principle. burnout-engagement.
Framework	Needs-Satisfaction Framework: requires a higher degree of each context. Meaningfulness: a sense of return on investment of self in role performance. Safety: a sense of being able to employ self without fear of negative consequences to self-image, status, or career.	Job Demands-Resources Model (Schaufeli & Bakker, 2004). Job demands: those physical, social, or organisational aspects of the job that require sustained physical or mental effort and are therefore associated with certain physiological and psychological costs.		Social Exchange Theory and multidimensional approach. Employees engage at varying degrees and in direct response to the resources they receive from their organisation.	Maslach Burnout Inventory (MBI) or the Oldenburg Burnout Inventory) as a state of wariness' Exhaustion Cynicism and Professional efficacy

	Availability: sense of possessing the physical, emotional, and psychological necessary for investing self in role performance.	Job resources: those physical, social, or organisational aspects of the job that may do any of the following: (a) be functional in achieving work goals; (b) reduce job demands and the associated physiological and psychological costs; (c) stimulate personal growth and development (Demerouti et al., 2001). Leadership		
Measurement		UWES 9-item short form Validated in most countries including South Africa. Origins in burnout literature a limitation.	Complete scale -13 items: Cognitive -4 items Emotional -4 items Physical -5 items.	Organizational Engagement Scale: 6-item scale to measure job engagement and a 6-item scale organisational engagement.	

Outcomes	Personal engagement and disengagement, task, organisational outcome	Mediates job resources and work outcomes, unit and organisational outcomes, task, and contextual performance.	Job satisfaction, adaptive, proactive, and personal initiative kinds of behaviours	Task, job satisfaction, organisational commitment well-being and optimal functioning	
Comments	multidimensional motivational construct, motivational state. Related to job engagement (Rich et al., 2010)	Motivational state. Schaufeli et al. (2002) burnout that it calls into question its distinctiveness? energy/vigor and identification/ dedication, core dimensions of work engagement (Bakker et al, 2011). Also conflated with job engagement	Behavioural engagement supported by persistence, vigor, energy, dedication, absorption, enthusiasm, alertness, and pride in the work role like contextual performance. NO resource-bias. Personality and trait adaptive not contextual behaviours.	motivational state, found employee engagement using UWES overlaps to an extent with job burnout	