IMPROVING LEADERSHIP DEVELOPMENT IN A SELECTED MANUFACTURING COMPANY

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Submitted in partial fulfilment of the requirements for the degree MAGISTER IN BUSINESS ADMINISTRATION in the Faculty of Business and Economic Sciences at the Nelson Mandela Metropolitan University

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DATE: DECEMBER 2011
I, Lunga Kalashe, hereby declare that:

- the work in this dissertation is my own independent and original work;
- all sources referred to have been documented and acknowledged; and
- this dissertation has not been previously submitted in full or partial fulfilment of the requirements for an equivalent or higher qualification at any other recognised educational institution.

Lunga Kalashe                Date
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Leadership development is very important in business and often much lip service is given to “growing” leaders in business organisations. Leadership development takes place at the individual, group or organisational level and aims for greater effectiveness of an organisation’s human, social and systems capital. One of the biggest motor manufacturers in the Eastern Cape which employs more than 6 500 workers in the local plant and thousands of allied jobs at suppliers was selected to conduct this study on leadership development. The reason for choosing this company is that, over the years, the company established strong training and development programmes to help employees achieve their full potential and to grow the company. This study assesses the success of leadership development in the selected company as well as the factors that could lead to the improvement of its leadership development programme. The primary objective of the study is therefore to improve leadership development in the selected company by investigating the influence of selected factors on leadership development in that company.

The sample was drawn from the employees of the company who were enrolled for leadership development at the company’s training institute as at October 2010. They were 55 engineers, 15 supervisors, 20 buyers and 12 managers. A census of these employees was conducted, in other words, 102 questionnaires were distributed to them. Only forty (40) respondents (response rate = 39.2%) however participated in the final study.

The empirical results showed that three variables were key ingredients for achieving and increasing leadership development success: organisational culture, participative leadership and senior-management support. Implementing the recommendations that emanated from these results will go a long way in securing success in the company’s leadership development programme.
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CHAPTER 1

SCOPE OF THE STUDY

1.1 INTRODUCTION

Leadership development is very important in business and often much lip service is given to “growing” leaders in business organisations. Leadership development is an on-going process that is different from leader development. Leader development focuses on individual leader development, enrichment or attainment of within-person competence while leadership development focuses on interpersonal and relational development. Leadership development takes place at the individual, group or organisational level and aims for greater effectiveness of an organisation’s human, social and systems capital (Hamilton and Bean, 2005).

Leadership development initiatives typically offer performance support and real world application of skills through such methods as training programmes, coaching and mentoring, action learning, and developmental assignments. Combining instruction with a real business setting helps leaders gain crucial skills and allows the organisations to attack relevant, crucial, real-time issues. The goal of leadership development ultimately involves action not knowledge. Therefore, development means providing people with opportunities to learn from their work rather than taking them away from their work to learn (Hernez-Broome and Hughes, 2009).

According to Conger (1992), “to train individuals in the arts of leadership takes enormous time and resources, perhaps more than societies or organisations possess, and certainly more than they are willing to expend”. One of the biggest motor manufacturers in the Eastern Cape which employs more than 6 500 workers in the local plant and thousands of allied jobs at suppliers was selected to conduct a study on leadership development (About the Company, 2010).

The reason for choosing this company is that, over the years, the company established strong training and development programmes to help employees achieve their full
potential and to grow the company. As organisations and their environments have transformed quickly over the past years, a new style of leadership, one that is less bureaucratic and more democratic, is required in order to ensure the organisation’s survival and performance is achieved. As the company grew, it needed to pay enough attention to strengthening the leadership capabilities among future leaders despite its Management Leadership Programme and Generic Staff Leadership Programme. The present study therefore assesses the success of leadership development in the selected company as well as the factors that could lead to the improvement of its leadership development programme and challenges.

1.2 PROBLEM STATEMENT

In trying to address the problem of leadership and unemployment, the company’s first innovation was to further the education of its employees through the company’s Education and Training Institute (ETI). The ETI consists of several specialist training departments, including technical, manufacturing, leadership development, management and business skills development, as well as corporate trainee and bursary programmes (Engineering News, 2007). In addition, the company has been making huge capital outlays (R400 million) on training and skills development, which includes a special project called “Leaders for the Future” (Company MD, 2010:08). These special projects include external and internal learning strategies. For external learning, employees apply for financial assistance to study courses of their own choice. The internal learning academy programme involves a Management Talent Bank, Supervisors Talent Bank, Group Leaders, Graduate Trainees and Technical Trainees. These strategies have shown success in some areas but there are still however areas for improvement.

According to Lee (2011), modern businesses face the following important challenges that hinder leadership development in businesses:

- Effective succession management that ensures the company has the right executive, in the right job, at the right time;
- A lingering gap between employees knowing the organisation’s business strategy and recognizing their own roles in it. Closing that gap will help improve engagement, productivity and profitability;
- Effective processes for identifying “right potential” talent and accelerating the development of those who possess such potential;
- Ensuring that senior management makes leadership development a top priority;
- Employee engagement in the sense that those responsible for leading need to pay close attention to not only the level of employee contribution but also the degree of satisfaction;
- Rising executives seeking growth and developmental opportunities outside their companies;
- Greater difficulty in attracting functional leaders (those finding balance between work and competency level); and
- Retention as the demand for next-generation leaders exceeds the supply.

A comprehensive literature review by Hewitt Associates revealed that leadership practices at top global companies are an inherent part of organisational culture, and that developing future leaders is simply a way of operating that must be intertwined with running the business (Global Top Companies for Leaders, Hewitt Associates, 2007). The latter review identified five key areas that set the Global Top Companies apart from other companies around the world and three of those focus on leadership development:

- **A strategic business commitment to developing leaders** – Eighty-five percent ensure that the selection and development of leaders is aligned with their business strategies, compared with only thirty-two percent of all other companies. Eighty-five percent of Global Top Companies say leadership development is a high priority to senior management in the organisation, compared with just forty-five percent of other companies;

- **A senior-level commitment to developing leaders** - Eighty-five percent of senior management at Global Top Companies say they spend at least twenty percent of their time on leadership development initiatives, compared with only fifty-two percent of all other companies;
- A clear expectation of desired leadership behaviours - Eighty-five percent believe that the desired leadership behaviours are well understood at all levels of the organisation, compared with just thirty-seven percent of other companies.

Lee (2011) suggests that companies must put more emphasis on senior level commitment in developing leaders. Some managers refuse to support employees or release them to attend leadership development courses claiming that they have capacity problems (Lee, 2011). There is also room for improvement regarding all other stated challenges in order for companies to be perceived as Top Companies in the country. Against the preceding literature review, the present study suggests that the following variables play an important role in efforts to achieve leadership development in businesses: Autocratic leadership style, satisfaction with compensation package, organisational culture, participative management style, managerial resistance to change, and management support to leadership development.

One important point for companies which are willing to be more sustainable is the awareness of their organisational culture and the need to reach a fit between the culture and the sustainability activities (Baumgartner, 2009). It is beneficial for the organisation to obtain greater insight into and awareness of their leader’s management styles and those aspects of their culture which impact upon the way in which they manage their departments, their colleagues and their employees.

Leadership programmes can only be effectively designed, delivered and sustained if businesses commit to leadership development (McAlearney, 2006). Businesses should value development in general. Organisational leaders who believe in the value of learning and growth are likely to invest heavily in leadership development activities and commit to sustaining these programmes over time.

Employee involvement is more likely to increase when employees receive adequate training, are sufficiently satisfied with their work context, and have high-growth strength. Employee involvement however may be difficult to introduce into the organisation due to incompatible cultural values and various forms of resistance to change (McShane and Von Glinow, 2000:314). Employees integrated into the business have more positive feelings about themselves, about their work and get involved. This integration may
provide guidance in the requirements to achieve targets for breakthrough performance. In order to close the leadership gaps identified, businesses should invest in training and encourage new skills for employees. These perceptions are typically derived not by chance but as the result of well-designed, systematically implemented organisational practices and leadership development.

Organisations that have connected the dots and created a culture of leadership development will have an opportunity to clearly articulate the corporate culture and clear development expectations during the recruitment process. This allows an individual the opportunity to assess whether or not his personal values align with organisational values (Scott, 2008:23). It is important for organisations to address role ambiguity because individuals need to be able to understand their role and function in the organisation. This is important when there is ambiguity in the expectations of the job and good leaders know how to delegate tasks in such cases.

Leadership development opportunities, as part of agency operations, provide individuals, who seek these opportunities, with higher job satisfaction and purpose to stay with the agency for a longer period of time (Plotner and Trach, 2010). The relationship an individual has with the leader and other colleagues tends to be an important indicator of job satisfaction. Whilst the people working in the organisation today may not welcome change, the decisions and choices leaders make will often carry fateful consequences for the health of the organisation in the longer term. The outcomes of these choices may determine future success or failure. A proper understanding of leadership and leadership development must therefore go beyond understanding today’s behavioural competencies to understanding how leaders think about the future, how they come to decide on ambitious plans requiring organisational changes before their execution and how they seek to change minds, their own and others, about what is achievable (Howard and Carnall, 2008:197).

Traditional motivational factors such as compensation packages and reward systems can sometimes undermine a leadership development process and the goal of developing a team-based work environment. Often organisation’s leadership development programmes are focused on helping people develop the skills needed to effectively operate in a flatter, more team-based environment, yet the performance appraisal and compensation system
put more emphasis on individual performance (Scott, 2008:22). This could have a negative effect on employee commitment. Integrating leadership development into companies’ strategic objectives could ensure that programmes are effectively designed, delivered and sustained. The present study therefore assesses the determinants of successful leadership development in a selected manufacturing firm in the Eastern Cape.

1.3 RESEARCH OBJECTIVES

1.3.1 Primary objective

The primary objective of the study is to improve leadership development in a selected manufacturing firm by investigating the influence of selected factors on leadership development in that firm. The results of the study will be used to provide guidelines to the managers of the company on how to address shortcomings in their current leadership development programme.

1.3.2 Secondary research questions

To achieve the above-mentioned primary objective the following secondary research questions are pursued:

- What is the nature of leadership development in the selected company?
- What is the composition and distribution of leaders in the company?
- Which of the selected determinants of leadership development should be given priority attention in efforts to improve leadership development?

1.3.3 Research design objectives

In order to achieve and answer, respectively, the above-mentioned primary objective and secondary research questions, the following research design objectives are pursued:

- To conduct a secondary literature review;
- to construct a questionnaire based on the secondary literature;
- to collect data using the questionnaire;
- to capture the data in an Excel computer software program;
- to analyse the data by means of the STATISTICA version 9.0 computer software program;
- to interpret the findings and make recommendations to managers;
- to validate findings by convening focus groups to discuss the empirical findings; and
- to present recommendations to management.

1.4 METHODOLOGY OF THE STUDY

1.4.1 Research paradigm

According to Collis and Hussey (2003:47), there are two main research paradigms, namely the positivistic (quantitative) and phenomenological (qualitative) paradigms. The quantitative paradigm involves testing relationships between variables and its research designs are either descriptive (subjects usually measured once) or experimental (subjects measured before and after). In a descriptive study, no attempt is made to change behaviour or conditions and things are measured as they are. In an experimental study, measurements are done, interventions are made and measurement is done again to see if there are any changes. The result of quantitative research is a collection of numbers, which can be subjected to statistical analysis to produce quantitative results.

A phenomenological (qualitative) study is one that attempts to understand people’s perceptions, perspectives, and understanding of a particular situation (Leedy and Ormrod, 2001:153). Qualitative research believes that the researcher’s ability to interpret and make sense of what he or she sees is critical for an understanding of any social phenomenon (Leedy and Ormrod, 2001:147). Qualitative research is typically used to answer questions about the complex nature of phenomena, often with the purpose of describing and understanding the phenomena from the participants’ point of view (Leedy and Ormrod, 2001:101). Collecting and analysing this unstructured information can be messy and time-consuming using manual methods. This can be done through interview transcripts, emails, notes, feedback forms, photos and videos.
The quantitative paradigm is chosen because the relationship between critical success factors and effective leadership development is being investigated. Such an investigation requires a co-relational analysis, which is a quantitative methodology.

1.4.2 The sample

The population in the study includes the employees of the selected company who are enrolled for leadership development at the company’s Education and Training Institute (ETI) as at October 2010. They include 55 engineers, 15 supervisors, 20 buyers and 12 managers. A census of these employees was conducted, in other words, 102 questionnaires were distributed to these employees. Confidentiality and anonymity of all the respondents were guaranteed. No questions were asked which could compromise the respondent’s confidentiality and anonymity. No respondent was forced to complete a questionnaire and the respondents were free to complete a questionnaire or not.

1.4.3 The measuring instruments

Measuring instruments with tested psychometric (reliability and validity) properties were used to measure the variables included in the hypothesised model. Where no existing measuring instrument was found, self-constructed instruments were used. The questionnaire’s statements were anchored to a five-point Likert scale that ranged from (1) strongly disagree to (5) strongly agree. The questionnaire also captured demographical data about the respondents, including gender, age, education, job tenure and job experience.

1.5 THE NULL HYPOTHESES

The following null hypotheses were investigated:

HO1: The perceived autocratic leadership style exerts no influence on the perceived success of leadership development;

HO2: The perceived satisfaction with compensation package exerts no influence on the perceived success of leadership development;
HO3: The perceived organisational culture exerts no influence on the perceived success of leadership development;

HO4: The perceived participative management style exerts no influence on the perceived success of leadership development;

HO5: The perceived managerial resistance to change exerts no influence on the perceived success of leadership development; and

HO6: The perceived senior-management support to leadership development exerts no influence on the perceived success of leadership development.

The above-mentioned null hypotheses are graphically depicted in Figure 1.1.

**FIGURE 1.1: THE HYPOTHESES MODEL TO INCREASE LEADERSHIP DEVELOPMENT SUCCESS**
1.6 TERMINOLOGY

1.6.1 Autocratic leadership style

Bolden, Gosling, Marturano and Dennison (2003:10) argue that autocratic leaders take the decisions and announce them, expecting subordinates to carry them out without question (the Telling style).

1.6.2 Employee satisfaction with compensation package

Employee compensation is defined as the financial and non-financial extrinsic rewards provided by an employer for the time, skills and effort made available by the employee in fulfilling job requirements aimed at achieving organisational objectives (Swanepoel, 2003: 488). The study investigates the employees’ satisfaction with their compensation package.

1.6.3 Organisational culture

Organisational culture is a macro-phenomenon which refers to the patterns of beliefs, assumptions, values, and behaviours reflecting commonality in people working together. Organisational culture is ‘the set of shared, taken-for-granted implicit assumptions that a group holds and that determines how it perceives, thinks about and reacts to its various environments. It is therefore the shared values and beliefs that underlie a company’s identity. Organisational culture is passed on to new employees through the process of socialisation and influences their behaviour at work’ (Kreitner, Kinicki and Buelens, 2002: 58).

1.6.4 Participative management style

The leader discusses and analyses problems with subordinates to reach consensus on what to do and how to it. Decisions are made by the group as a whole and subordinates have much responsibility for decisions reached. They participate as equals in decision making (Gill, 2006). This is close to a democratic way of management.
1.6.5 Managerial resistance to change

Resistance to change occurs when people either secretly or openly refuse to support the change. Resistance to change is an essential factor to be considered in any change process, since a proper leadership or management of resistance is the key for change success or failure (Kreitner and Kinicki, 2002: 659-663).

1.6.6 Senior-management support

Commitment starts with the leader, permeates through the senior ranks, and then “infects” everyone with a willingness and urgency to reach new heights through personal accountability and improvement (Tomlinson, nd). Although the executive is ultimately responsible for the organisational vision, senior-level leaders are responsible for building commitment to the vision and aligning services and programmes with the vision.

1.6.7 Leadership development success

Leadership is a relationship between leaders, followers, and the context. Likewise, leadership development is contextual and the approaches and sources of learning used for leadership development provide a learning opportunity unique to that specific programme. The intention is that participants will draw knowledge from the source of learning and improve their ability to lead teams, organisations, and change effectively. As a result, the success or failure of leadership development initiatives hinges on the overall approach (objectives), the sources of learning the initiatives provide, and their effect on the individual (Scott and Nathan, 2008).

1.6.8 Strategic business commitment

Organisational commitment is defined either as an employee attitude or as a force that binds an employee to an organisation. Strategic commitment is a condition of total ownership and alignment with the organisation’s direction and goals, and a self-imposed accountability for success. True commitment is a function of leaders focusing on both the content and context aspects of their strategy (Tomlinson, nd).
1.7 OUTLINE OF THE STUDY

The study includes the following Chapters:

Chapter 1: Scope of the study
This Chapter includes the introduction of the study, the problem statement, the research objectives, the research methodology, definition of concepts and the measuring instruments.

Chapter 2: Literature review on leadership development
In this Chapter the following topics are discussed: Conceptualisation of leadership development; the importance of leadership development; approaches to leadership development; shortcomings in leadership development; and the hypothesized model to improve leadership development.

Chapter 3: Methodology of the study
In this Chapter, the philosophical paradigm underpinning this study is discussed, followed by the sampling design, measuring instrument and the methods of data analyses used in the study.

Chapter 4: The empirical results
In this Chapter the empirical results will be reported and interpreted. This will include the reliability and validity assessments of the measuring instruments.

Chapter 5: Conclusions and recommendations
In this, the final, Chapter, conclusions will be drawn and the empirical findings will be discussed in the light of the implications they have for managers.
CHAPTER 2

LITERATURE REVIEW ON LEADERSHIP DEVELOPMENT

2.1 INTRODUCTION

The globalisation of economic activity and rapid technological developments require a well-qualified workforce with multiple skills and leadership. Obtaining and improving the necessary skills are important to respond to a rapidly changing international economy. An analysis conducted by Fortune concluded that no matter what business the organisation is in, the real business is building leaders (Bhika, 2003:29). Without a cadre of effective current and future leaders, a company would lose its competitive edge (Dubrin, 2010:455). In line with the above the Ninth House (2006:1) suggests that developing leaders is a formidable challenge for today’s global business. The deficit of available leadership talent is widely cited as the greatest limiter of growth. In other words, cracking the code on developing effective leadership has the potential of conferring incredible advantages both competitively and organisationally. Williams (2005:5) argues that the world of the modern organisation is complex, filled with leadership challenges as well as exciting opportunities. In order to survive and prosper, an organisation must have the enthusiastic commitment of its members with their imagination and potential for independent thinking fully focused on its tasks, problems and opportunities. It is the responsibility of leadership to create the environment for such commitment and innovative thinking.

Great leaders are even more in demand in modern times as society and technology become increasingly advanced. The turbulent business environment has created a need for leaders who can meet the demands and challenges of organisations. Leadership in a modern organisation is increasingly characterised by emergent and ambiguous, rather than predictable and prescribed contexts. A more inclusive perspective on leadership may open fruitful venues for the scientific study of its development and better prepare all individuals to address the increasingly complex challenges of leadership (Murphy and Rigio, 2003:21). Daft (2005: 31) suggests that the biggest challenge facing leaders today is the changing world that wants a paradigm of leadership to evolve to a new mindset that
relies on human skills, integrity and teamwork. Arbaugh (2006:524) argues that truly useful leadership development should be highly contextualised to each organisation rather than constructed from canned programmes borrowed or purchased elsewhere. Dubrin (2010:456) further explains that organisations need talented people a lot more than talented people need organisations. The general picture of developing leaders is to make such developments part of the culture, including mentoring and offering constructive feedback on performance.

Various authors regard leadership as the behaviour of an individual when directing the activities of a group toward a shared goal (Nyengane, 2007:9). The success of a company is traditionally measured by the leader’s innovativeness and cost-effectiveness in handling a company’s projects (Maliti, 2010:22). The main theme in the literature on the topic is that leadership development should be strategic (Bleak and Fulmer, 2009:3). Thus, a leader’s development should be intertwined with strategic planning, organisational culture and strategic issue resolution. Customers today shape organisations by demanding what they want, when they want it, how they want it and what they will pay for it (Hammer and Champy, 1993). The core purpose of leadership development should therefore be to align leadership behaviours with strategies to serve customer needs. Without this central focus, leadership development practices tend to become ends in themselves. In this Chapter various concepts related to leadership development are reviewed.

2.2 THE IMPORTANCE OF LEADERSHIP DEVELOPMENT

Leadership development can be conceptualised as a process requiring both a variety of developmental experiences as well as the ability to learn from these experiences (Van Wyk, 2007:37). The ability to learn from experience is the inherent element that enables an individual to develop. Although leaders learn mostly through their experiences, all experiences are not equally developmental. Situations that challenge an individual and provide meaningful feedback together with a sense of support are more likely to stimulate leadership development than situations in which any of these elements is absent. One challenge surrounding personal development plans is that organisations often do not track an individual’s progress (Scott, 2008:22).
The ultimate source of competitive advantage of a company is its people. Companies should therefore work as hard at assessing, deploying, and developing their people as they do at developing markets, new plants and new technologies (Winston, 2008:8). Leadership development is important to get employees to buy into shared corporate values and policies (Gilmore, 2006).

During the 2008/9 recession the automation industry faced many challenges with growth prospects of companies being adversely affected. Companies with good cash flow through better leadership and innovations were able to survive the recession (Rao, 2009). In addition, the Corporate Leadership Council (2003) studied 276 organisations around the world to understand the relationship between leadership development, on the one hand, and business practices and processes, on the other hand. They concluded that companies with the better leaders delivered 10 percent greater total shareholder return than their peers. Winston (2008) reported similar results.

Studies have shown that the highest-performing organisations recruit talented individuals and place them in focused and driven teams. High-performing organisations support the development of leaders’ skills, drive, intelligence and creativity. High-performing organisations train their employees, challenge them and focus their energy on exciting opportunities. High-performing organisations are committed to giving leaders the place, space, tools and the opportunity to excel. A business rises and falls on the strength of its leaders at all levels of the organisation (Winston, 2008:9).

According to Barling, Christie and Turner (2007), the objective of leadership development is realized when leaders put the best interests of the group ahead of their own self-interest and act in accordance with strong ethical values and moral standards. Such leaders emphasize goals and objectives that do well for the organisation, its members and society in general. Leadership development ranks higher than performance management, organisational development, innovation/service enhancement and coaching as a means of achieving strategic change and driving business objectives. Over the past 60 years, companies that emphasise leadership development have performed 15 times better in achieving desired results than those which have not. Moreover, a 2004 study identified a positive correlation between an organisation’s financial results (market share
The preceding review highlighted the importance of leadership development. It is therefore necessary to investigate what theoretical content should inform leadership development. The next section therefore explores the theoretical foundation of leadership. Firstly, the difference between leadership and management must be clarified. Secondly, the various leadership theories need to be explored.

2.3 LEADERSHIP VERSUS MANAGEMENT

Dubrin (2010) defines leadership as the ability to inspire confidence among and support the people who are needed to achieve organisational goals. Leadership entails the initiation of change in the search for new products, new markets, new competitors, new customers and new work processes. Management, on the other hand, is defined as the planning, organising, directing and control of subordinates’ working activities. Management produces order, consistency and predictability (Dubrin, 2010).

The two descriptions above reveal a relations-oriented (leadership) versus task-oriented (management) focus. Dubrin (2010) illustrates this as follows: A manager exercises the daily management functions of planning, leading, organising and controlling as a result of a formal position of authority which he/she holds in the organisation. A leader, on the other hand, persuades other people (followers) to strive for certain goals (formal or informal), irrespective of his/her position.

Kotter (1990) differentiated between leadership and management in terms of the core processes and intended outcomes. According to Kotter (1990), management seeks to produce predictability and order by:

- setting operational goals, establishing action plans with timetables and allocating resources;
- monitoring results and solving problems; and
- organising staffing, e.g. establishing structure, assigning resources and tasks.
Leadership seeks to produce organisational change by:

- developing a vision of the future and strategies for making necessary changes;
- communicating and explaining the vision; and
- motivating and inspiring people to attain the vision.

Both leadership and management are necessary for the success of the organisation. Effective management on its own can create a bureaucracy without purpose, while effective leadership on its own can create change that is impractical. The relative importance of the two processes and the best way to integrate them depends on the specific situation that prevails (Van Wyk, 2007:93).

**TABLE 2.1: A COMPARISON OF MANAGEMENT AND LEADERSHIP COMPETENCIES**

<table>
<thead>
<tr>
<th>Management produces order and consistency</th>
<th>Leadership produces change and movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and Budgeting</td>
<td>Establishing Direction</td>
</tr>
<tr>
<td>Establishing agendas</td>
<td>Creating a vision</td>
</tr>
<tr>
<td>Setting timetables</td>
<td>Clarifying the big picture</td>
</tr>
<tr>
<td>Allocating resources</td>
<td>Setting strategies</td>
</tr>
<tr>
<td>Organising and Staffing</td>
<td>Aligning People</td>
</tr>
<tr>
<td>Providing structure</td>
<td>Communicating goals</td>
</tr>
<tr>
<td>Making job placements</td>
<td>Seeking commitment</td>
</tr>
<tr>
<td>Establishing rules and procedures</td>
<td>Building teams and coalitions</td>
</tr>
<tr>
<td>Controlling and Problem Solving</td>
<td>Motivating and Inspiring</td>
</tr>
<tr>
<td>Developing incentives</td>
<td>Inspiring and energizing</td>
</tr>
<tr>
<td>Generating creative solutions</td>
<td>Empowering subordinates</td>
</tr>
<tr>
<td>Taking corrective action</td>
<td>Satisfying unmet needs</td>
</tr>
</tbody>
</table>

Source: Northouse (2007: 10)

Northouse (2007) suggests that leadership and management entail both task-oriented and relations-oriented behaviours. In other words, leadership also exhibits task-oriented
behaviours, while management also exhibits relations-oriented behaviour. Table 2.1 summarises the differences between leadership and management according to Northouse (2007).

The terms “leadership” and “management” are seen very differently by diverse people. Some individuals see these terms as synonyms and frequently use them interchangeably in phrases and sentences. Others approach them as extreme opposites; so extreme, in fact, that they would argue that you cannot be a good manager and a good leader at the same time. Still other people take up a position somewhere in the middle and realise that while there is a difference between leadership and management, with the right knowledge an individual can successfully navigate both from the same position (Ricketts, 2009).

For the purpose of the present study, leadership is therefore defined as the central ingredient necessary for progress as well as for the development and survival of organisations, especially in a changing environment such as the Motor Industry (Dubrin, 2010:455). Lussier and Achua (2001:294) agree that leadership is the process of influencing followers to achieve organisational objectives through change. Charlton (2000:64) supports the above two thoughts by mentioning that in order to be effective, each person in the organisation needs to demonstrate competencies of leadership and follower-ship to contribute significantly to improved performance. Leadership is a relational process combining ability (knowledge, skills, and talents) with authority (voice, influence, and decision-making power) to positively influence and impact diverse individuals, organisations, and communities. Burgoyne (2002) states that ‘All managers in today’s organisations need to be leaders’ and ‘one leader in an organisation is not enough’. Van Wyk (2007:91) notes that it is consequently very difficult to settle on a single definition of leadership that is general enough to accommodate these many meanings and specific enough to serve as an operationalisation of the variable.

Leadership development is defined as part of agency operations to provide individuals who seek these opportunities with higher job satisfaction and purpose to stay with the agency for a longer period of time (Plotner and Trach, 2010:3). Leadership development must encompass the challenges and contexts of leadership as well as individual characteristics, therefore leadership development cannot be seen as a one-off training course but as a continuous activity that helps people learn from their actions. It should be
an integration strategy that helps people understand how to relate to others, coordinate their efforts, build commitments and develop social networks by applying self-understanding to social and organisational imperatives (Stewart, 2007:133). Leadership versus management is clearly explained and the study further suggests that leadership development can be improved by pursuing theories of leadership.

2.4 THEORIES OF LEADERSHIP

The nature of leadership and management is changing owing to the unprecedented changes affecting the organisations. In an effort to cope with these changes, leaders and managers may still need the traditional competencies as well as additional competencies. Sources of learning are primary vehicles for delivering leadership development learning activities before, during and after the leadership development intervention, e.g., action learning, job rotation, assessment centres (Scott and Nathan, 2008).

Bass's theory of leadership states that there are three basic ways to explain how people become leaders (Stogdill, 1989; Bass, 1990). The first two explain the leadership development for a small number of people. These theories are:

- Some personality traits may lead people naturally into leadership roles. This is the Trait Theory;
- A crisis or important event may cause a person to rise to the occasion, which brings out extraordinary leadership qualities in an ordinary person. This is the Great Events Theory or Behavioural Theory; and
- People can choose to become leaders. People can learn leadership skills. This is the Transformational or Process Leadership Theory. It is the most widely accepted theory today and the premise on which this guide is based.

This diagram in Figure 2.1 is used as a basis for understanding the evolution of the concept of leadership and to demonstrate the move to transformational approaches in leadership theory.
2.4.1 Traits Theory

Dubrin’s (2010) general personality traits, illustrated in Figure 2.2, suggest that if the traits that differentiated leaders from followers could be identified, successful leaders could be quickly assessed and put into positions of leadership. Leader’s personality traits can be divided into two groups: General personality traits such as self-confidence and trustworthiness, and task-related traits, such as an internal locus of control (Dubrin, 2010:33). Figure 2.2 lists the general personality traits that contribute to successful leadership.
2.4.1.1 Self-confidence

According to Dubrin (2010), self-confidence indicates whether a leader has confidence in his or her judgment, decision-making ideas and capabilities. Leaders who have high confidence in their abilities tend to foster confidence among followers. Through gaining their followers’ respect, they influence their followers. Self-confidence is among the first leadership traits researchers identified, and it has recently received considerable attention as a major contributor to leadership effectiveness (Dubrin, 2010:34).

2.4.1.2 Humility

Part of humility is for leaders to admit that they do not know everything and cannot do everything and also admitting mistakes to the team members and outsiders. Harrison (2008:105) commented that great leadership is manifested or articulated by people who know how to understate it. There is leadership value in humility, the leadership that comes from putting people in the limelight, not yourself. Great leadership comes from entirely unexpected places (Dubrin, 2007:35).
2.4.1.3 Trustworthiness

Trustworthiness is an important factor in business success. Twenty-first Century leaders work to create environments built on trust and continuous learning where participants in these “leadership-dynamics” are fully engaged, derive meaning, and take ownership and responsibility for the results (Dentico, 2009:3).

2.4.1.4 Sense of humour

Effective use of humour is an important part of the leader’s role, Dubrin (2010) argues that humour adds to the approachability of the leader. Because the humour helps the leader dissolve tension and defuse conflict, it helps the leader to exert power over the group (Dubrin, 2010:42).

2.4.1.5 Authenticity

True leaders believe in the strength, capacity, and potential for growth and contribution of their people, and have the “intestinal fortitude” to keep their promises through thick and thin (Winston, 2008:9). To become a true leader and to demonstrate authenticity leaders should be themselves rather than trying to be a replica of someone else. Followers respond to leaders partly because they are genuine rather than phony (Dubrin, 2007:38).

2.4.1.6 Enthusiasm, optimism and warmth

Leadership is more than a set of skills; it relies on a number of subtle personal qualities that are difficult to perceive but are very powerful. These include characteristics such as enthusiasm, integrity, warmth, optimism, courage and humility. Real leadership originates from a genuine concern for others (Van Wyk, 2007:97).

Enthusiasm often takes the form of optimism, which helps keep the group in an upbeat mood and hopeful about attaining difficult goals. The optimistic leader is therefore likely to help to bring about exceptional levels of achievement (Dubrin, 2010:41).
2.4.1.7 Extraversion

Extraversion has been recognised for its contribution to leadership effectiveness because it is helpful for leaders to be sociable and outgoing in most situations. Extroverts are more likely to want to assume a leadership role and participate in group activities (Dubrin 2004: 36).

2.4.2 Great Events Theory or Behavioural Theory

This approach focuses on people’s actions and is quite different from the trait approach, which centred on a person’s physical and personality characteristics. The behavioural approach looks at what effective and ineffective leaders actually do; how they delegate tasks to subordinates, where and when they communicate to others and how they perform their roles (Nyengane, 2007:20).

According to Kotter (1990), a contribution derived from behavioural leadership theory was the recognition that organisations require both production and people leadership. The Leadership Grid is a framework for specifying the extent of a leader’s concern for production and people.

- Concern for people – This is the degree to which a leader considers the needs of team members, their interests, and areas of personal development when deciding how best to accomplish a task; and
- Concern for production – This is the degree to which a leader emphasizes concrete objectives, organisational efficiency and high productivity when deciding how best to accomplish a task.
The leadership styles in the leadership grid are described by Blake and McCanse (2002) (see Figure 2.3):

2.4.2.1 Country Club leadership – High people/low production

This style of leader is most concerned about the needs and feelings of members of his/her team. These people operate under the assumption that as long as team members are happy and secure then they will work hard. What tends to result is a work environment
that is very relaxed and fun but where production suffers due to a lack of direction and control (Mourelatos, 2011).

2.4.2.2 Team management – High production/high people

According to the Blake Mouton (1991) model, this is the pinnacle of managerial style. These leaders stress production needs and the needs of the people equally highly. The premise here is that employees are involved in understanding organisational purpose and determining production needs. When employees are committed to, and have a stake in the organisation’s success, their needs and production needs coincide. This creates a team environment based on trust and respect, which leads to high satisfaction and motivation and, as a result, high production (Mourelatos, 2011).

2.4.2.3 Middle-of-the-road management – Medium production/medium people

This style seems to be a balance of the two competing concerns. It may at first appear to be an ideal compromise. There is a problem with this style, however, since when one compromises, one necessarily gives away a bit of each concern so that neither production nor people needs are fully met. Leaders who use this style settle for average performance and often believe that this is the most anyone can expect (Mourelatos, 2011).

2.4.2.4 Impoverished management – Low production/low people

This leader is mostly ineffective. He/she has neither a high regard for creating systems for getting the job done, nor for creating a work environment that is satisfying and motivating. The result is a place of disorganisation, dissatisfaction and disharmony (Mourelatos, 2011).

2.4.2.5 Authority compliance – High production/low people

Also known as produce or perish, people in this category believe that employees are simply a means to an end. Employee needs are always secondary to the need for efficient and productive workplaces. This type of leader is very autocratic, has strict work rules,
policies, and procedures, and views punishment as the most effective means to motivate employees (Mourelatos, 2011).

2.4.3 Transformational or Process Leadership Theory

Transformational leadership is seen to be charismatic and visionary in nature, and leaders lead and motivate followers in ways beyond exchanges and rewards. Transformational leadership is generally held to be a superior form of leadership, built on transactional leadership, but not vice-versa (Hassan and Silong, 2008:362). The goal of transformational leadership is to ‘transform’ people and organisations in a literal sense and to change them in mind and heart; enlarge vision, insight, and understanding; clarify purposes; make behaviour congruent with beliefs, principles, or values; and bring about changes that are permanent, self-perpetuating, and momentum building (Dubrin, 2010).

According to Dubrin (2010), transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. He went on to further define it by suggesting that: “Transforming leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality”. For Dubrin (2010), transformational leadership takes place when the leader:

- Raises people awareness;
- helps people to look beyond self-interest;
- helps people to search for self-fulfilment;
- helps people understand need for change;
- invests managers with a sense of urgency;
- is committing to greatness;
- adopts a long range, broad perspective;
- builds trust; and
- concentrates resources where most needed.

Leadership in general and transformational leadership theory in particular, has attracted a great deal of scholarly attention over the past two decades. As a result, it is now possible
to conclude that transformational leadership theory (Bass, 1990; Bass and Riggio, 2006) has come of age.

2.5 LEADERSHIP DEVELOPMENT AND ITS DETERMINANTS

2.5.1 Critical success factors for leadership development

Effective leader development is best when it occurs within a context of leadership, along with continuing to participate in formalised leadership development programmes throughout a career, preferably at key transition points, not just at the early career stage (Scott and Nathan, 2008:17).

According to Yukl (1994), training is the most widely used approach for improving leadership in organisations. Most large companies have management development programmes of one kind or another and many managers send their managers to outside seminars and workshops. These programmes are usually designed to increase skills relevant for managerial effectiveness and advancement. Formal training of technical skills usually involves training methods such as technical books, procedural manuals, videotaped demonstrations, slide-audio programmes, equipment simulators, and computer tutorial programmes. Continuous employee training assists organisations to achieve their goals by adding value to their key resources, the human factor. The demand for a more qualified workforce becomes a strategic force in the effort to raise competitiveness. Providing, obtaining and improving the necessary skills are important in responding to a rapidly changing international economy (Yukl, 1994:453).

When comparing training to education, it could be said that training may be part of an educational curriculum or it could be free standing. In turn, educational programmes seem to also be part of the development plan of an individual on a particular path in life. Presumably one could say that education is included within developmental programmes. If the goal is development, then the process is an educational curriculum and training is a more specific component of the educational process (Murphy and Rigio, 2003:21).

The knowledge, skills, and awareness gained through an education programme will prepare participants for the future. Training and development cannot be separated from
The organisational culture as culture directs the behaviour of employees, creates greater commitment to organisational goals and objectives and serves as a yardstick to employees when they have to make decisions and solve problems (Kreitner and Kinicki 2002:75).

The training culture indicates to employees what behaviours are acceptable and what types of behaviour are not. As a result, establishing a culture that is supportive to the attainment of excellence in an organisation ensures improved performance. Important questions are therefore, what type of culture is most conducive to effective training and development and how such a culture can be established in the organisation (Kreitner and Kinicki 2002:76).

Coupled with this is new labour legislation, particularly the passing of Acts such as the Skills Development Act (Act 97 of 1998) and the Employment Equity Act (Act 55 of 1998). These Acts demand that companies align their employment equity quotas with requirements as laid down by law, or risk facing enormous penalties. One of the most effective ways of doing this is to upgrade staff competencies through training and development interventions. Currently in South Africa there is an oversupply of unskilled labour, but a drastic shortage of skilled labour such as technical labour (engineers) capable of entering supervisory/managerial positions. This poses an enormous challenge to an organisation in terms of meeting their equity requirements. One way to help alleviate this situation is through intensive training and development programmes (Avrabos, 2005:20).

The unemployed represent an important target group for the National Skills Development Strategy. It is vital that their skills be upgraded in order to facilitate their transition into active employment and life-long learning and to grow the skills pool from which employers can recruit. The Department of Labour’s National Skills Development Strategy (DOL, 2001b) reiterated the importance of learnerships that was part of the SDA. Learnerships were seen as a complement to apprenticeships and a key method to improve skills development for high, intermediate and low-level skills (Daniels, 2007:6).
2.5.2 The determinants of leadership development success

Most organisations have implemented some type of leadership training programme to develop their leaders. Executive coaching in particular has become a popular method for leadership development. If leadership development is a process, with constant requests for feedback and help, people are more likely to change and co-workers are more likely to notice it (Sheffield, 2011). The traditional strategy for developing leaders has been through learning new information by way of training programmes, workshops, conferences, or simply having bosses tell others how they should behave. Informational learning is valuable, but it has limited potential to transform mental models, particularly in adults. Through leader development activities the individual obtains the skills required for effective leadership and possibly finds an individual leadership style (Johnson, 2008:85).

Leadership success requires someone with the kind of skills that can develop teams and get them to work successfully together. A senior executive can have the greatest strategy in the world but it cannot be executed without the proper alignment, appropriate actions, and contributions from a developed, motivated, and talented staff. Effective leadership is and will remain the cornerstone of business success. It is leadership that differentiates world class from mediocre performance (Schuldt and Totten, 2008:21).

The following are the key determinants of leadership development success:

- **Skills development** - The fact that change is a circular process, with no beginning or end, highlights the need for information and skills development. Life-long learning and continuous skills development are the new requirements imposed by our knowledge intensive society. From an employer perspective the imperative to enhance management and leadership capability arises from the changing nature of work, especially the need to cope with increased competition and more or less continuous upheavals in their organisations, demanding increased intellectual flexibility and alertness as well as relevant skills, abilities, knowledge and self-awareness (Bolden, 2007:1).
- **Succession and mentoring** - An important aspect of leadership development is succession planning. Succession planning can be defined as any effort to ensure the continued effective performance of an organisation, division, department, or work group by making provision for the development, replacement, and strategic application of key people over time. This development process may include new job assignments, formal training, committee assignments, mentoring, attendance at meetings outside of an individual’s current responsibilities, special projects, and special development jobs. The succession planning challenge is for companies to find, develop, and install new leaders without taking a “time out” while they groom them (Skipper and Bell, 2008:78).

Most leaders agree that the next generation of leaders will place unique demands on their organisation. Senior executives suggest that success relies on flexibility in recruiting, developing and retaining talent. It can take years to groom and develop effective senior managers, and most experts agree that there will be a critical shortage of middle and top leaders in the next few years. Organisations that understand the immediacy of this radical shift in the employee base and carefully develop new management will be best able to handle the rise of complex challenges (Criswell and Martin, 2007:3).

- **Innovations** - Senior executives face increasingly complex challenges that involve organisational changes, market dynamics and talent shortages. One popular response to increasing complexity is to lean on innovation (Criswell and Martin, 2007:3). Horth and Buchner (2009:7) noted that innovative thinking is not reliant on past experience or known facts. It imagines a desired future state and figures out how to get there. It is intuitive and open to possibility. Rather than identifying right answers or wrong answers, the goal is to find a better way and explore multiple possibilities. Innovative leadership at all levels in any organisation is important to sustain profitability, productivity and good customer service. Leadership is everyone’s responsibility. In today’s organisational setting, employees are expected to demonstrate initiative in preparing themselves to assume a leadership role.
Leadership motives – Effective leaders, as opposed to non-leaders and less effective leaders, have frequently been distinguished by their motives and needs. Leaders have an intense desire to occupy a position of responsibility for others and to control them. This desire is evident in four needs or motives, all of which can be considered task related. Figure 2.4 outlines four specific leadership motives:

FIGURE 2.4: LEADERSHIP MOTIVES

- **Power motive** – People who display power motives in the absence of a sense of responsibility are more likely to select actions that will harm the organisation. Leaders with personalised power seek power to further their own interests. Although a need for power is desirable, the leader's effectiveness depends on what is behind it. A leader with a personalised power motive seeks power as an end in itself. These individuals have little self-control, are often impulsive, and focus on collecting symbols of personal prestige. Acquiring power solely for the sake of dominating others may be based on profound self-
doubt. The personalised power motive is concerned with domination of others and leads to dependent, submissive followers (Kirkpatrick and Locke 1991:53).

**The drive and achievement motive** – Researchers who study achievement motivation are interested in why individuals engage in a variety of achievement-related behaviours (Wigfield and Eccles, 2002). In drive and achievement-oriented leadership, the leader sets challenging goals for followers, expects them to perform at their highest level and shows confidence in their ability to meet this expectation. These leaders are involved in setting challenging goals, both in work and self-improvement. High achievers obtain satisfaction from successfully completing challenging tasks, attaining standards of excellence, and developing better ways of doing things. To work their way up to the top of the organisation, leaders must have a desire to complete challenging assignments and projects. This also allows the leader to gain technical expertise, both through education and work experience, and to initiate and follow through with organisational changes (Kirkpatrick and Locke, 1991:51).

**Strong work ethics** – Leaders with the high rate of work ethics are well motivated and value the challenging hard work. They have a strong belief in the dignity of work and not to work hard clashes with their values. At its simplest level the challenge of ethical leadership in organisations requires the creation of a context engendering ethical behaviour. Leaders are confronted with significant changes in practice and increased responsibility for failures in ethical leadership (Sherwood, Wolfe and Staley, 2005:51).

**Tenacity** – These leaders have the capacity to work with distant objects in view and have a degree of strength of will or perseverance. Leaders must be tirelessly persistent in their activities and follow through with their programmes. Most organisational change programmes take several months to establish and can take many years before the benefits are seen. Leaders must have the drive to stick with these programmes, and persistence is needed to ensure that changes are institutionalised (Kirkpatrick and Locke, 1991:51).
2.5.3 The selected determinants of leadership development success

A strategic focus on leadership development can assist organisations to achieve their goals by adding value to their key resources and the human factor, thus, the demand for a more qualified workforce becomes a strategic force in the effort to raise competitiveness. The following are selected determinants that can be employed by organisations to improve effectiveness and increase competitiveness in leadership development:

2.5.3.1 Autocratic leadership style

Sadler (2003: 65) states that the autocratic leader takes decisions and announces them, expecting subordinates to carry them out without question. Autocratic leaders are considered task-orientated because they place heavy emphasis on getting the task accomplished. Typical autocratic behaviours include telling people what to do, asserting themselves, and serving as a model for team members (Dubrin, 2010:114). The vertical plane is fundamental, both for the leader and the led. Everyone needs a boss, whether for mentoring, performance appraisal, compassionate referral or as a route for appeal. An overbearing, autocratic style suffocates, while too relaxed a regime, in which anything goes, confounds (Clare, 2007:47-8).

Efere (2003:5) argues that there is no particularly accepted style of management, but styles that lead to increased staff motivation, job satisfaction and productivity should be encouraged, while those that have the opposite effect should be discouraged. Since the management process is to plan, organise, lead and control, it is crucial to perform all these components within the process. In a complex business environment today, the work environment varies according to the situation and people behaviours. As such, leaders need to understand this and apply the most appropriate management style. The most commonly mentioned management styles used in the real business environment are as follows (Dubrin, 2010:113): The flow of communication is primarily downward and the primary strength of the authoritarian leadership style is that it stresses prompt, orderly, and predictable performance. The primary weakness of the authoritarian leadership style is that it stifles individual initiative (Swanepoel, Erasmus, Van Wyk and Schenk, 2003: 345). Though it can be effective in communicating a clear and concise vision of the organisation’s strategic goals, autocratic leadership is transformational only
by coercion. Because of the authoritative nature of autocratic leadership employees may be less likely to adopt management’s vision or values if they are excluded from the decision-making process (Dolatabadi and Safa, 2009:32-3).

It is therefore hypothesised that:

H1: Perceived autocratic leadership style exerts a negative influence on perceived leadership development success.

2.5.3.2 Organisational culture

The two most common, documented advantages of effective leadership and leadership development within rehabilitation are positive work culture and satisfied employees. To influence, motivate, and inspire culturally diverse people, the leader must be aware of overt and subtle cultural differences (Plotner and Trach, 2010:5). Leadership effectiveness is culture-specific, i.e., the ingredients for leadership success have a nucleus of essential components across cultures but must be fine tuned for effectiveness from culture to culture (Smits, 2010:71).

In today’s challenging times organisations need a more expansive understanding of cultural leadership that is less about leading cultural institutions more effectively and more about leading the culture. This is a vital task at a time of cultural crisis and global confusion. The arts and cultural sectors are well placed to lead the way but only if they can frame cultural leadership as creative transmission of the dominant culture, rather than helping the existing culture to become more effective or productive. The ‘21st century competencies’ required for such leadership are readily available. They can be developed through experience, in an explicit programme of social learning. This is likely to be easier and cheaper than existing views of cultural leadership development imagine (Leicester, 2008:7).

Differences in cultural values help to explain differences among people. Companies with a favourable record in managing diversity are at an advantage in recruiting and retaining
talented minority-group members. Managing diversity also helps unlock the potential for excellence among employees who might otherwise be overlooked. A heterogeneous workforce may also offer an advantage in creativity and problem solving (Dubrin, 2010:406).

Many early proponents of organisational culture tended to assume that a strong, pervasive culture was beneficial to all organisations because it fostered motivation, commitment, identity, solidarity, and sameness which in turn facilitated internal integration and coordination. Some, however, noted that a strong culture might be more important for some types of organisations than others (Baker, 2002:4). Leaders build culture by what they monitor and control, how they react to critical events and what criteria they use for recruiting, selecting, rewarding and dismissing organisational members. The leader must, therefore, purposefully facilitate the development of an ethical organisational culture by instilling and cultivating (Spangenberg and Theron, 2005:3).

Baker (2002:8) further argues that leaders must be able to assess how well the culture is performing and when and how it needs to be changed. Assessing and improving organisational culture as well as determining when major cultural transformations are necessary is critical to long-term organisational success. Managing differentiated cultures and creating synergies across these cultures is also a critical leadership challenge. Effective culture management is also necessary to ensure that major strategic and organisational changes will succeed. Basically, culture management is a key leadership and management competency. Effective leaders lead people beyond the boundaries of their jobs and inspire them to relentlessly pursue desired results by creating a culture that motivates them to ask, “what else can I do?” until the results are achieved. They lead their people to recognize their “job” as achieving the desired results (Connors and Smith, 2010:9).

Common elements of strong culture include leaders who demonstrate strong values that are aligned with the competitive conditions; a company’s commitment to operating under pervasive principles that are not easily abandoned; and a concern for employees, customers and shareholders (De Kluyver and Pearce II, 2003:39). The two most common, documented advantages of effective leadership and leadership development are positive work culture and satisfied employees. Leadership development opportunities as
part of agency operations provide individuals who seek these opportunities higher job satisfaction and purpose to stay with the agency for a longer period of time (Plotner and Trach, 2010:3).

The deepest layer of organisational culture is that of the underpinning assumptions which are enacted through work practices and physical artefacts. Likewise, these assumptions inform an organisation’s aesthetic. An organisation which values orderliness, adherence to deadlines and control could express these through the proliferation of flowcharts, diagrams, and rewards which recognise material achievements. An organisation which values creativity, responsiveness and openness might express these through creating space for unstructured thinking and dialogue, conversation, free-flow of thinking and easy communications between layers of the organisation (Ladkin, 2009:33).

Against the background of the above-mentioned literature review, it is therefore hypothesised that:

H3: Perceived organisational culture exerts a positive influence on perceived leadership development success.

2.5.3.3 Employee satisfaction with compensation package

While most people think compensation and pay are the same, the fact is that compensation is much more than just the monetary rewards provided by an employer. According to Milkovitch and Newman in Compensation (2001), it is "all forms of financial returns and tangible services and benefits employees receive as part of an employment relationship". The phrase "financial returns" refers to an individual's base salary, as well as short- and long-term incentives. "Tangible services and benefits" are such things as insurance, paid vacation, paid study leave and sick days, pension plans, and employee discounts (Kleiman, 2011).

Employers develop an initial compensation structure that complements various steps of workforce planning. Workforce planning consists of creating a formula for the types of skills, expertise and concentration of workers that are necessary to achieve the company's
goals. Once the organisation completes its workforce planning steps, the next step is creating a competitive, yet feasible, compensation structure. Too often, companies give little consideration to re-evaluating compensation to ensure it addresses future business needs, such as employee development, inflation, employment trends and succession planning (Anon, nd).

It is therefore hypothesised that:

H2: Perceived satisfaction with the compensation package exerts a positive influence on perceived leadership development success.

2.5.3.4 Participative management style

Participative or supportive leadership is likely to increase satisfaction with the leader and with company policies even though the tasks are unsatisfying. In contrast, when tasks are non-routine and complex, directive or achievement leadership is more appropriate than supportive leadership. Participative leadership consults with subordinates about decisions. Supportive leadership is similar to the consideration or people-orientated leadership style. Leadership behaviour is open, friendly, and approachable, and the leader creates a team climate and treats subordinates as equals (Devenish, 2007:25). Hickman (2010:352) argues that effective leadership recognises that in order to build and achieve community, followers must become reciprocally co-responsible in the pursuit of a common enterprise. Through their conduct and teaching, leaders must try to make their fellow constituents aware that they are all stakeholders in a conjoint activity that cannot succeed without their involvement and commitment.

Participative style is based on management openness because the leader accepts suggestions for managing the operation from group members. Welcoming ideas from below is considered crucial because as technology evolves and organisations are decentralised, front-line workers have more independence and responsibilities (Dubrin, 2010:114). In addition, under the democratic style of leadership, group members perform
well even when the leader is absent. The participative techniques and decision making by majority rule as used by democratic leaders served to train and involve the group members, so that they perform well with or without the leader being present. These characteristics of democratic leadership may partly explain why leadership development and the empowerment of employees is a popular trend in many organisations (Van Wyk, 2007:108). Bolden, Gosling, Marturano, and Dennison (2003:10) maintain that using this style the leader would characteristically lay the problem before his or her subordinates and invite discussion. The leader's role is that of conference leader, or chair, rather than that of decision taker. He or she will allow the decision to emerge out of the process of group discussion, instead of imposing it on the group as its boss.

Against the background of the preceding literature review, it is therefore hypothesised that:

H4: perceived participative leadership style exerts a positive influence on perceived leadership development success.

2.5.3.5 Management resistance to change

It has been said that people do not resist change but resist being changed. Individuals are content with the status quo. Few people really want to go through the trouble of learning new things. It is easiest to stick with what is known. In order to overcome the resistance to change, the workforce must be convinced that the change is needed, the problem is real, and the change will solve the problem. The change process must be presented in such a way that incremental steps can be taken and incremental steps recognised. There has to be constant support, so that workers can overcome the fear associated with the change (Hall, 2008:1).

Overcoming resistance to change is the most important responsibility of a leader. Companies are in a constant state of transition. Competition, demanding customers, technology, and demanding shareholders are all principal forces of change. People have
a strong need for consistency and predictability in their work environments. Therefore, change leads to people’s discomfort which can result in resistance. As mentioned earlier, it is the task of a leader to cope with change. Unfortunately, not every employee welcomes or even accepts change. Therefore, it is important for a leader to overcome resistance to change because it hinders progress (Kritsonis, 2004:7). According to Robbins (2003:563), six important tactics can be implemented to overcome change. They are education and communication, participation, facilitation and support, negotiation, manipulation, and cooptation.

The fact that change is a circular process, with no beginning or end, highlights the need for information and skills development. Life-long learning and continuous skills development are the new requirements imposed by our knowledge intensive society. From an employer perspective the imperative to enhance management and leadership capability arises from the changing nature of work, especially the need to cope with increased competition and more or less continuous upheavals in their organisations, demanding increased intellectual flexibility and alertness as well as relevant skills, abilities, knowledge and self-awareness (Bolden, 2007:1). Managers must build trust, showing a commitment and reliance on all organisational members, while at the same time proving that they will not pull the rug out from under the employees. Many employees have heard the lie, “take care of the company, and the company will take care of you”. Perhaps in generations past, employees did not know any better. But, today any employee can give reasons to fear termination. Employees would rather go with the flow than to be actively involved in improving the organisation. The change agent manager is going to have to overcome this (Hall, 2008:5).

Against this background, the following hypothesis is formulated:

H5: perceived managerial resistance to change exerts a negative influence on perceived leadership development success.

2.5.3.6 Senior-management support to leadership development

The leadership development process is increasingly recognised as a symbiotic tool of effective leaders. Top-level support is a consistent key to developing leaders and
sustaining the process. Without that support the processes would flounder. Yet the success of leadership development engenders even more high-level support. As top leadership development functions help their organisations meet current and future competitive demands, they win further support from the organisation’s leaders. Corporate executives are more likely to support leadership efforts that are clearly helping them get the results they seek. Through a strategy of monitoring the effectiveness of the leadership development processes, capitalising on quick wins, and communicating their successes throughout the organisation, the best-practice organisations keep this “virtuous cycle” going (Fulmer and Goldsmith, 2000). It is important that the development process is integrated effectively within the ongoing concerns and challenges of the organisation. To this end, it is important that senior level executives be fully involved in the design and delivery of the development effort (Howard and Carnall 2008:202). Arth (2011) argues that the most important practice of all is to obtain the engagement of top leaders and managers. This is because leadership development is much more than leadership training. Leadership development is an ongoing, systematic process that involves a great deal of coordination, integrates multiple processes and requires support at all levels throughout the organisation.

The ability to inspire people to reach great heights of performance and success is a skill that leaders need. Passion, purpose, listening and meaning help make a leader inspirational. The ability to communicate that passion, purpose and meaning to others helps to establish the inspirational culture of the organisation. The inspirational leader feels passionately about the vision and mission of the organisation. He or she is also able to share that passion in a way that enables others to feel passionate, too. The nature of the vision and mission is critical for enabling others to feel as if their work has purpose and meaning beyond the tasks they perform each day. Sometimes leaders have to help their staff connect the dots by explaining this big picture to all. Communicating the big picture regularly will help reinforce the reason your organisation exists (Heathfield, 1996). Leaders need to have direct involvement in employee growth. One direct-service professional said: “Managers and leaders need to not focus on monitoring subordinates to do a satisfactory job, but need to take responsibility to teach and demonstrate how to do an outstanding job; it involves spending time with them” (Plotner and Trach, 2010:5).
Few managers would disagree on the importance of their crucial role in employee development and many spend a considerable amount of their valuable time on manager-led development activities. In early 2003, the Corporate Leadership Council’s Learning and Development Roundtable analysed survey responses from nearly 8,500 employees and their managers on a wide range of employee development activities. The results confirm that a vast majority of managers (3 out of 4) agree that helping their employees develop is crucial to organisational success and spend about 15-20 percent of their time on employee development activities (Trinka, 2003).

Following the preceding literature review, it is therefore hypothesised that:

H6: Perceived senior-management support to leadership development exerts a positive influence on perceived leadership development success.

The above-mentioned hypotheses are graphically illustrated in Figure 2.5.

**FIGURE 2.5 HYPOTHESES MODEL TO IMPROVE LEADERSHIP DEVELOPMENT SUCCESS**
2.6 CHAPTER SUMMARY

The chapter acknowledges that the quality of leadership is likely to be higher in those organisations that have a clear and systematic approach to leadership development. There is agreement in the literature that leadership is a critical factor in the success or failure of an organisation; excellent organisations begin with excellent leadership, and successful organisations reflect their leadership. Effective leadership is every bit as essential in the South African private sector as it is in any organisation all over the world.

In the chapter leadership development was defined and a comparison between management and leadership was presented. Each of the above leadership approaches describes different dimensions of leadership, and their effects on the relationship between the leader and his followers. The chapter has mostly highlighted the influence of leadership style on employee commitment.

This chapter has provided an outline of the old traditional leadership up to the 21st century. The trend shows that traits theories and behavioural theories are yielding to transformational leadership: One based on teamwork and community, one that seeks to involve others in decision making, one strongly based on ethical and caring behaviour and one that is attempting to enhance the personal growth of workers while improving the caring and quality of the institutions. Top level leaders exert many of their attempts at influence towards bringing about changes throughout the entire organisation, often by attempting to overhaul the organisational culture. The leader should first study the old culture to search for its merits. Tactics for cultural change by the leader include serving as a role model, executive edict, giving rewards to reinforce the culture, selecting candidates who fit the culture and establishing training and development programmes to support the culture.

Creativity and innovations are essential characteristics of the leader, a creative leader brings forth ideas or things that did not exist previously or that existed in a different form. Creative leaders possess extensive knowledge, good intellectual skills, intellectual curiosity and a wide range of interests. A major strategy for becoming creative is to overcome traditional thinking, or a traditional mental set. Also, it is necessary to break
down rigid thinking that blocks new ideas. Major leadership initiative for creating a learning organisation includes creating a strategic intent to learn, creating a shared vision, and empowering improvements.

In the following chapter an outline of the research methodology used for the investigation is provided. It includes the research paradigm, sampling design or method and the measuring instruments. Chapter 3 also discusses the results of the validity and reliability assessments of the instruments that were used in the study.
CHAPTER 3

METHODOLOGY OF THE STUDY

3.1 INTRODUCTION

In the previous chapter the literature pertaining to leadership development was reviewed. In Chapter Three the research methodology used to test the resulting hypotheses is discussed. This leads to a discussion of the population, sample and the sample approach and measuring instrument used in the study. The empirical results pertaining to the measuring instruments are also reported.

3.2 THE RESEARCH PARADIGM

According to Collis and Hussey (2003:47), there are two main research paradigms, namely the positivistic (quantitative) and phenomenological (qualitative) paradigms. Collis and Hussey (2003:1) further mention that research should be thorough, rigorous, conducted systematically and address a specific problem. Therefore careful attention should be given to the methodology used to conduct research.

Quantitative research is defined as a form of conclusive research involving large representative samples and fairly structured data collection procedures (Struwig and Stead, 2001:4). Leedy and Ormrod (2005: 95-101) further noted that quantitative research is objective and involves the collection and analysis of numerical data and the application of statistical tests. Quantitative research is used to answer questions about relationships among measured variables with the purpose of explaining, predicting, and controlling phenomena. This approach is sometimes called the traditional, experimental, or positivist approach. The quantitative research is used to answer questions about relationships among measured variables and it usually ends with confirmation or disconfirmation of the hypotheses being tested. Quantitative researchers seek explanations and predictions that will generalise to other persons and places (Leedy and Ormrod, 2001: 95-102).
A phenomenological (qualitative) study is one that attempts to understand people’s perceptions, perspectives, and understanding of a particular situation (Leedy and Ormrod, 2001:153). Qualitative research believes that the researcher’s ability to interpret and make sense of what he or she sees is critical for an understanding of any social phenomenon (Leedy and Ormrod, 2001:147). Qualitative research is typically used to answer questions about the complex nature of phenomena, often with the purpose of describing and understanding the phenomena from the participants’ point of view (Leedy and Ormrod, 2001:101). Collecting and analysing this unstructured information can be messy and time-consuming using manual methods. This can be done through interview transcripts, emails, notes, feedback forms, photos and videos (QSR International, 2007).

The quantitative paradigm is chosen for this study because the relationship between critical success factors and effective leadership development is being investigated. Such an investigation requires a co-relational analysis, which means a quantitative methodology.

As the research study will use some aspects of both the positivistic (co-relational analysis) and phenomenological (descriptive statistics on means and percentages) paradigms methods, Table 3.1 outlines the main differences between the two research methods.
### TABLE 3.1 DIFFERENCES BETWEEN QUALITATIVE AND QUANTITATIVE RESEARCH

<table>
<thead>
<tr>
<th>Difference with respect to:</th>
<th>Positivistic Research</th>
<th>Phenomenological Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Underpinning philosophy</td>
<td>Rationalism: ‘That human beings achieve knowledge because of their capacity to reason’ (Bernard 1994:2)</td>
<td>Empiricism: ‘The only knowledge that human beings acquire is from sensory experiences’ (Bernard 1994:2)</td>
</tr>
<tr>
<td>Main Purpose of Investigation</td>
<td>To quantify extent of variation in a phenomenon, situation, issue etc.</td>
<td>To describe variation in a phenomenon, situation, issue etc.</td>
</tr>
<tr>
<td>Measurement of Variables</td>
<td>Emphasis on some form of either measurement or classification of variables.</td>
<td>Emphasis on description of variables.</td>
</tr>
<tr>
<td>Sample Size</td>
<td>Emphasis on greater sample size.</td>
<td>Fewer cases.</td>
</tr>
<tr>
<td>Focus of Inquiry</td>
<td>Narrow focus in terms of extent of inquiry, but assembles required information from a greater number of respondents.</td>
<td>Covers multiple issues but assembles required information from fewer respondents.</td>
</tr>
<tr>
<td>Dominant Research Value</td>
<td>Reliability and objectivity (value free).</td>
<td>Authenticity but does not claim to be value-free.</td>
</tr>
<tr>
<td>Dominant Research Topic</td>
<td>Explains prevalence, incidence, extent, nature of issues; discovers regularities and formulates theories.</td>
<td>Explores experiences, meanings, perceptions and feelings.</td>
</tr>
<tr>
<td>Analysis of Data</td>
<td>Subjects variables to frequency distributions, cross-tabulations or other statistical procedures.</td>
<td>Subjects responses, narratives or observation data to identification of themes and describes these.</td>
</tr>
<tr>
<td>Communication of Findings</td>
<td>Organisation more analytical in nature, drawing inferences and conclusions, and testing magnitude and strength of a relationship.</td>
<td>Organisation more descriptive and narrative in nature.</td>
</tr>
</tbody>
</table>

Source: Kumar (2006:17)
3.3 THE SAMPLE

The sample should be carefully chosen so that, through it, the researcher is able to see all the characteristics of the total population in the same relationship that they would be seen were the researcher, in fact, to impact the total population (Leedy and Ormrod, 2001:211). “A population may refer to a body of people or to any other collection of items under consideration for research purposes” (Collis and Hussey, 2003:155).

Snowball and stratified sampling are two types of sampling that will be used in this study. Snowball sampling is used when constructing the questionnaires directed at the selected company identified future leaders. The snowball sampling or networking is associated with phenomenological studies where it is essential to include people with experience of the phenomena being studied in the sample (Collis and Hussey, 2003:158). In the present study a census was conducted of the 102 employees that were undergoing the leadership development programmes at the selected company.

One hundred and two (102) questionnaires were issued but only forty (40) usable questionnaires were returned (39.2 percent). The responses that were not received constituted of 60.8 percent of the sample. The overall response rate is depicted in Figure 3.1.

FIGURE 3.1: SURVEY RESPONSE RATE
Figure 3.2 depicts that from a sample of 40 respondents, only 32 percent is represented by a female. This actually shows a growth of female representatives in these positions. The survey indicated 68 percent of respondents were male.

**FIGURE 3.2: NUMBER OF RESPONDENTS ACCORDING TO GENDER**

The biographical information was analysed according to gender, age, position, qualification and years of service at the company. Table 3.2 below gives a summary of the biographical information.

**TABLE 3.2: DEMOGRAPHIC COMPOSITION OF THE SAMPLE**

<table>
<thead>
<tr>
<th>Please indicate your gender</th>
<th>Number of Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>27</td>
<td>67.50%</td>
</tr>
<tr>
<td>Female</td>
<td>13</td>
<td>32.50%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Please indicate your age</th>
<th>Number of Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 – 29</td>
<td>10</td>
<td>25.00%</td>
</tr>
<tr>
<td>30 – 39</td>
<td>25</td>
<td>62.50%</td>
</tr>
<tr>
<td>40 – 49</td>
<td>4</td>
<td>10.00%</td>
</tr>
<tr>
<td>50+</td>
<td>1</td>
<td>2.50%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>
Figure 3.3 illustrates that 25 percent of the respondents are between the ages of 20–29, 62 percent are between the ages of 30–39, 10 percent are between the ages of 40–49 and 3 percent are 50+ years. This actually indicates the level of maturity of the respondents as there are only 25 percent respondents below the age of 29 years. This age ratio can be beneficial for the company in a sense that mature employees usually have a well-developed sense of what is right or wrong.

**FIGURE 3.3: NUMBER OF RESPONDENTS BY AGE**

![Pie chart showing age distribution](image)

Table 3.3 indicates that the most of the respondents have obtained a diploma and a few have completed masters’, b-tech and honours degrees. In percentage terms this translates into 53 percent (diploma), 25 percent (degree), 13 percent (honours), and 5 percent (masters’ and b-tech) respectively. The wide range of qualifications is not surprising because the company is encouraging employees to continuously develop themselves and offering them bursaries. Most of the respondents (60 percent) held senior level positions in the company, while 30 percent were at supervisory level and 5 percent were at management and another 5 percent at junior level.

Just less than half of the respondents (48 percent) had job tenures at their current employers of less than four years, 40 percent had tenures of less than nine years, while twelve percent had job tenures greater than ten years. The biggest group (50 percent) has been with the current employer between 5 and 9 years. Only 35 percent of respondents have been working for the employer for less than 4 years. This could be a confirmation
that the sampled respondents are familiar with and have been involved with the company programmes long enough to make informed judgments.

**TABLE 3.3: LEVEL OF EDUCATION AND YEARS OF EXPERIENCE**

<table>
<thead>
<tr>
<th>What is your qualification?</th>
<th>Number of Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-Tech</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Diploma</td>
<td>21</td>
<td>53%</td>
</tr>
<tr>
<td>Degree</td>
<td>10</td>
<td>25%</td>
</tr>
<tr>
<td>Honours</td>
<td>5</td>
<td>13%</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is your position?</th>
<th>Number of Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management Level</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Supervisory Level</td>
<td>12</td>
<td>30%</td>
</tr>
<tr>
<td>Senior Staff Level</td>
<td>24</td>
<td>60%</td>
</tr>
<tr>
<td>junior Staff Level</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Please indicate your work experience**

<table>
<thead>
<tr>
<th>No of Years</th>
<th>Number of Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 4 years</td>
<td>19</td>
<td>48%</td>
</tr>
<tr>
<td>5 – 9 years</td>
<td>16</td>
<td>40%</td>
</tr>
<tr>
<td>10 – 14 years</td>
<td>5</td>
<td>13%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Please indicate your work experience with the current employer**

<table>
<thead>
<tr>
<th>No of Years</th>
<th>Number of Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 4 years</td>
<td>14</td>
<td>35%</td>
</tr>
<tr>
<td>5 – 9 years</td>
<td>20</td>
<td>50%</td>
</tr>
<tr>
<td>10 – 14 years</td>
<td>5</td>
<td>13%</td>
</tr>
<tr>
<td>15 – 19 years</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 3.4 illustrates some of the popular training programmes that the company offers to the employees. In-house training programmes are the most popular training by 33 percent. This can be attributed to the fact that the company has been making huge capital outlays (R400 million) on training and skills development. According to 30 percent of the respondents, they have received some form of formal classroom training which can be anything from undergraduate to post-graduate training. Altogether 16 percent of respondents have attended leadership seminars, whilst 12 percent have received
mentoring or coaching training and only 12 percent of respondents have gone through management training. Generally, this is a positive response about training and development of the employees. Respondents agree that they have received training required to perform their job better, more safely, and more efficiently.

FIGURE 3.4: LEADERSHIP TRAINING ATTENDED BY RESPONDENTS

3.4 THE MEASURING INSTRUMENTS AND DATA ANALYSIS

Salkind (2000:105) argues that many of the failed research efforts are due to poorly formulated questions that appear sound but are neither valid nor reliable. The accuracy of the measuring instrument not only influences the accuracy of results, but also the conclusions drawn and generalisations made from the study.

After an extensive literature review on leadership in Chapter 2, instruments were constructed to measure the variables in the hypotheses model. The final questionnaire consisted of 66 items: 10 items measured autocratic leadership, 10 items measured satisfaction with compensation package, 9 items measured organisational culture, 10 items measured participative management style, 7 items measured managerial resistance to change, 8 items measured management support to leadership development, and 12 items measured leadership development success. The questionnaire used in this research
consisted of closed and an open-ended questions which were based on the content analyses of the literature review of the variables.

All the questionnaire items were anchored to a 5-point Likert scale ranging from (1) strongly disagree to (5) strongly agree. The STATISTICA Version 9.0 (2009) computer software program was used to conduct the statistical analyses in the study.

3.5 RELIABILITY OF THE MEASURING INSTRUMENTS

Reliability of a measurement instrument is the extent to which it yields consistent results when the characteristic being measured has not changed (Leedy and Ormrod, 2001:99). According to Collins and Hussely (2003:173), research findings are reliable when two or more researchers obtain the same results. Bless and Higson-Smith (2000) re-emphasised that reliability is concerned with the consistency of the instrument and an instrument is said to have high reliability if it can be trusted to give an accurate and consistent measurement of an unchanging value.

There are three ways to enhance the reliability of a measurement instrument (Leedy and Ormrod, 2001:100). They are:

- The instrument should always be administered in a consistent fashion thereby being standardised;
- To the extent that subjective judgements are required, specific criteria should be established that dictate the kinds of judgements the researcher makes; and
- Research assistants who are using the instrument should be well trained so that they obtain similar results.

Reliability measurement is ideal when the sample size consists of 200 or more people (Cook, 2009:115). Research studies often take interest in the following forms of reliability (Trochim, 2006):

- Interrater or inter-observer reliability - Used to assess the degree to which different raters/observers give consistent estimates of the same phenomenon;
- Parallel-forms reliability - Used to assess the consistency of the results of two tests constructed in the same way from the same content domain;
- Test-retest reliability - Used to assess the consistency of a measure from one time to another; and
- Internal consistency reliability - Used to assess the consistency of results across items within a test.

The Cronbach alpha is an example of this test for reliability. Zikmund, Babin, Carr and Griffin, (2010) state that when calculating the Cronbach reliability coefficient, those reliabilities less than 0.60 are considered poor, reliabilities within the 0.60 to 0.70 ranges are considered fair, between 0.70 and 0.80 are good and those coefficients over 0.80 are considered very good. In the research study the Cronbach alpha is interpreted as a coefficient alpha and its value ranges from 0 to 1. The results, depicted in Table 3.4, show one bad instrument of 0.37, one fair, two good and three very good. The autocratic leadership style instrument was therefore omitted from all subsequent analysis, while the other instruments were retained.

**TABLE 3.4: CRONBACH ALPHA VALUES OF MEASURING INSTRUMENTS**

<table>
<thead>
<tr>
<th>MEASURING INSTRUMENTS</th>
<th>ALPHA VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autocratic leadership style</td>
<td>$\alpha = 0.37$</td>
</tr>
<tr>
<td>Satisfaction with compensation package</td>
<td>$\alpha = 0.88$</td>
</tr>
<tr>
<td>Leadership development success</td>
<td>$\alpha = 0.88$</td>
</tr>
<tr>
<td>Organisational culture</td>
<td>$\alpha = 0.77$</td>
</tr>
<tr>
<td>Participative management style</td>
<td>$\alpha = 0.67$</td>
</tr>
<tr>
<td>Managerial resistance to change</td>
<td>$\alpha = 0.70$</td>
</tr>
<tr>
<td>Senior-management support</td>
<td>$\alpha = 0.86$</td>
</tr>
</tbody>
</table>

**3.6 VALIDITY OF THE MEASURING INSTRUMENTS**

An instrument is valid when it measures what it is supposed to measure; but since attitudes are elusive, attitude scale of validation is difficult (Leedy and Ormrod, 2005: 29). Leedy and Ormrod (2001:98) have further identified several types of validity:
- Criterion validity – refers to checking the measurement against some related criterion;
- Content validity – refers to the extent to which a measurement instrument is a representative sample of the content area being measured;
- Face validity – is the extent to which, on the surface, an instrument looks as if it is measuring a particular characteristic and is often useful for ensuring the cooperation of people who are participating in a research study; and
- Construct validity – refers to the extent to which an instrument measures a characteristic that cannot be directly observed but must instead be inferred from patterns in people’s behaviour.

The instruments used in the present study showed good content validity as the measuring items were based on a thorough literature review of the variables that were to be measured.

3.7 CHAPTER SUMMARY

This chapter explained the research methodology used in the study. In other words the research paradigm, sample and measuring instruments were discussed. The chapter also reported on reliability and validity of the measuring instruments. In the next chapter the empirical results of the study are reported.
CHAPTER 4

EMPIRICAL RESULTS

4.1 INTRODUCTION

In this Chapter the empirical results of the study are reported. These results emanated from two sets of data analysis: descriptive statistics and simple regression analysis. The descriptive statistics reflect the opinions of the respondents or employees on the nature and importance of leadership development in their company, while the simple regression result reflects the perceived relationship among the variables in the hypothesised model.

4.2 EMPIRICAL RESULTS: SIMPLE REGRESSION ANALYSIS

In testing the relationship between the dependent variable (LDE) and independent variables: autocratic leadership style (AAL), satisfaction with compensation package (SCP), organisational culture (OOC), participative management style (PPL), managerial resistance to change (MRC) and senior-management support (SSLC), the STATISTICA Version 9.0 (2009) computer software program was used. Simple regression analysis was conducted and the results are reported in Table 4.1.

TABLE 4.1: SIMPLE REGRESSION ANALYSIS

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Relationship</th>
<th>R²</th>
<th>F-Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAL</td>
<td>r = 0.22, p = 0.172</td>
<td>0.02</td>
<td>1.936 p = 0.172</td>
</tr>
<tr>
<td>SCP</td>
<td>r = 0.29, p = 0.071</td>
<td>0.06</td>
<td>3.453 p = 0.071</td>
</tr>
<tr>
<td>OOC</td>
<td>r = 0.73, p = 0.001</td>
<td>0.52</td>
<td>43.354 p = 0.001</td>
</tr>
<tr>
<td>PPL</td>
<td>r = 0.49, p = 0.001</td>
<td>0.22</td>
<td>11.831 p = 0.001</td>
</tr>
<tr>
<td>MRC</td>
<td>r = -0.12, p = 0.464</td>
<td>----</td>
<td>0.548 p = 0.464</td>
</tr>
<tr>
<td>SSLC</td>
<td>r = 0.54, p = 0.001</td>
<td>0.28</td>
<td>15.999 p = 0.001</td>
</tr>
</tbody>
</table>
4.2.1 The influence of autocratic style on leadership development

The null and alternative hypotheses formulated for this relationship were as follows:

H01: Perceived autocratic style exerts no influence on perceived leadership development success
H1: Perceived autocratic style exerts a positive influence on perceived leadership development success

The empirical results show that the perceived prevailing autocratic style does not influence leadership development success significantly ($r = 0.22, p > 0.05$). The alternative hypothesis (H1) is therefore not supported, while the null hypothesis H01 is supported. This means that managers perceived to exhibit an autocratic style of leadership do not influence the success of leadership development in this company.

4.2.2 The influence of satisfaction with compensation package on leadership development success

The null and alternative hypotheses formulated for this relationship were as follows:

H02: Perceived satisfaction with compensation package exerts no influence on perceived leadership development success
H2: Perceived satisfaction with compensation package exerts a positive influence on perceived leadership development success

The empirical results show that the perceived satisfaction with compensation package does not influence leadership development success significantly ($r = 0.29, p > 0.05$). Hypothesis H2 is therefore not supported, while the null hypothesis H02 is supported. This means that by improving employee compensation, the success of leadership development will not increase in this company.

4.2.3 The influence of organisational culture on leadership development success

The null and alternative hypotheses formulated for this relationship were as follows:
H03: Perceived organisational culture exerts no influence on perceived leadership development success
H3: Perceived organisational culture exerts a positive influence on perceived leadership development success

The empirical results show that the perceived organisational culture exerts a significant positive influence ($r = 0.73, p < 0.001$) on leadership development success. In other words, the more this type of organisational culture is promoted the more successful leadership development will be in this selected company. In terms of this result the null hypothesis (H03) is not supported, while the alternative hypothesis (H3) is supported.

4.2.4 The influence of participative style on leadership development success

The null and alternative hypotheses formulated for this relationship were as follows:

H04: Perceived participative style exerts no influence on perceived leadership development success
H4: Perceived participative style exerts a positive influence on perceived leadership development success

The empirical results show that participative style exerts a significant positive influence ($r = 0.49, p < 0.001$) on leadership development success. The more this type of leadership style is promoted the more successful leadership development will be in this selected company. In terms of this result the null hypothesis (H04) is not supported, while the alternative hypothesis (H4) is supported.

4.2.5 The influence of perceived managerial resistance to change on leadership development success

The null and alternative hypotheses formulated for this relationship were as follows:

H05: Perceived managerial resistance to change exerts no influence on perceived leadership development success
H5: Perceived managerial resistance to change exerts a positive influence on perceived leadership development success

The empirical results show that perceived managerial resistance to change does not exert a significant positive influence (r = -0.12, p > 0.05) on leadership development success. In terms of this result the null hypothesis (HO5) is supported, while the alternative hypothesis (H5) is not supported.

4.2.6 The influence of perceived senior-management support on leadership development success

The null and alternative hypotheses formulated for this relationship were as follows:

H04: Perceived senior-management support exerts no influence on perceived leadership development success
H4: Perceived senior-management support exerts a positive influence on perceived leadership development success

The empirical results show that perceived senior-management support exerts a significant positive influence (r = 0.54, p < 0.001) on leadership development success. The more this type of management support is promoted the more successful leadership development will be in this selected company. In terms of this result the null hypothesis (HO6) is not supported, while the alternative hypothesis (H6) is supported.

4.3 EMPIRICAL RESULTS: DESCRIPTIVE STATISTICS

The analysis and interpretation of the results from Section B of the questionnaire are presented in this section. The empirical results are summarised in Figures 4.2 to 8 and Tables 4.2 – 4.8 and are presented in the form of means, percentages and standard deviation.
4.3.1 Perception about the prevalence of autocratic leadership style

Table 4.2 to Figure 4.2 demonstrates the data from returned questionnaires that were sent to respondents to determine the perceived prevalence of autocratic leadership style among managers in the company.

**TABLE 4.2: AUTOCRATIC LEADERSHIP STYLE RESPONSE**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree to strongly agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree to strongly disagree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my department, managers are very task-orientated, because they place a strong emphasis on getting the task done.</td>
<td>60.0%</td>
<td>35.0%</td>
<td>5.0%</td>
<td>3.725</td>
<td>0.816</td>
</tr>
<tr>
<td>In my department, manager closely monitors employees to ensure they are performing correctly.</td>
<td>45.0%</td>
<td>40.0%</td>
<td>15.0%</td>
<td>3.35</td>
<td>0.893</td>
</tr>
<tr>
<td>In my department, managers ensure that work is usually completed on time.</td>
<td>45.0%</td>
<td>37.5%</td>
<td>17.5%</td>
<td>3.425</td>
<td>0.958</td>
</tr>
<tr>
<td>In my department, managers pursue the completion of a task at all costs.</td>
<td>37.5%</td>
<td>35.0%</td>
<td>27.5%</td>
<td>3.125</td>
<td>1.017</td>
</tr>
<tr>
<td>In my department, managers make fast and prompt decisions without involving others.</td>
<td>35.0%</td>
<td>47.5%</td>
<td>17.5%</td>
<td>3.125</td>
<td>0.822</td>
</tr>
<tr>
<td>In my department, managers are very assertive in ensuring that the task is done.</td>
<td>40.0%</td>
<td>50.0%</td>
<td>10.0%</td>
<td>3.375</td>
<td>0.774</td>
</tr>
</tbody>
</table>

**AVERAGE MEAN SCORE = 3.354; AVERAGE STANDARD DEVIATION SCORE = 0.880**

Sixty percent (60%) of the respondents strongly feel that the managers are very task orientated because they place strong emphasis on getting the task done. This indicates that the tasks are normally completed in time. This is supported by the next two statements that 45 percent strongly feel that the managers closely monitor the employees to ensure they are performing correctly and 45 percent also strongly feel that managers ensure that work is usually completed on time. About 38 percent of the respondents feel that managers pursue the completion of a task at all costs.
The mean response for the prevalence of autocratic leadership style is 3.354. This indicates that the majority of the respondents feel that the leaders of the company apply an autocratic leadership style.

**FIGURE 4.2: GRAPHIC REPRESENTATION OF THE PERCEIVED PREVALENT AUTOCRATIC LEADERSHIP STYLE**

Note: Average agree to strongly agree = 36.5%; average neither agree nor disagree = 40.5% and average disagree to strongly disagree = 22.5%

### 4.3.2 Perception about the satisfaction with compensation package

Forty-seven percent (47%) of the respondents feel that the compensation packages at the company are not good enough. This is a concern that only just more than 14 percent of employees strongly agree that the compensation is what it should be. Another element which causes alarm is that 60 percent of the employees disagreed to strongly disagreed that compared with the rates for similar work their pay is good. This might be a threat to the company and consequently creates lack of employee commitment and competent employees might be lost to the competition.
These findings show compensation package as an area that requires improvement. The average mean score is 2.625, which is less than 3, and this is an indication that the respondents regard themselves as not getting a good compensation package.

**TABLE 4.3: PERCEIVED SATISFACTION WITH THE COMPENSATION PACKAGE**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree to strongly agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree to strongly disagree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>My firm’s pay and benefits package attracts high-performing employees.</td>
<td>17.5%</td>
<td>45.0%</td>
<td>37.5%</td>
<td>2.825</td>
<td>0.781</td>
</tr>
<tr>
<td>My firm’s pay and benefits package retains high-performing employees.</td>
<td>10.0%</td>
<td>40.0%</td>
<td>50.0%</td>
<td>2.450</td>
<td>0.784</td>
</tr>
<tr>
<td>Compared to the rates for similar work here my pay is good.</td>
<td>10.0%</td>
<td>30.0%</td>
<td>60.0%</td>
<td>2.525</td>
<td>0.863</td>
</tr>
<tr>
<td>I get enough money from my job to live comfortably.</td>
<td>17.5%</td>
<td>30.0%</td>
<td>50.0%</td>
<td>2.350</td>
<td>0.871</td>
</tr>
<tr>
<td>My pay is adequate to provide for the basic things in life.</td>
<td>20.0%</td>
<td>42.5%</td>
<td>37.5%</td>
<td>2.600</td>
<td>0.832</td>
</tr>
<tr>
<td>Considering the work required the pay is what it should be.</td>
<td>10.0%</td>
<td>37.5%</td>
<td>52.5%</td>
<td>2.775</td>
<td>0.751</td>
</tr>
<tr>
<td>The fringe benefit program here is adequate.</td>
<td>15.0%</td>
<td>45.0%</td>
<td>40.0%</td>
<td>2.525</td>
<td>0.899</td>
</tr>
<tr>
<td>Our fringe benefits cover many of the areas they should.</td>
<td>25.0%</td>
<td>42.5%</td>
<td>30.0%</td>
<td>2.750</td>
<td>0.800</td>
</tr>
<tr>
<td>The fringe benefit program here gives nearly all the security I want.</td>
<td>7.5%</td>
<td>37.5%</td>
<td>55.0%</td>
<td>2.975</td>
<td>0.716</td>
</tr>
<tr>
<td>Compared to other places, our fringe benefits are excellent.</td>
<td>10.0%</td>
<td>30.0%</td>
<td>60.0%</td>
<td>2.475</td>
<td>0.749</td>
</tr>
</tbody>
</table>

**AVERAGE MEAN SCORE = 2.625; AVERAGE STANDARD DEVIATION = 0.805**
4.3.3 Perception about leadership development success

For the future of the company leadership development should always remain a top priority for any organisation. Developing effective leadership using a consistent talent management programme at all levels across the organisation can return significant business value. To attract, identify, fill and retain corporate leadership talent companies need to focus on hiring strategies. They need to have effective leadership or employee development, career and succession planning.
In terms of leadership development success the respondents agreed that to some extent the company offered appropriate leadership development. About 58 percent of respondents strongly agreed that internal and external standard of leadership development programmes are very good, which means the employees were feeling satisfied with the leadership courses offered by the company and external institutions. Also 53 percent of the respondents strongly agreed that temporary assignments which provide flexible cross training and temporary assignments are well supported by the leaders and human resources. However it was noted that an average of 39 percent were uncertain about the leadership development success of the company. The company needs to make sure that people are well informed about the development programmes and promote more of these temporary assignments to areas of concern. In terms of company succession planning 45 percent of respondents strongly disagreed that the leadership development programme is clearly linked to it. Growing leaders works best when the development of leaders is interlocked with succession planning. If this is not done the company stands a huge risk of losing employees to competitors due to unclear direction.

The means achieved on twelve rated factors are between 2.675 and 3.600 and the medians covered a range of 3.0. The average mean of 3.288, which is more than 3, is an indication that the respondents are positive about leadership development success.
<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree to strongly agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree to strongly disagree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The leadership development programme of my firm provides authentic leadership training (e.g. supervisory training, manager training etc.).</td>
<td>37.5%</td>
<td>45.0%</td>
<td>5.0%</td>
<td>3.375</td>
<td>0.667</td>
</tr>
<tr>
<td>The leadership development programme of my firm contributes significantly to the growth of leaders in the firm.</td>
<td>42.5%</td>
<td>35.0%</td>
<td>22.5%</td>
<td>3.225</td>
<td>0.832</td>
</tr>
<tr>
<td>Considering the amount of money and effort the firm puts into providing leadership development, we are doing very well in achieving our leadership development goals.</td>
<td>35.0%</td>
<td>47.5%</td>
<td>17.5%</td>
<td>3.200</td>
<td>0.758</td>
</tr>
<tr>
<td>The standard of our leadership development programme is very good (Internal and External).</td>
<td>57.5%</td>
<td>27.5%</td>
<td>15.0%</td>
<td>3.525</td>
<td>0.877</td>
</tr>
<tr>
<td>The firm’s leadership development programme fosters the firm’s ability to execute its business strategy.</td>
<td>35.0%</td>
<td>45.0%</td>
<td>20.0%</td>
<td>3.200</td>
<td>0.823</td>
</tr>
<tr>
<td>The firm’s leadership development programme is an effective strategic tool to assist the firm in implementing change.</td>
<td>40.0%</td>
<td>45.0%</td>
<td>15.0%</td>
<td>3.275</td>
<td>0.751</td>
</tr>
<tr>
<td>The firm’s leadership development programme includes temporary assignments, which provide flexible cross training and knowledge sharing opportunities for those who undergo leadership training.</td>
<td>52.5%</td>
<td>30.0%</td>
<td>17.5%</td>
<td>3.425</td>
<td>1.035</td>
</tr>
<tr>
<td>The temporary assignments are strongly supported by the firms who host our leadership candidates.</td>
<td>52.5%</td>
<td>37.5%</td>
<td>10.0%</td>
<td>3.600</td>
<td>0.956</td>
</tr>
<tr>
<td>The temporary assignments are strongly supported by the departmental managers of our leadership candidates.</td>
<td>47.5%</td>
<td>30.0%</td>
<td>20.0%</td>
<td>3.350</td>
<td>1.051</td>
</tr>
<tr>
<td>The temporary assignments are strongly supported by our firm’s human resources department.</td>
<td>52.5%</td>
<td>35.0%</td>
<td>12.5%</td>
<td>3.475</td>
<td>1.062</td>
</tr>
</tbody>
</table>
### TABLE 4.4: PERCEIVED LEADERSHIP DEVELOPMENT SUCCESS (CONTINUED)

| Multi-source evaluation of the progress of leadership development candidates takes place. In other words, information from the candidate, peers, subordinates and superiors (do not have to be all of them) are gathered to assess how the leadership candidate progresses on the programme. | 30.0% | 50.0% | 20.0% | 3.125 | 0.853 |
| The firm’s leadership development programme is clearly linked to succession planning in the firm. | 15.0% | 40.0% | 45.0% | 2.675 | 0.764 |

**AVERAGE MEAN SCORE = 3.288; AVERAGE STANDARD DEVIATION = 0.869**
4.3.4 Perception about the prevailing organisational culture

One of the key barriers to change is organisational culture, and hence a leader must understand the environment in order to overcome the negative assumptions that might exist in an organisation. Organisational culture reflects the company experience over time through its responses to the continuous challenges of survival and growth.

Note: Average agree to strongly agree = 41.5%; average neither agree nor disagree = 39.0% and average disagree to strongly disagree = 18.3%
TABLE 4.5: PERCEPTION ABOUT THE PREVAILING ORGANISATIONAL CULTURE

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree to strongly agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree to strongly disagree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>In our organisation, employees are well prepared for foreign assignments.</td>
<td>35.0%</td>
<td>45.0%</td>
<td>20.0%</td>
<td>3.250</td>
<td>0.981</td>
</tr>
<tr>
<td>In our organisation, cultural diversity is very important.</td>
<td>22.5%</td>
<td>27.5%</td>
<td>50.0%</td>
<td>2.750</td>
<td>1.032</td>
</tr>
<tr>
<td>In our organisation, there is transparency towards organisational changes.</td>
<td>30.0%</td>
<td>32.5%</td>
<td>37.5%</td>
<td>2.850</td>
<td>0.949</td>
</tr>
<tr>
<td>Our organisation, promotes active contribution of ideas and participation is expected to all members of staff.</td>
<td>80.0%</td>
<td>12.5%</td>
<td>7.5%</td>
<td>4.200</td>
<td>1.091</td>
</tr>
<tr>
<td>Leaders in our organisation are given regular feedback on leadership behaviours they display e.g. Performance appraisals.</td>
<td>47.5%</td>
<td>35.0%</td>
<td>17.5%</td>
<td>3.325</td>
<td>0.971</td>
</tr>
<tr>
<td>In our organisation co-operation rather than opposing one another is important.</td>
<td>32.5%</td>
<td>40.0%</td>
<td>27.5%</td>
<td>3.075</td>
<td>0.917</td>
</tr>
<tr>
<td>In our organisation, there are positive results for leaders who display leadership behaviour e.g. promotions, financial rewards and public recognition.</td>
<td>57.5%</td>
<td>30.0%</td>
<td>12.5%</td>
<td>3.400</td>
<td>0.841</td>
</tr>
<tr>
<td>In the organisation, ambiguity (vagueness or uncertainty) is not tolerated.</td>
<td>25.0%</td>
<td>37.5%</td>
<td>37.5%</td>
<td>2.900</td>
<td>0.928</td>
</tr>
<tr>
<td>In our organisation, there is collective commitment to organisational goals (departmental relations).</td>
<td>32.5%</td>
<td>52.5%</td>
<td>15.0%</td>
<td>3.175</td>
<td>0.781</td>
</tr>
</tbody>
</table>

AVERAGE MEAN SCORE = 3.214; AVERAGE STANDARD DEVIATION = 0.943

Forty percent (40%) of the respondents feel that the organisational culture is effective and understood by everyone. This is a concern that only just 40 percent of people understand or feel positive about the organisational culture. The company needs to make sure that it promotes more effective culture management to ensure that major strategic and organisational changes are realised.

Most of the respondents (80%) feel strongly that the company promotes the contribution of ideas from all staff members. This brings massive savings to the company and the employees also benefit a certain percentage from the total savings that are made through the suggested idea. Also 58 percent of respondents feel strongly that there are positive
results for leaders who display leadership behaviour, such leaders being rewarded through promotions, financial rewards and public recognition. The average mean achieved on organisational culture as a variable is 3.214, which indicated that the company culture is healthy. However there is high level of uncertainty that needs to be addressed by leadership of the company. Effective management of culture is a key driver of the success of the organisation.

FIGURE 4.5: GRAPHIC REPRESENTATION OF THE PERCEIVED PREVAILING ORGANISATIONAL CULTURE

Note: Average agree to strongly agree = 40.3%; average neither agree nor disagree = 34.7% and average disagree to strongly disagree = 25.0%
4.3.5 The perceived prevailing participative leadership style

In this participative leadership style, the leader discusses and analyses problems with subordinates to reach a decision on what to do and how. Decisions are made by the group as a whole and subordinates have much responsibility for decisions reached. In some instances the leader will not even participate in decision making. In the literature this leadership style is described as close to a democratic way of management. Participative leadership can create an environment of cohesiveness.

About 73 percent of the respondents strongly disagree that in their departments the team always votes whenever a major decision has to be made. Therefore they could not see their efforts and contributions in decision making. Sixty-three percent (63%) of employees strongly agreed that in their departments they are allowed to determine what needs to be done and how to do it. They feel that their leaders allow them to do their work in a manner that they think is best for them. This was supported by 60 percent of respondents who strongly agreed that in their departments they can lead themselves just as well as the manager. The average means achieved on participative leadership style is 3.111, indicating that the prevailing participative leadership style is effective. Although effective there is room for improvement due to a high level of uncertainty.
**TABLE 4.6: PERCEIVED PREVAILING PARTICIPATIVE LEADERSHIP STYLE**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree to strongly agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree to strongly disagree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my department employees are allowed to determine what needs to be done and how to do it.</td>
<td>62.5%</td>
<td>22.5%</td>
<td>15.0%</td>
<td>3.600</td>
<td>0.981</td>
</tr>
<tr>
<td>In my department the team always votes whenever a major decision has to be made.</td>
<td>10.0%</td>
<td>17.5%</td>
<td>72.5%</td>
<td>2.175</td>
<td>0.958</td>
</tr>
<tr>
<td>In my department employees know more about their jobs than the manager and they are allowed to carry out the decisions to do their job.</td>
<td>40.0%</td>
<td>40.0%</td>
<td>20.0%</td>
<td>3.200</td>
<td>0.853</td>
</tr>
<tr>
<td>In my department employees can lead themselves just as well as the manager.</td>
<td>60.0%</td>
<td>20.0%</td>
<td>20.0%</td>
<td>3.375</td>
<td>0.868</td>
</tr>
<tr>
<td>In my department employees know how to use creativity and ingenuity to solve organisational problems.</td>
<td>57.5%</td>
<td>32.5%</td>
<td>10.0%</td>
<td>3.550</td>
<td>0.783</td>
</tr>
<tr>
<td>In my department the manager bases his/her decisions on the logical evaluation of various options rather than majority decision.</td>
<td>45.0%</td>
<td>32.5%</td>
<td>22.5%</td>
<td>3.275</td>
<td>0.960</td>
</tr>
<tr>
<td>In my department the manager uses leadership power to help subordinates grow.</td>
<td>30.0%</td>
<td>30.0%</td>
<td>40.0%</td>
<td>2.950</td>
<td>1.011</td>
</tr>
<tr>
<td>In my department the manager considers the feelings and views of subordinates in everything he/she does.</td>
<td>30.0%</td>
<td>37.5%</td>
<td>32.5%</td>
<td>2.925</td>
<td>1.047</td>
</tr>
<tr>
<td>In my department the manager gives regular feedback on how the department is performing.</td>
<td>35.0%</td>
<td>40.0%</td>
<td>22.5%</td>
<td>3.150</td>
<td>0.975</td>
</tr>
<tr>
<td>In my department the manager’s communication inspires his/her subordinates.</td>
<td>20.0%</td>
<td>52.5%</td>
<td>27.5%</td>
<td>2.900</td>
<td>0.744</td>
</tr>
</tbody>
</table>

**AVERAGE MEAN SCORE = 3.111; AVERAGE STANDARD DEVIATION = 0.918**
FIGURE 4.6: GRAPHIC REPRESENTATION OF THE PERCEIVED PREVAILING PARTICIPATIVE LEADERSHIP STYLE

Note: Average agree to strongly agree = 39.0%; average neither agree nor disagree = 32.5% and average disagree to strongly disagree = 28.3%

4.3.6 Perception about the prevailing managerial resistance to change

This section was designed to indicate that the employees might resist changes if the leaders of the company do the same. Competition is forcing all companies to be in a constant state of transition. Unfortunately not every employee wants to go through the trouble of learning new ways of doing things. Leaders should overcome this by showing responsibility through change. They should be the drivers of the change process.
According to 45% of the respondents, their managers find it difficult to change their way of doing things. There is a high level of uncertainty in most of the questions. However as shown in Table 4.7 the figures indicate that management resistance to change is not a hindrance to company leadership development. The mean score achieved on rating managerial resistance to change is 2.854 which is an indication that the respondents regard themselves as low in resistance to change.

**TABLE 4.7: PERCEIVED PREVAILING MANAGEMENT RESISTANCE TO CHANGE**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree to strongly agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree to strongly disagree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my department, managers find it difficult to change their way of doing things.</td>
<td>45.0%</td>
<td>35.0%</td>
<td>20.0%</td>
<td>3.300</td>
<td>0.853</td>
</tr>
<tr>
<td>In my department, managers often resist the implementation of new ideas.</td>
<td>10.0%</td>
<td>47.5%</td>
<td>42.5%</td>
<td>2.600</td>
<td>0.778</td>
</tr>
<tr>
<td>In my department, managers fear change.</td>
<td>25.0%</td>
<td>50.0%</td>
<td>25.0%</td>
<td>2.950</td>
<td>0.815</td>
</tr>
<tr>
<td>In my department, managers tend to retain the status quo.</td>
<td>32.5%</td>
<td>40.0%</td>
<td>27.5%</td>
<td>3.075</td>
<td>0.917</td>
</tr>
<tr>
<td>In my department, managers have the attitude of “why fix it if it’s not broken?”</td>
<td>15.0%</td>
<td>50.0%</td>
<td>35.0%</td>
<td>2.800</td>
<td>0.883</td>
</tr>
<tr>
<td>In my department, managers do not readily support innovation.</td>
<td>10.0%</td>
<td>42.5%</td>
<td>47.5%</td>
<td>2.600</td>
<td>0.709</td>
</tr>
<tr>
<td>In my department, managers often resist the implementation of new policies.</td>
<td>5.0%</td>
<td>60.0%</td>
<td>35.0%</td>
<td>2.650</td>
<td>0.662</td>
</tr>
</tbody>
</table>

**AVERAGE MEAN SCORE = 2.854; AVERAGE STANDARD DEVIATION = 0.802**
4.3.7 Perception about the prevailing senior management support for leadership development

Senior management commitment and support of leadership development improvement is an obvious necessity. This is also very crucial for change. To bring in changes the senior management has to be committed and prepare themselves for the changes before asking their employees to adopt the changes. The management must be ready to spare employees for training and meetings when required. The senior management must also be ready to invest in buying the necessary equipment and accessories if required. The senior level management must also provide their employees with proper tools, techniques
and other facilities to allow people to synthesize the new concepts, and align them with the new way of working.

The empirical results reveal that the majority of the respondents strongly disagree that they get senior level management support in leadership development, as 38 percent reported that they have no senior leadership support for leadership development. Only 25 percent strongly agree that they have senior management support. There is also a huge gap of uncertainties, 37 percent of employees are uncertain about senior management commitment to leadership development.

TABLE 4.8: PERCEIVED PREVAILING SENIOR MANAGEMENT SUPPORT

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree to strongly agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree to strongly disagree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The senior-level managers of my firm provide strong support and involvement in the planning of leadership development programmes in my firm.</td>
<td>20.0%</td>
<td>37.5%</td>
<td>42.5%</td>
<td>2.825</td>
<td>0.874</td>
</tr>
<tr>
<td>The senior-level managers of my firm provide strong support and involvement in the lecturing of leadership development programmes in my firm.</td>
<td>37.5%</td>
<td>32.5%</td>
<td>30.0%</td>
<td>3.150</td>
<td>0.949</td>
</tr>
<tr>
<td>The senior-level managers of my firm act as mentors on the leadership development programmes of my firm.</td>
<td>27.5%</td>
<td>22.5%</td>
<td>50.0%</td>
<td>2.675</td>
<td>1.071</td>
</tr>
<tr>
<td>The senior-level managers of my firm visibly demonstrate their commitment to leadership development.</td>
<td>25.0%</td>
<td>50.0%</td>
<td>25.0%</td>
<td>3.025</td>
<td>0.768</td>
</tr>
<tr>
<td>The senior-level managers of my firm allow people to enrol for the firm’s leadership development programme and allocate time for these activities.</td>
<td>30.0%</td>
<td>37.5%</td>
<td>32.5%</td>
<td>3.050</td>
<td>0.932</td>
</tr>
<tr>
<td>The senior-level managers of my firm spend time assessing future leadership talent.</td>
<td>12.5%</td>
<td>30.0%</td>
<td>57.5%</td>
<td>2.475</td>
<td>0.905</td>
</tr>
<tr>
<td>The senior-level managers of my firm are aware of all policies regarding staff development and placement of suitable employees.</td>
<td>22.5%</td>
<td>50.0%</td>
<td>27.5%</td>
<td>2.900</td>
<td>0.900</td>
</tr>
<tr>
<td>The senior-level managers of my firm are passionate about leadership development.</td>
<td>25.0%</td>
<td>35.0%</td>
<td>40.0%</td>
<td>2.875</td>
<td>0.939</td>
</tr>
</tbody>
</table>

AVERAGE MEAN SCORE = 2.872; AVERAGE STANDARD DEVIATION = 0.917
Senior management support received a mean score of 2.872 which is an indication that the respondents feel that they do not get enough support from senior managers.

FIGURE 4.8: GRAPHIC REPRESENTATION OF THE PERCEIVED SENIOR MANAGEMENT SUPPORT

Note: Average agree to strongly agree = 25.0%; average neither agree nor disagree = 36.9% and average disagree to strongly disagree = 38.1%

4.4 CHAPTER SUMMARY

In this chapter, the empirical results were discussed. The chapter analysed the data obtained from the questionnaire that was sent to 45 employees of the selected company.
The questions asked were specifically concerned with leadership development success, autocratic leadership, participative leadership, compensation package, organisational culture, resistance to change and senior level management commitment.

In the Chapter Five, the summary, conclusions and recommendations will be presented. Managerial implications of these empirical findings for the selected company will also be discussed.
CHAPTER 5

FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

After presenting the results of the research in Chapter Four, the implications of these results will now be discussed in the light of the literature reviewed in the first few chapters of this research project. The purpose of this chapter is to draw conclusions from the literature and the empirical finding about the leadership development performance of the selected company and to recommend how the company can improve the overall leadership development. Recommendations about building effective leadership development and further research relating to this study are also made.

5.2 DISCUSSION OF RESULTS

In Chapter Two leadership development determinants were discussed: Autocratic leadership style, satisfaction with compensation package, organisational culture, participative leadership style, management resistance to change and leadership development success were the selected determinants for the study to improve leadership development success. This section evaluates the results that were derived from the simple regression analysis and the descriptive statistical analysis for each variable in relation to the literature.

5.2.1 Autocratic leadership style

Chapter Three has already mentioned that autocratic leaders are considered task-orientated because they place huge emphasis on getting the task accomplished. Dubrin (2004: 112 – 113) supports this and furthermore states that autocratic leaders retain most of the authority. They make own decisions, assume that group members will obey, and are not concerned with group member’s attitudes toward the decision. While autocratic leaders can help their companies make money, open-minded leaders are likely to help their companies make more money (Devenish, 2007:30).
The mean score indicates that the majority of the respondents feel that the leaders of the company apply an autocratic leadership style. This means that the leaders prefer things done in their own way, neither for better nor for worse but the task must be done as per their wishes. This poses a problem as the business world is constantly evolving and more communication and consultation is needed to keep the people informed. Autocratic style is one area that organisations need to work on to leverage cross-functional expertise and increase productivity through cross-functional teamwork. The primary weakness of the authoritarian leadership style is that it stifles individual initiative.

One of the appropriate conditions in which to practise autocratic style is when the leader has all the information to solve problems and there is not enough time or when the employees are well motivated. Some people tend to think that the autocratic style of leading is by threats and abusing their power.

As described earlier, to check the legitimacy of the stated leadership style, respondents were questioned about their leader’s behaviour. Answers to the derived questions were closely aligned with the stated style (autocratic leadership style). The results were statistically significant for the stated autocratic responses. For example, the derived autocratic mean was 3.354 for respondents who stated that they view their leaders as autocratic. The survey’s results reinforced that there is an opportunity to educate employees on the importance of leadership style towards the subordinates. This will lead to the reduction of uncertainties amongst the employees.

5.2.2 Satisfaction with compensation package

Appropriate compensation comparisons should be made with industries with a similar geographic focus (local, regional, provincial or national), service and product. At the local level, the best compensation comparisons will come from other organisations in the same city or town and offering the same product. It will be interesting to know if the respondents have taken the above into consideration. It is important to ensure that the
compensation survey is conducted in an objective, valid and reliable manner. For information to be valid it has to come from a large enough sample size.

Upon being asked whether the organisation’s benefits and packages are what they should be compared with other similar firms, the majority of respondents indicated that their pay is not adequate for them. Furthermore, their views are that the firm’s package does not retain high performing employees.

5.2.3 Organisational culture

Marc and Farbrother (2003: 14) contend that services and products can be seen as the core of businesses institutions, but culture is their driving engine. The culture influences the engagement and enthusiasm of staff. It further influences direct outputs, efficiency of an organisation, as well as the health and flexibility of employees. Campbell, Stonehouse and Houston (2004: 53) are of the opinion that culture is the organisational equivalent of a human’s personality. They further define culture of any group of people as that set of beliefs, customs, practices and ways of thinking that they have come to share with each other through being and working together. It is a set of assumptions people simply accept without question as they interact with each other. At the visible level the culture of a group of people takes the form of ritual behaviour, symbols, myths, stories and sounds.

A literature review was conducted on the topic of organisational culture at company level, the intent of the review being to identify an appropriate survey instrument and to gain insight into the cultural assessment of other companies. The findings regarding the organisational culture within the company led to the conclusion that the highest level of employee satisfaction was identified as working conditions, that the company promotes active contribution of ideas and participation from all members of staff. This area produced a score of 80 percent which was the highest of the entire survey. Also receiving a high score was the promotion of those who display good leadership traits. This leads one to deduce that most of the respondents are aware of cultural diversity in the company. These are good traits, as the business environment has both South Africans and international employees, which means that employees need to understand and respect each other.
The empirical results revealed that organisational culture exerts a positive effect \( r = 0.73, p < 0.001 \) on leadership development success. Organisational culture was measured in the present study as that of an organisation that prepares its employees for foreign assignments; respects cultural diversity; is transparent with regard to organisational changes; encourages the active contribution of ideas and participation among employees; gives regular feedback on leadership behaviours, such as performance appraisals; encourages co-operation rather than opposition; provides positive rewards for the required behaviour; steers away from ambiguity (vagueness and uncertainty); and shows a collective commitment to organisational goals. By fostering this type of organisational culture, the selected firm will increase the success of its leadership development programme.

5.2.4 Participative leadership style

Devenish (2007:25) stressed that, to be effective, a leader should select the style most appropriate to a particular situation and the followers’ needs. When tasks are routine and simple, employees will regard directions as unnecessary. Participative or supportive leadership is likely to increase satisfaction with the leader and with company policies even though the tasks are unsatisfying. In contrast, when tasks are non-routine and complex, directive or achievement leadership is more appropriate than supportive leadership. Participative leadership consults with subordinates about decisions.

Participative leadership style favours decision-making by the team and such leaders give instruction after consulting the group. Participative style can help managers win the co-operation of their subordinates and can also motivate them effectively and positively. The decisions of the participative leader are not unilateral as with the autocrat because they arise from consultation with the group members and participation by them. This style does not mean everything is put to the vote and there may be times when the manager is participative but retains the right to make the final decision after consultation.

The highest level of employee satisfaction was again identified as working conditions. Sixty-three percent (63\%) of the employees felt that their managers allowed them to determine what needs to be done and how to do it. In this regard, according to the empirical results, the investigated areas are already adhering to what is proposed in the
literature. This is somehow contradictory to the autocratic findings, the average means of 3.111 indicating that the prevailing participative leadership style is effective. Although effective there is room for improvement due to high level of uncertainty.

The empirical results showed that participative leadership style is positively \((r = 0.49, p < 0.05)\) related to leadership development success. Participative leadership style was measured as a leadership style that allows employees to determine what needs to be done and how to do it; allows teams to vote on major decisions; allows more knowledgeable employees to make their own decisions about how to do their jobs; allows employees to lead themselves; encourages employees to use their creativity and ingenuity to solve problems; fosters logical evaluation of various options to make decisions; supports the growth of employees; considers the feelings and views of subordinates; gives regular feedback on the department’s performance; and uses communication to inspire employees. The success of its leadership development programme will be increased if the company fosters this type of leadership style.

5.2.5 **Management of resistance to change**

Employee involvement is more likely to increase leadership development when employees receive adequate training, are sufficiently satisfied with their work context, and have high-growth strength. Employee involvement, however, may be difficult to introduce into the organisation due to incompatible cultural values and various forms of resistance to change (McShane and Von Glinow, 2000:314). Changes must create an environment where people involved in the change process can open themselves to new ideas and concepts, challenge old assumptions, adopt new assumptions, and overcome their hostility and resistance to change (Angloher, 2010:17). Maritz (2000:22) further argues that employees tend to resist any form of change imposed if they are not beneficially affected by the change. Middle management needs to be prepared to handle this resistance to change.

The findings reveal that there is generally high uncertainty towards resistance to change at the selected organisation. The main reasons they cited were that they are not sure if managers do not fear to implement new ideas and policies. This leads one to deduce that most of the respondents are not well informed about the organisational changes.
Therefore, it is suggested that managers should display transparency during changes; this will allow employees to have a better understanding of them. The existing signs of uncertainty towards resistance to change can be diminished by developing organisational change and innovation programmes which are aimed at ensuring increased employee awareness and efficiency through employee involvement. There are no secret or mysterious ways to prevent resistance to change. Hard work is required, mainly by the company leaders who must lead in a challenging and visionary way. They must set targets and goals and provide the resources to get it done.

5.2.6 Senior-management support for leadership development

In Chapter Three it is highlighted that management support for leadership development is an obvious necessity. It is imperative that employees have confidence in their work and recognise that management supports them in their development. Fulmer and Bleak (2009:4) argue that to increase the odds of success, an effective leadership development process and succession should include visible support by senior management and line leaders who are involved in identifying and developing right candidates, a time frame for achieving planned development actions, flexibility to change in response to strategic needs or competitive pressures, and the sharing of information with candidates.

About 60% of the respondents cited senior management’s lack of commitment in assessing for talent, whilst 50% cited that the managers of the company do not act as mentors on the leadership development programmes of the company. The selected organisation does not support suggestions in this regard in the literature. In the literature it was suggested that active participation by senior leaders in development programmes and initiatives may have an even greater payback potential. The results demonstrated here depict the lack of senior leadership commitment to leadership development. The need for improvement is highlighted by 25 percent of respondents who agreed that senior management showed commitment towards leadership development. Good leadership commitment requires more than simply knowing the leadership script. It needs demonstrations of commitment shown by time allocation and prioritisation of leadership training.
The empirical results showed that senior-management support was positively \( r = 0.54, p < 0.001 \) related to leadership development success. This means that senior-management support in the followings ways will increase the success of leadership development programmes: involvement in the planning of leadership development programmes in the firm; involvement in the lecturing of leadership development programmes in the firm; acting as mentors on the these programmes; visibly demonstrating commitment to leadership development; allowing employees to enrol for the firm’s leadership development programmes and allocating time for these activities; assessing future leadership talent; being aware of all policies regarding staff development and placement of suitable employees; and showing a passion for leadership development. By showing this kind of support, the senior managers at the selected company will definitely increase the success of their leadership development programmes.

5.2.7 Leadership development success

Business strategy and leadership development are tightly interwoven. This is the reason that executive involvement and sponsorship is so critically important to leadership development success. The best leadership development systems foster an ability to execute business strategy (Ninth House, 2006:14). Organisational effectiveness is critical to the success of any business. In order to achieve increased and sustainable business results, organisations need to execute strategy and engage employees. To create organisational effectiveness and success the business leaders have a responsibility to keep their focus on aligning and engaging the employees (including organisational culture) with the strategy.

This questionnaire asked the respondents to report on attitudes, styles, culture and conditions directly related to the leadership development success of their organisation. It identified six key independent variables or determinants of leadership development success. The findings regarding the sampled leadership development success indicate that the selected company was reported to be efficient and participants displayed confidence in it. However, participants felt that leaders/managers need to provide more support to employees, lead by example and treat all employees equally.
5.3 LIMITATIONS OF THE STUDY

The findings of this study should be viewed with certain limitations. One of the possible limitations of the study was the low response rate. The response rate of the survey was 39.2%. This may be regarded as acceptable, but a higher response rate was expected given the importance of this issue for the selected company. A possible reason for the high percentage of non-respondents was that some sections of the company were not keen on, or familiar with, answering questionnaires, some stating lack of time and others not being interested. Some also felt that certain questions seemed sensitive and might reveal company confidential issues, which added to the difficulty of getting a more positive feedback.

Another limitation of the current study relates to the characteristics or demographics of the sample. Due to time constraints, it was not possible to achieve the quota in terms of a balanced demographic representation with regard to time with the organisation, gender, age, education level and position. Despite these limitations this study has contributed in extending the literature on the variables associated with the leadership development success.

The selected company should also endeavour to conduct a qualitative study to delve deeper into the factors affecting the success of the current leadership development programme. Based on the results of a qualitative study in addition to the current quantitative study, relevant changes could be made to the existing programme.

5.4 CONCLUSION

The changing workplace requires a new kind of leader with a new set of skills. Leaders should exhibit the correct combination of non-technical and technical skills to manage effectively in the modern and globalized workplace. This study has shown that three variables are key ingredients for achieving and increasing leadership development success: organisational culture, participative leadership and senior-management support. Implementing the recommendations discussed in sections 5.2.3, 5.2.4 and 5.2.6 above will go a long way in securing success in the company’s leadership development programme.
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Dear Respondent

I am a post-graduate student studying towards my MBA (Masters in Business Administration) at the Nelson Mandela Metropolitan University Business School. My research project entails an investigation into how leadership development could be improved at our company. The empirical results of the study will be made available to the participants on request.

You are part of our selected sample of respondents whose views and contribution we seek on the above-mentioned matter. We would therefore appreciate it if you could answer a few questions in this regard, which should not take more than twenty minutes of your time. Please note that the information gathered will not be used against any person or the company in any way and that all your responses will be strictly confidential. Please return the completed questionnaire by the 15th of September 2011. We thank you in advance for your highly appreciated contribution towards this study.

There are no correct or incorrect answers. Please answer the questions as accurately as possible. For each statement, tick the number which best describes your experience. For example, if you strongly agree with the statement, tick the number 5. If you strongly disagree with the statement, tick the number 1. **Tick only one answer for each statement, but answer ALL QUESTIONS please.**

Thank you very much.
Mr L Kalashe
Research supervisor: Prof CA Arnolds (Tel. 041-5043825)
ANNEXURE 2: THE MEASURING INSTRUMENTS

AUTOCRATIC LEADERSHIP STYLE
In my department, managers are very task-orientated, because they place a strong emphasis on getting the task done.
In my department, manager closely monitors employees to ensure they are performing correctly.
In my department, managers ensure that work is usually completed on time.
In my department, managers pursue the completion of a task at all costs.
In my department, managers make fast and prompt decisions without involving others.
In my department, managers are very assertive in ensuring that the task is done.

COMPENSATION PACKAGES
My firm’s pay and benefits package attracts high-performing employees.
My firm’s pay and benefits package retains high-performing employees.
Compared to the rates for similar work here my pay is good.
I get enough money from my job to live comfortably.
My pay is adequate to provide for the basic things in life.
Considering the work required the pay is what it should be.
The fringe benefit program here is adequate.
Our fringe benefits cover many of the areas they should.
The fringe benefit program here gives nearly all the security I want.
Compared to other places, our fringe benefits are excellent.

ORGANISATIONAL CULTURE
In our organisation, employees are well prepared for foreign assignments.
In our organisation, cultural diversity is very important.
In our organisation, there is transparency towards organisational changes.
Our organisation, promotes active contribution of ideas and participation is expected to all members of staff.
Leaders in our organisation are given regular feedback on leadership behaviours they display e.g. performance appraisals.
In our organisation co-operation rather than opposing one another is important.
In our organisation, there are positive results for leaders who display leadership behaviour e.g. promotions, financial rewards and public recognition.
In the organisation, ambiguity (vagueness or uncertainty) is not tolerated.
In our organisation, there is collective commitment to organisational goals (departmental relations).

**PARTICIPATORY LEADERSHIP STYLE**
In my department employees are allowed to determine what needs to be done and how to do it.
In my department the team always vote whenever a major decision has to be made.
In my department employees know more about their jobs than the manager and they are allowed to carry out the decisions to do their job.
In my department employees can lead themselves just as well as the manager.
In my department employees know how to use creativity and ingenuity to solve organisational problems.
In my department the manager bases his/her decisions on the logical evaluation of various options rather than majority decision.
In my department the manager uses leadership power to help subordinates grow.
In my department the manager considers the feelings and views of subordinates in everything he/she does.
In my department the manager gives regular feedback on how the department is performing.
In my department the manager’s communication inspires his/her subordinates.

**MANAGERIAL RESISTANCE TO CHANGE**
In my department, managers find it difficult to change their way of doing things.
In my department, managers often resist the implementation of new ideas.
In my department, managers fear change.
In my department, managers tend to retain the status quo.
In my department, managers have the attitude of “why fix it if it’s not broken?”
In my department, managers do not readily support innovation.
In my department, managers often resist the implementation of new policies.
SENIOR-MANAGEMENT SUPPORT
The senior-level managers of my firm provide strong support and involvement in the planning of leadership development programmes in my firm.
The senior-level managers of my firm provide strong support and involvement in the lecturing of leadership development programmes in my firm.
The senior-level managers of my firm act as mentors on the leadership development programmes of my firm.
The senior-level managers of my firm visibly demonstrate their commitment to leadership development.
The senior-level managers of my firm allow people to enrol for the firm’s leadership development programme and allocate time for these activities.
The senior-level managers of my firm spend time assessing future leadership talent.
The senior-level managers of my firm are aware of all policies regarding staff development and placement of suitable employees.
The senior-level managers of my firm are passionate about leadership development.

LEADERSHIP DEVELOPMENT SUCCESS
The leadership development programme of my firm provides authentic leadership training (e.g supervisory training, manager training etc).
The leadership development programme of my firm contributes significantly to the growth of leaders in the firm.
Considering the amount of money and effort the firm puts into providing leadership development, we are doing very well in achieving our leadership development goals.
The standard of our leadership development programme is very good (Internal and External).
The firm’s leadership development programme fosters the firm’s ability to execute its business strategy.
The firm’s leadership development programme is an effective strategic tool to assist the firm in implementing change.
The firm’s leadership development programme includes temporary assignments, which provide flexible cross training and knowledge sharing opportunities for those who undergo leadership training.
The temporary assignments are strongly supported by the firms who host our leadership candidates.
The temporary assignments are strongly supported by the departmental managers of our leadership candidates.

The temporary assignments are strongly supported by our firm’s human resources department.

Multi-source evaluation of the progress of leadership development candidates takes place. In other words, information from the candidate, peers, subordinates and superiors (do not have to be all of them) are gathered to assess how the leadership candidate progresses on the programme.

The firm’s leadership development programme is clearly linked to succession planning in the firm.