AN INVESTIGATION OF THE EFFECTS OF LEADERSHIP TRAINING ON JUNIOR MANAGEMENTS' MORALE AT THREE MANUFACTURING ORGANISATIONS WITHIN THE BUFFALO CITY AREA

by

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submitted in partial fulfilment of the requirements for the degree of MAGISTER IN BUSINESS ADMINISTRATION

at the

PORT ELIZABETH TECHNIKON

PROMOTER: DR. L DU TOIT

NOVEMBER 2002
“I, Ruweida Anastacia Naina, hereby declare that:

• the work in this research paper is my own original work;

• all sources used or referred to have been documented and recognised; and

• this research paper has not been previously submitted in full or partial fulfilment of the requirements for an equivalent or higher qualification at any recognised education institution.”
ACKNOWLEDGEMENTS

The following people need to be acknowledged for their support and encouragement throughout this research process.

- My husband, Melvin, for his continuous support and encouragement and belief that I could complete this study when my enthusiasm waned. Thank you for parenting our children through this period, for your unconditional support and the long hours spent discussing this work.
- My children, Taylor and Kelly, for your tolerance of the sacrifices resulting from my working.
- My parents who encouraged and prayed for me.
- The rest of my family for your encouragement: Sivie, Ralph, Nicole and Shamieda. A special thank you for supporting me and for caring for the kids.
- My mentor, Dr. Lilla du Toit, Director of Quality Assurance, Department of Education: Eastern Cape, for your empathy and encouragement that enabled me to complete this thesis.
- The Director of the Johnson & Johnson Leadership Development Institute, Peter Kemp, and the JJLDI for being willing to give me the opportunity I needed.
- My research assistant and sister, Melody Poole for all your support.
- Professor Ken Dovey, whose passion and insightful teachings provided the inspiration for this thesis.
- My Creator, for being the Stronghold in my life.
SUMMARY

The present study was undertaken to determine the effects that leadership training has on employees’ morale at work. The study was conducted on 15 students from three organisations within the Buffalo City area, studying towards a Diploma in Manufacturing Management at the Johnson & Johnson Leadership Development Institute, Rhodes University, East London Campus. The main aims of the study were:

- to review the literature of the leadership training conducted at the Johnson & Johnson Leadership Development Institute (JJLDI), and to assess the effects it has on employees’ morale at work.
- to provide industry with documented evidence that the leadership training conducted at the JJLDI has a positive influence on employees morale.
- to provide the JJLDI with valuable information as to whether or not the course material and methods has a positive impact on meeting industry demands.

A secondary objective of the study was to provide a medium in which students undergoing the leadership training were able to address their concerns with regard to course content and structure.

Fieldwork comprised a 5-day, week (40 hours) of intensive lectures and group discussions at Rhodes University. Students were then assigned a 4-month work-based project with the lecturer acting as mentor to each student. The researcher used self-administered electronic questionnaires as the research tool.

Results revealed the following:
- that the students morale increased by more than 20 percent after having undergone leadership training;
• that the students communication skills has increased, and,
• that the students interpersonal relations with co-workers has shown a significant increase

Future implications are that students exposed to this type of leadership training will have a positive influence on their co-workers. This will spurn a new organisational culture that will cope with global demands. In some cases these future leaders will be the source of sustained competitive advantage over insurgents through increasing the organisation’s human, social and knowledge capital.
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CHAPTER 1
INTRODUCTION

1.1 INTRODUCTION

South Africa as a country is simply just not competitive enough. Despite the legacy of apartheid, low productivity, inadequate skills, small markets and some adversarial relationships, South Africa has to become world class or perish (Pretorius, 2001:5).

According to Buzan, Dottino and Israel (1999:104), few would dispute that the most significant asset of any company is its workforce. It is thus imperative to nurture and maintain the intelligence of your workforce by providing an atmosphere that is both challenging and stimulating. To secure the greatest return from your human assets, you must realize that everybody is creative. Your ability to tap into the excitement, enthusiasm and energy of your staff will ultimately determine the long-term performance of your company.

Pretorius (2001:6) proposes that the successful business leader of today focus on results and achievement and not on power and authority. Status should be deliberately underplayed, but performance management should be emphasised. One of the main purposes of leadership is to translate a potential good performance into actual productivity. Following on results and achievement is reward for good performance. Celebrate and share good performance.

1.2 RESEARCH PROBLEM

1.2.1 Problem definition

Damiani (1998:51) states that successful corporations and managers in the 2000s will credit their success to feelings, attitudes and relationships. As a leader, the challenge is to be the best that you can be and to bring out the best in others.
Leaders should know that employees want to feel important. They want to be appreciated and cared for, they want important information and they want a personal relationship with their immediate supervisors. Feelings, attitudes and relationships are, or will be the driving force of every truly successful company.

Effective leaders in South Africa have to embrace change. They must not see it as an enemy, but accept that it is today’s greatest inevitability. Change is the price we pay for survival. Business leaders must capitalise on change and be at the forefront of it. Leaders must create a corporate soul and transform their companies into communities of committed people (Pretorius, 2001:6).

1.3 RESEARCH QUESTION

1.3.1 Main problem

Marshall and Walt (1999:165) state that unfortunately many of today’s leaders have not been trained in new skills or even encouraged to believe that these skills are important. Thinking globally, appreciating cultural differences, demonstrating technological savvy, building partnerships and sharing leadership are competencies that many present leaders do not have or do not even realise are important. They are also skills that most future leaders will need and recognise as essential to the success of development programmes.

The above discussion leads to the following main problem that will be addressed by this research:

An investigation of the effects of leadership training on junior management’s morale at three manufacturing organisations within the Buffalo City area.

1.3.2 Sub-problems

The following sub-problems have been identified to deal with the main problem:
1.3.2.1 Which leadership characteristics do leaders need in order to lead successfully?

1.3.2.2 How can leaders motivate employees to achieve organisational goals?

1.4 OBJECTIVES OF THE STUDY

1.4.1 General aim
The objectives of this research study are firstly to gain a deeper understanding of the effect of leadership training on the morale of junior management. Part of this proposed research will attempt to identify leadership characteristics leaders require to successfully lead.

1.4.2 Specific aim
This research aims to measure the impact of leadership training on the morale of junior management.

1.5 SIGNIFICANCE OF THE STUDY

According to Welch (2001:157), General Electric continually facilitated conferences at Crotonville, New York. He states that every good thing that has happened in the company can be traced to the liberation of some business, some team or an individual. This simple idea, known as Work - Out, liberated many employees. It helped to create a culture where everybody began playing a part, where everybody's ideas began to count, and where leaders led rather than controlled. They coached rather than preached and got better results.

Given a little direction, a few resources and a touch of the dramatic, people will achieve unbelievable excellence. Modelling leadership excellence is fundamental-absolutely essential -for long-term organisational success. Leadership builds trust-that special dimension that assures those who follow that the one who leads will
always act morally, guaranteeing the wellness of each individual (Holton & Holton, 1992:44).

According to Damiani (1998:5), organisations that are going to survive and prosper in the future will be those that find a way to tap into the individual’s human potential and to explore new methods of managing, motivating and redefining the fundamental relationship between the employee and the company. A workforce that can cooperate well with each other and with management will set a company apart from the competition.

Through the development of a deeper understanding of employees’ experience of leadership training and the effect of this on their morale, the researcher hopes that existing leadership and development programmes will be reassessed and adapted accordingly.

Not much research has been completed on leadership training and development and its effect on the morale of employees. The researcher hopes to contribute a better understanding of the influence leadership training has on morale. This research study hopes to encourage those organisations that do not support and believe in leadership training and development, to acknowledge the importance of developing their employees enabling them to participate in a globally competitive economy.

1.6 DEMARCATION OF THE FIELD AND LIMITATIONS

1.6.1 Management level
The study focused on junior management and supervisory management. All other levels of management such as senior management were excluded.

1.6.2 Geographical demarcation
The empirical component of the study was limited three manufacturing companies within the Buffalo City area employing more than 300 employees. The empirical
survey was conducted by means of a structured questionnaire. All conclusions or findings of the research project were drawn in the context of the Buffalo City area only.

The study is based on 15 participants who were assessed before and after completing a minimum of one years’ leadership training. Each participant had to complete both questionnaires to be included in the study. Initially, 25 candidates were involved in the study. The sample of this study consisted of 15 of the 25 candidates, who had completed both questionnaires and were thus eligible to be included in the study.

1.7 RESEARCH METHODOLOGY

The following procedure will be adopted to solve the main and sub-problems:

1.7.1 Literature survey

Leadership characteristics and behaviour that enhances the morale of employees will be identified from the literature.

1.7.2 Empirical study

The empirical study will consist of:

1.7.2.1 Measuring Instrument

The researcher will develop a questionnaire for this research project to determine the effect of leadership training on junior management.
1.7.2.2 Targeted group

The target group selected consists of 25 second and third year students, studying towards a Diploma in Manufacturing and Management at Rhodes University. They are currently employed in the industrial sector.

1.7.2.3 Target group selection

Second and third year students would be able to add value to this study since they have completed one year of practical training in leadership. The researcher also conducted a pilot study with four candidates who do not form part of this study. The results of this study prompted the researcher to include an additional section in the questionnaire, rating leadership characteristics required to attain success.

1.7.2.4 Ethical aspect

The researcher obtained the permission of the co-ordinator, Mr Peter Kemp, to conduct the said research at Rhodes University.

1.8 CLARIFICATION OF CONCEPTS

1.8.1 Leadership

Leadership is the capacity of a human community to breathe life into an enterprise, without which nothing truly new can emerge. Leadership is about tapping the energy to create-especially to create something that matters deeply (Hesselbein, Goldsmith & Somerville, 1999:78).
1.8.2 Morale

Morale in the workplace is defined as the leaders ability to motivate staff to achieve and maintain performance excellence.

1.8.3 Vision

Buzan et al (1999:70), defines vision as an imagined, possible, desirable future that is, both dynamic and evolving, and able to unleash intellectual capital and creativity. It is designed to attract commitment as well as energise people.

1.8.4 Transformational leadership

Welch says that transformational leadership transcends the mere management of what already exists, to create something fundamentally new. It fosters leaders who can address human emotions and values- the “soft” issues as well as the traditionally “hard” issues of market share and financial performance (Pretorius, 2001:6).

1.8.5 Trust

This refers to a firm belief in the goodness or worthiness of something or someone.

1.8.6 Empowerment

Oakland (2000:26) defines empowerment as the encouragement of effective employee participation. For effective leadership it is necessary for management to get very close to the employees.
1.8.7 Effective leadership

Effective leadership starts with the Chief Executive’s vision, capitalizing on market or service opportunities, continues through with a strategy that will give the organisation competitive advantage, and leads to business or service success (Oakland, 2000:24).

1.8.8 CEO

Chief Executive Officer

1.8.9 Communication Competency

Communication competency refers to the effective transfer and exchange of information and understanding between yourself and others (Hellriegel, Jackson & Slocum, 1999:17).

1.8.10 Mentees

Mentees refers to young or inexperienced employees at organisations who are placed under the mentorship of a more experienced or senior colleague.

1.9 ANTICIPATED VALUE

Through the development of a deeper understanding of the effect of leadership training on employee morale, the researcher hopes that existing and future leadership programmes will be reassessed and adapted accordingly.

Not much research has been completed on training leadership in the South African workplace. As South African literature is limited, the researcher hopes to contribute a better understanding of the effect of leadership training on employee morale.
The researcher also hopes to examine respondents’ attitudes to their organisations, subordinates and colleagues. Finally, the researcher aims to examine leadership characteristics respondents rate as being essential to attain success. The intention behind this is to ensure that South African organisations acknowledge the strategic role leadership training and development plays in developing a motivated and productive workforce.

1.10 ORGANISATION OF THE STUDY

Chapter 2: is a review of the literature on the characteristics of leadership. This chapter also attempts to define leadership in the context of this study. Books, journal articles, research reports, published theses, magazine articles and the Internet were consulted in preparation to write this chapter.

Chapter 3: is a review of the literature on the development of leadership. The latter part of this chapter includes the Leadership Training Programme that forms the basis of this study. Books, journal articles, research reports, published theses, magazine articles, the Internet and reference to the Leadership Course Training Material were consulted in preparation to write this chapter.

Chapter 4: is a presentation of the methodology deployed in order to conduct the research. Books were consulted in preparation to write this chapter.

Chapter 5: is a presentation of the analysis of the research data.

Chapter 6: is the final chapter and presents the conclusions based on the findings in chapter 5. Recommendations and suggestions for further research is discussed and presented in this chapter.
CHAPTER 2
LITERATURE REVIEW

2.1 INTRODUCTION

Damiani (1998:7) describes leadership as an attitude before it becomes an ability or skill. People are at the heart of it all. People are the most important, and often most forgotten ingredient in a company.

Campbell (1999:88) defines leadership as an individual who knows where he or she is going and is able to persuade others to go along as well. There are consequently two dimensions to leadership: the conceptual and the interpersonal.

The conceptual qualities in a leader are qualities that enable him or her to identify and resolve clear objectives and a route to accomplish the objectives. The interpersonal aspect of leadership is that quality that persuades others to adopt the same objectives as leadership as the leader and to follow him or her towards these objectives.

Important interpersonal roles that are primarily social in nature are, identified by Griffin & Moorhead (1995:30). These are roles in which it is the manager’s task to relate to other people in certain ways. In the role of leader, the manager trains and motivates employees.

Dauphinais, Means and Price (2000:167) describe leadership as that which makes a difference between a mediocre and a world-class company. They suggest that the best way to ensure a company’s long-term success is by developing leaders. With corporations facing new challenges of complexity, turbulence and competitive intensity, the human contribution has become central to success. Leadership means enhancing human potential.
Buelens, Kinicki and Kreitner (1999:472) view leadership as a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organisational goals. However, according to Cohen and Hesselbein (1999:301) any leader knows that past glory does not guarantee future success. Organisations prosper only as long as they provide value to those they serve.

The available literature and research focuses on the definition of leadership and on characteristics of leadership. What is lacking in the current literature and research is an understanding of how leadership training enhances the morale of employees. This is the information needed to guide the development of leadership programmes in South African organisations. This chapter will review the current literature on leadership training and development. This chapter will also review the leadership training offered to participants in this study.

### 2.2 CHARACTERISTICS OF LEADERSHIP

#### 2.2.1 Vision

Van Maurik (1999:64) describes vision as the desired future state of your business. It must be expressed in a way that motivates and excites other people because the vision will be describing a future state that has not been achieved.

Winkler (2002:20) maintains that a vision helps a leader align goals, simultaneous initiatives and projects.

According to Krieg (2002:26) the vision must be communicated to the organisation in understandable terms.

Dess and Picken (2000:19) point out that the power of strategic vision lies in how it is used. An effective strategic vision is clear, compelling and communicated in a way that motivates and inspires a broadly shared sense of organisational direction and purpose.
Gile and Webb (2001:15) suggest that the challenge for leadership is the ability to inspire an organisation to seize the vision and rise above differences.

The key factor in successfully developing new global leaders is the ability to develop and express a clear vision of where they want to go to and how to get there (De Vries & Florent-Tracey, 1999:20).

However, Crainer (2000:180) concludes that successful leaders have a vision that other people believe in and treat as their own. He contends that having a vision is one thing, converting it into successful action is another.

Consequently, the way the vision is expressed must convey both the challenge that the future state implies as well as the excitement of getting there. These definitions emphasise the importance of motivating people to believe in the vision. The leader’s ability to energise and mobilise the people in the organisation to believe and adopt the vision, will determine the ultimate success of the organisation.

2.2.2 Communication

The ability to communicate effectively is an essential criterion to attain success and satisfaction at work. Learning to relate well to fellow employees can be a very long and difficult process. Leaders must possess the ability or necessary skills to communicate at all levels in order to motivate and inspire employees in an attempt to get the job done effectively.

2.2.2.1 Dynamics of Communication

Dauphinais, Means and Price (2000:170) state that leadership also includes the ability to communicate clearly and compellingly. To be an effective leader you must be able to communicate. This requires the desire to communicate and the skill to engage in dialogue. According to Barlow & Maul (2000:84) emotional skills are more critical for today’s leader than ever before. As change becomes constant,
leaders must have the flexibility and vision to handle it. Leaders must fire people and calm them down, resolve disputes and make firm decisions. All these traits and capabilities inspire confidence and lead a company forward.

One of the golden rules of a change process is communication (Krieg, 2002:25). All staff needs to be informed once a month about progress made. Even if management feels there is nothing to report, communication needs to continue.

2.2.2.2 Interpersonal communication

Buelens et al (1999:430) maintain that the quality of interpersonal communication within an organisation is very important. People with good communication skills enable groups to make better decisions and are promoted more frequently than individuals with less developed abilities. There is no universally accepted definition of communication competence. It is simply a performance-based index of an individual’s ability to effectively use communication behaviours in a given context. In order to improve their communication competence, leaders have to try to be more assertive and less aggressive.

Effective communication is of the utmost importance in the modern workplace. Without effective communication, all other aspects of work will be handicapped. It is essential to examine the barriers to effective communication to enhance communication in the workplace.

2.2.2.3 Barriers to effective communication

According to Buelens et al (1999: 430) communication noise is a barrier to effective communication because it interferes with the accurate transmission and reception of a message. Management awareness of these barriers is a good starting point to improve the communication process.

Buelens et al (1999:430) identify four key barriers to effective communication:
2.2.2.4 Process barriers:

Every element of the perceptual model of communication is a potential barrier. Barriers in any of these process elements can distort the transfer of meaning. Reducing these barriers is essential to improve the communication process.

2.2.2.5 Personal barriers:

There are many personal barriers to communication. This includes our ability to effectively communicate. The way people process and interpret information is also a barrier. People use different frames of references to interpret the world around them. The level of interpersonal trust can either be a barrier or enabler of effective communication. Communication is likely to be distorted when people do not trust each other. Stereotypes and prejudice make up the fourth barrier to effective communication. Egos influence how people treat each other as well as their receptiveness to being influenced by others. The natural tendency to evaluate or judge a sender’s message also hinders communication. The natural tendency to evaluate messages is greatest when one has strong feelings or emotions about the issue being discussed. An inability to listen with understanding is also a barrier to effective communication. Listening with understanding reduces defensiveness and improves accuracy in perceiving a message.

2.2.2.6 Physical barriers:

The distance between employees can interfere with effective communication. Work and office noise are additional barriers. In spite of the general acceptance of physical barriers, they can be reduced. Distracting or inhibiting walls can also be torn down. It is important that managers attempt to manage this barrier by choosing a medium that optimally reduces the physical barrier at hand.
2.2.7 Semantic barriers:

Semantic barriers show up as encoding and decoding errors because this phase of communication involve transmitting and receiving words and symbols. These barriers occur very easily. This barrier can also be decreased by attentiveness to mixed messages and cultural diversity.

Effective communication is the cornerstone of survival in today’s competitive business environment. This is particularly true for companies that operate or compete worldwide or those undertaking organisational change.

It is thus imperative that leaders of organisations examine organisational patterns to identify factors contributing to effective and ineffective management.

2.2.3 Trust

Geisler (2002:1) proposes that in this challenging business climate, it is important for leaders to preserve and to protect the trust in their organisations. Trust is built on achieving results, acting with integrity and demonstrating concern. An effective leader has to adhere to the following imperatives:

Robert Bruce Shaw in Geisler (2002:2) states that trust is built on the following imperatives:

- Always do your best
- Help others have the competency and empowerment to do their best.
- Have clear values.
- Match their actions to their words.
- Show genuine concern for the well-being of others.
- Achieve results with integrity and demonstrating concern. In other words, keep your promises.
The leader’s role is to balance these imperatives. In tough times the juggling act is more important than ever.

2.2.4 Mentoring

Prinsloo (2001:5) believes that business counselling is a proven practice worldwide whereby business problems are diagnosed, expertise shared, solutions sought and guidance given. This ongoing process of business counselling, focused on support, guidance, mutual exchange, coaching and role modelling is termed mentoring.

According to De Vries & Florent-Tracey (1999:120), new global leaders operate in a high-level, culturally diverse environment where knowledge is the firm’s most critical factor for competitive success. New leaders know how to create enthusiasm and commitment that inspire others. Leaders recognise the importance of their roles as change-agents, cheerleader, coach, teacher and mentor. They change the way their people work by helping them change their attitude toward work.

Dauphinais et al (2000:169) propose that good leaders spend a large amount of time putting their managers into challenging situations, nurturing and mentoring them, then giving them the reins. Leadership creates conditions that generate the confidence and authority from which good decisions flow.

Mentors have to possess a real interest in others, specifically in their development and learning (Gibbons, 2000:1). The mentor’s role is essentially to accelerate the rate at which a person learns. Competent mentors know when to help, to avoid unhealthy dependence upon them, and when to allow the mentees to find their own way. It is possible to develop mentor competence, but only those who possess a platform of existing or potential interpersonal skills provide the basis for further development.

Prinsloo (2001:5) maintains that there is no single formula for good mentoring. The ideal mentoring style is the one that achieves its objectives in a particular situation.
Effective mentoring is characterised by mutual respect, understanding, trust and empathy.

Dauphinais et al (2000:171) conclude that more than half the task of leadership lies in teaching, learning, coaching, counselling and inspiring others.

Knowledge management is quietly becoming a forum of global capital. Mentoring is an essential ingredient in the knowledge management process. Companies that ride the next wave will be rich in knowledge management with employees having access to the best mentoring programs. As the mentees mature in their decision-making competencies, so too should their levels of accountability increase.

2.2.5 Accountability

Dauphinais et al (2000:174) believes that it is leaders responsibility to train people to add value and convince them of its importance. Treating people with respect and dignity is the number one priority of successful companies.

Ford (1999:17) states that Drucker claims that the most important ingredient for success is our ability to draw new knowledge from our mistakes and learn how to apply that knowledge in new and productive ways. For a leader then, it is necessary to understand what goes wrong, accept responsibility for the consequences and avoid similar circumstances in the future.

2.2.6 Ability to make things happen

Leadership does not entail a can-do enthusiasm and know-how (Dauphinais et al, 2000:172). Good leaders make things happen. It demands a great deal of thought, judgement and perception. Leaders can step out of their role as doers, and find a new dimension to a task because they can communicate complexity and interrelationships where others cannot. Leaders shine in situations where multiple
tasks have to be handled simultaneously. They do not always have to do- but they must be able to orchestrate.

Dess and Picken (2000:19) believe that although the traditional management tools and techniques are important to organisational efficiency, they tend to limit flexibility and to create impediments to innovation, creativity and change. To meet the challenge, organisational leaders must “loosen up” the organisation- stimulating innovation, creativity and responsiveness and learn to manage continuous adaptation to change.

Dess and Picken (2000:19) maintain that to position their organisations to compete and win in the competitive environment of the 21\textsuperscript{st} century, leaders must place less reliance on traditional structures and controls and focus their efforts on five key priorities:

- Using strategic power to motivate and inspire.
- Empowering employees at all levels.
- Accumulating and sharing internal knowledge.
- Gathering and integrating external information.
- Challenging the status quo and enabling creativity.

2.2.7 Awareness of self and others

Davidson (2002:17) maintains that leaders have to find their own voice- leaders must know who they are. Personal awareness is the cardinal competence of true leadership. In a less-structured, more dynamic global organisation, the leader can no longer act as a supreme puppeteer, simply pulling the strings to make things happen. Good leadership will be less about what the leader does, and more about what the leader is.

According to Damiani (1998:51), as a leader the challenge is to be the best you can be and to bring out the best in others. Feelings, attitudes and relationships are
the driving force of every successful company. It is essential to both customers and employees that you care about them as individual contributors.

Damiani (1998:52) proposes that leaders can significantly improve their interactions with other people by following these eight recommendations:

**2.2.7.1 Smile**

Accept people for who they are. Smiling conveys a thousand words and is the universal symbol of acceptance of others.

**2.2.7.2 Face-to-Face Communications**

The most effective way to improve communications is to hold meetings with all employees on a regular basis. This will convince employees that your meetings will be regular and that you give their suggestions serious attention.

**2.2.7.3 Praise**

People love to be told that they are doing well and individually making a positive contribution to the success of their department. Let your employees know when they do well and always praise specific acts and tell them why they are being recognised. This demonstrates caring -important in building trust. It is also important to praise both verbally and in writing.

**2.2.7.4 Appreciation**

Expressing gratitude is often difficult for most of us. We reap what we sow and the best way to become appreciated is to show appreciation and respect to others.
2.2.7.5 Admiration

We can show respect and admiration to others by picking out something meaningful and telling them how much you admire these traits.

2.2.7.6 Never criticize

Destructive criticism undermines the self-esteem of others. It does not do to tear down the self-esteem of others, because in the process, it tears down your own. Nobody wins unless the criticism is constructive.

2.2.7.7 Never argue

When you argue, you are telling others they are wrong, and people hate being told they are wrong. If you feel that you are being brought into an argument, pick out a non-existent third party, like a newspaper or magazine article and express your point of view by referring to what was said in the newspaper or by another party.

2.2.7.8 Attention

People pay attention to what they value. More than anything else, listening is a trait that shows that we care about what others say. The more attention we give by listening patiently and attentively to others, the more appreciation we show for the other person’s self-worth.

Davidson (2002:17) maintains that CEO’s have always worked to understand others. However, in the future, effective leaders will devote the same kind of effort to understanding themselves - that is personal leadership. Personal leadership essentially means having a heightened self-awareness - a deep understanding of one’s own behaviour and motivators.

The ability to relate effectively to other people is a significant criterion for success and satisfaction in the workplace. Learning to relate well to other people can be a
long and difficult process. The way you feel about yourself profoundly influences your relationships with others. People with positive feelings about themselves are able to communicate easily and warmly with others because they do not feel threatened by them.

2.2.8 Ability to lead change

According to Robertson (2002:13) keeping pace with the demands for change - let alone mastering and guiding it - is recognised as a major struggle for most business leaders. Smart business strategy continues to play a role in business success and the businesses that sustain superior execution stay ahead of the pack. This superior execution includes the ability to recognise the demands and opportunities for change and achieve them more quickly than others. The ability to sense, to adjust, to respond to and implement these changes - at speed - is now being recognised as a form of strategic and competitive advantage.

If businesses are to remain dynamic and competitive, they must not only consider the changing business environment, but also the need for internal change (Steen, 2002:15).

Transformation cannot succeed without the abilities represented by leadership and management (Krieg, 2002:25). Change processes therefore require both abilities. Leadership gets the process started and management implements the plans. The leader of the organisation also has to have a clear idea of where he wants to take the organisation. It is very important that the leader communicates the vision to the organisation during the transformation. Employees need the assurance that leaders are competent to deal with any crisis.

Damiani (1998:73) states that successful companies help people appreciate the need to change. These companies create a workplace environment where people willingly desire to move in a constructive direction, because they feel that it is the right thing to do. They have learned that it is difficult to unlearn behaviour and
change. Managers must lead by example, model the new behaviours, and first buy-in and be involved. Then they can lead the change in the organisation.

Steen (2002:15) maintains that the need for continual change is a fundamental business imperative for survival.

2.3 TRANSACTIONAL LEADERSHIP

Sorge and Warner (2001:322) compares transactional leadership to an administrator who sets up a system intervening only on a management by exception basis and providing rewards proportional to effect.

Buelens et al (1999:475) state that there are three approaches to leadership that can teach current and future managers valuable lessons about leading:

2.3.1 Trait theory

The trait theory focuses on identifying the personal traits that differentiate leaders from followers. Traits play a central role in how we perceive leaders. It is important to determine the traits embodied in people’s schemata for leaders. If those traits are inappropriate, they need to be corrected through training and development. Moreover, organisations may find it beneficial to consider selected leadership traits when choosing among candidates for leadership positions.

2.3.2 Behavioural style

They try to uncover the different kinds of leader behaviour that results in higher work group performance. They believe that leader behaviour directly affected work group effectiveness. This led researchers to identify leadership styles that enable leaders to effectively influence others.
2.3.3 Situational theory

Situational theories propose that the effectiveness of a particular style of leadership depends on the situation. As situations change, different styles become appropriate. This directly challenges the idea of one best style of leadership.

The theories discussed above represent transactional leadership that focuses on the interpersonal transactions between managers and employees.

2.4 TRANSFORMATIONAL LEADERSHIP

Transformational leadership, related to inspirational decision-making, is characterised by charisma, enthusiasm, exciting a vision, individual attention to subordinates and intellectual stimulation (Sorge & Warner, 2001:322).

Griffin and Moorhead (1995:325) state that transformational leadership is the set of abilities that allows the leader to recognise the need for change, to create a change vision to guide the change and to execute that change effectively.

Most successful leaders simultaneously play two interpersonal roles, the one charismatic, the other, more architectural (De Vries & Florent-Tracey, 1999:119). The first involves how leaders envision, empower and energise to inspire and motivate their followers. The second involves strategies to improve organisational design and to control and reward employee behaviour appropriately.

Howell (2002:2), a professor of organisational behaviour, developed a model that proves that transformational leadership has tremendous pay-offs. This model identifies four categories of leadership behaviour, ranking them by degree of activity and effectiveness:
2.4.1 The Avoider

The first category represents the non-leader or avoider, the chronic side stepper in decision-making, indifferent, uninterested, and more often than not, unavailable. The impact of this leader on employees is performance below expectations, low morale and stifled initiative, creativity and responsibility.

2.4.2 The Correcting Leader

An enforcer of rules and a guard of the status quo, this leader manages by exception. They wait for problems to arise, taking corrective action only after a mistake has occurred. This is a reactive form of leadership. While the results are more positive than the Avoider, this leader still reaps performances below expectations and keeps a damper on innovation and initiative in the workplace.

2.4.3 The Rewarding or Recognising Leader

This leader demonstrates strong skills in negotiating and setting objectives, clarifying outcomes, and providing appropriate rewards and recognition when people meet agreed-upon objectives. The impact of this leadership style is positive, but while performance now meets expectations, it rarely surpasses it.

2.4.4 The Transformational Leader

The transformational leader is defined by four key behaviours:

2.4.4.1 Vision
Creating a shared vision of the future.

2.4.4.2 Inspiring
Communicating the vision in convincing and compelling ways.
2.4.4.3 Stimulating
Encouraging rethinking of ideas or problems, questioning tried - and-true ways of doing things.

2.4.4.4 Coaching
Coaching people to take on greater responsibility for developing and improving their performance.

Howell’s (2002:3) research on leadership concludes that the transformational leader has a strong, positive impact on individual, team and company performance. They develop people to higher levels of individual and group performance. They are seen as more effective and satisfying to work for and they produce performance beyond expectations.

The above four leadership approaches provide a basis for evaluating leadership in different situations and for exploring the usefulness of different aspects of leadership.

2.5 POWER

2.5.1 Types of Power

Hellriegel, Jackson and Slocum (1999:501) define power as the ability to influence the behaviour of others. Leaders exercise power and effective leaders know how to use it wisely. The type of power used by a leader reveals a great deal about why others follow that leader.

Hellriegel et al (1999: 501) identify five types of powers effective leaders may use at different times:
2.5.1.1 Legitimate power

Influence based on the leader’s formal position in the organisation’s hierarchy is legitimate power. Access to resources, information and key decision makers give leaders legitimate power in influencing events and passing on information and rewards to subordinates. Such leaders are often said to have clout or political influence within an organisation.

2.5.1.2 Reward power

This influence stems from a leader’s ability to satisfy follower’s needs. Employees act on a supervisor’s requests in the belief that their behaviour will be rewarded. The supervisor may reward them with favourable job assignments, preferred vacation schedules, promotions and raises.

2.5.1.3 Coercive power

This is the ability of the leader to obtain compliance through punishment. Punishment may take the form of official reprimands, less desirable work assignments, pay cuts, demotions, suspension or even termination.

2.5.1.4 Referent power

This is influence based on the follower’s personal identification with the leader. The followers are likely to admire, and want to emulate the leader. Referent power is usually possessed by leaders who have admirable personal characteristics, charisma and excellent reputations.

2.5.1.5 Expert power

This refers to influence based on a leaders’ specialised knowledge. It is a key source of power for managers at the present time and will continue to be so in the
future. Subordinates act on their leader’s recommendations because of the leader’s knowledge.

Hellriegel et al (1999:502) conclude that the leader’s use of the different types of power can lead to one of three types of behaviour in followers:

2.5.1.6 Commitment

Committed subordinates are enthusiastic about meeting their leader’s expectations and strive to do so.

2.5.1.7 Compliance

Subordinates who comply with their leader’s requests will do only what has to be done -usually without much enthusiasm.

2.2.1.8 Resistance

Resistance by subordinates will be expressed as appearing to respond their leader’s requests while not actually doing so or even intentionally delaying or sabotaging their plans.

It is impossible to define a set of universal, true characteristics of a leader. (Davidson, 2002:17). In different environments, there will be conditions requiring an array of vastly differing leadership skills. There will be some common factors, but the totality of good leadership is not the same in all places.

According to Dess and Picken (2000:18) to compete in the information age, organisations must increasingly rely on the knowledge, skills, experience and judgement of all their people. The entire organisation, collectively, must create and
assimilate new knowledge, encourage innovation and learn to compete in new ways in an ever-changing competitive environment.

The characteristics mentioned emphasises that leaders are not only born, but can be developed through training. It also emphasise the fact that potential for leadership varies in individuals and that different situations require different approaches to leadership.

2.6 CONCLUSION

To compete in the information age, organisations must increasingly rely on the knowledge, skills, experience and judgement of all their people. The organisation must collectively create and assimilate new knowledge, encourage innovation and learn to compete in new ways in an ever-changing competitive environment.

Shared leadership which encourages the growth and development of employees, is beneficial to the organisation. Employees are able to exercise their own power, take responsibility for their actions and influence the direction of the organisation.

All employees will feel that they share equally in the opportunities for influencing the growth and development of the organisation. This will lead to a greater sense of personal commitment and control, enhancing interpersonal communication in the organisation, since decision-making is no longer dominated by just a few individuals.

A good vision, effective communication, interpersonal communication, ability to lead change, transactional leadership, transformational leadership, and many of the core values such as trust, praise and appreciation, as discussed throughout this chapter, is vital in building an organisational culture that will facilitate knowledge sharing, human capital, social capital and intellectual capital, culminating in increased employee morale. The following chapter will explore the
characteristics discussed in this chapter and suggest, through reviewing the relevant literature, the training required in the development of leadership.
CHAPTER 3
DEVELOPMENT OF LEADERSHIP

3.1 INTRODUCTION

This chapter will focus on current and past literature that focuses on the characteristics that needs to be built on, in developing good leadership within an organisation. It will attempt to give the reader good insight as to what leadership entails and the role it plays within an organisation. This includes the need for the establishment of good core values, the importance of personal growth and self-awareness, and the need for effective communication at all levels. It also discusses the challenges in inspiring vision as a means of communicating the strategic direction of an organisation. Most importantly, it makes use of different theories, which suggests all people feel basic needs that they must satisfy before they can consider higher-order needs. Lastly, the chapter concludes with a five-day synopsis of the Leadership Training Programme that the Manufacturing Management students had undergone.

3.2 DYNAMICS OF LEADERSHIP

A leader is someone who teaches others how to lead and manage themselves. They empower employees, increasing their self-confidence and intrinsic motivation.

3.2.1 Task-orientation

Deverell (1999:120) believes the first step in defining leadership is to ask what the leader is there for. He states that a leader is there to ensure that a given - task is successfully carried out by a group. The leader must understand what the task is, must have the requisite knowledge to use the resources available to complete it successfully and must be acknowledged as the leader by the group. Thus, leadership is essentially task-oriented. If someone is given a boring or disagreeable task it is very difficult to generate enthusiasm, however charismatic
the leader is. It is easier with an interesting task, even one that is difficult or
dangerous. The task has an effect on enthusiasm and may be part of the engine
that drives the group. The other major component of the engine that drives the
group is a clearly defined vision.

3.2.2 Inspiring vision

Jackson (2001:86) states that the first challenge for leaders is to define the
strategic direction of the business and to determine how you are going to infuse the
business with an inspiring vision, one that everybody can be involved in helping to
build.

Holbeche (1998:45) argues the sense of purpose, expressed as a vision, needs to
be easy to communicate and appealing to customers and other stakeholders such
as employees. It is not just about numbers, it is about clarifying a direction in which
the organisation needs to move. Visions that are simply a forecast of future growth
based on previous business performance are hardly inspirational. Ideally, a vision
should be a clear, compelling statement that simply inspires all who hear it.

Moxley (2000:36) describes a statement of vision as coming from the depths, from
the stirrings beneath the surface of logic and emotion, down where things matter
most deeply. Creating and articulating a shared vision is essentially a spiritual
activity that helps a workgroup move forward toward community.

In order to lead a gathering of internal and external participants, you must first and
foremost either draw out of them a unifying vision or identify a vision that taps into
other’s most noble motivations. This vision will supply the extended organisation
with a purpose, a mission. As in the symbiotic relationship that exists between
companies and communities, everyone wins. With mutual effort comes mutual
benefit (Covey, 1999:151).
Cropper (1999:112) maintains that it is impossible to get close to this idealized state without the approval and active cooperation of people at every layer of the organization. What energizes and galvanizes their actions is the perception of a kind of unifying purpose which is expressed as a set of shared beliefs and common objectives and the collective desire to win. The purpose must excite and stretch; it must be worth the sacrifice and risks involved.

Devane and Holman (1999:336) believe that future vision or contributing to something larger than themselves compels people into action. When people see the possibility of contributing to something larger than themselves, they operate differently. The emphasis shifts from focusing on why something can’t be done to “how do we make this happen?” There is a tangible difference in the atmospheres of the organizations that have made this shift - they feel alive with possibility and excitement.

Vision is the image of the destination. The leader’s role is to make that image vivid in the minds of those who are heading there. Whether the details of the visions are conjured up by the leader alone or through a participative process, they result in a common purpose. The key to leadership is to find ways to articulate the vision and remind followers of it whenever it is necessary. The purpose of a vision is to inspire. It helps the leader by energizing a group of people around a set of values (Jackson, 2001:97).

Jackson (2001: 97) maintains that within the vision, each individual has a part to play, contributing in distinctive ways. When leadership is working well, everyone involved advances towards taking charge of their own destiny. Individuals, become confident and empowered, with the leader taking particular responsibility to ensure against the danger of people pulling in different directions.

Kanter (2002:5) believes that unless there is a leader who provides inspiration the problem will not go away. That is why the leader has to inspire hope and communicating that message is critical. Because people are motivated by a sense
of meaning and purpose, leaders have to have a dream and articulate it to inspire other people to become part of that dream, make it a reality and so reach their goals.

Holbeche (1998:46) argues that the communication of the vision is critical and where organisations typically underestimate the need for reinforcement. A vision, underpinned by values, needs to remind people of the potential of the organisation, but words alone do not make the difference. They needed to be acted upon.

The above approaches to the communication of the vision emphasises the strategic role the leader plays in communicating the vision. The leader has to use the opportunities afforded to inspire and energise employees to collectively work to realise the future vision.

### 3.2.3 Communication

Covey (1999:151) believes that the communication lines must remain wide open. Any communication barriers that arise must be quickly removed. To further improve communication, everyone must speak the same language. This common language ensures that when you communicate, your message is not misunderstood.

Hellriegel et al (1999:564) propose eight guidelines that can be used to improve communication skills.

#### 3.2.3.1 Clarify your ideas before communicating.

Analyse the topic or problem to clarify it in your mind before sending a message. Communication is often ineffective because the message is inadequately planned. Part of good message planning is considering the goals and attitudes of those who will receive the message.
3.2.3.2 Examine the true purpose of the communication.

Before you send a message, ask yourself what you really want to accomplish with it. Decide whether you want to obtain information, convey a decision, or persuade someone to take action.

3.2.3.3 Consider the setting in which the communication will take place

You convey meanings and intent by more than words alone. Trying to communicate with a person in another location is more difficult than doing so face-to-face.

3.2.3.4 Consult with others when appropriate, in planning communications

Encourage the participation of those who will be affected by the message. They can often provide a viewpoint that you have not considered.

3.2.3.5 Be mindful of the non-verbal messages you send.

Tone of voice, eye contact, personal appearance and physical surroundings all influence the communication process. The receiver considers both the words and the non-verbal cues that make up your message.

3.2.3.6 Take the opportunity to convey something helpful to the receiver

Considering the other person’s interests and needs often represents opportunities to the sender. You can make your message clearer by imagining yourself in the other person’s position. Effective communicators try to understand the message from the listener’s point of view.
3.2.3.7 Follow up the communication.

Your best efforts at communication can be wasted unless you succeed in getting your message across. You should follow up and ask for feedback to find out whether you have succeeded. You can’t assume that the receiver understands; feedback in some form is important.

3.2.3.8 Be sure that your actions support your communication.

The most effective communication is not in what you say but in what you do. Actions do speak louder than words.

Moorhouse (1999:137) believes that leaders who know what they want can communicate that right down the organization so that every employee has a motivator and an enthusiasm to be part of that organization’s future.

Noe (2000:238) concludes that employees can benefit from this interpersonal communication by developing skills and increasing their knowledge about the company and its customers.

Due to the nature of the workplace, the leader frequently is faced with a myriad of relationship problems. Leaders who do not have the appropriate communication skills may experience difficulty and will not be effective in solving interpersonal problems. With training in basic communication skills, they may be able to enhance their abilities to effectively assist colleagues who approach them with problems.

3.2.3.9 Communication competency

Communication competency refers to the effective transfer and exchange of information that leads to better understanding between yourself and others. Because managing involves getting work done through other people,
Communication competency is essential to effective managerial performance. Communication competency includes:

- Informal communication that promotes two-way communication by soliciting feedback, listening, seeking opinions and creating a give and take conversation.

- Formal communication informs people of relevant events and activities and keeps them up to date.

- Negotiation refers to effective bargaining on behalf of the team over roles and resources.

Communication competency transcends the use of a particular communication medium. Good communication may involve face-to-face conversation, preparing a formal written document, participating in a global meeting via teleconferencing, or using e-mail to coordinate a project team whose members work in different regions of the country (Hellriegel, et al, 1999:16).

Hellriegel et al (1999:534) believe that effective leaders make sure that their formal communications project an inspiring vision and instil confidence about the organisation’s ability to achieve that vision. Many corporate reports include a vision or mission statement.

It is essential that organisations develop the communication competencies of their employees. If workers are not able to express themselves and understand others in written, oral and non-verbal communication, they will not be able to use the other competencies effectively to accomplish tasks through other people. Leaders who cannot communicate effectively will not be able to manage the vast network of people inside and outside the organisation.
3.2.4 Developing personal growth

According to Du Rand (2002:18) the demand for personal growth has literally exploded in the past few years and everyone, that is everyone, except business has responded. Today you can walk into almost any bookstore and find novels, biographies, case studies and all manner of other paraphernalia on the topic of personal growth. The reading public, your employees in other words, have turned these esoteric writers into best-selling authors all over the globe. The trend is not only in Western business. In fact, in many instances South Africans are only catching up to other cultures. The next frontier for discovery is a personal one and will involve the very personal pursuit of self-awareness, insight and meaning that has been so conspicuously absent in the past.

Du Rand (2002:18) believes that the time has come for organisations to realise that leadership development is essentially a spirit pursuit that is growing at a rapid pace. Organisations have to ensure that they are able to accommodate and deal with the fall-out that is bound to take place when this awakening of personal responsibility surfaces among employees.

3.2.5 Developing self-awareness

Davidson (2002:17) states that the traditional view of the leader - unemotional, supremely rational, essentially mechanistic, - is based on the vertically integrated hierarchical Industrial Age organisation. The leader does things; he or she makes plans and instructs others to carry them out. In a less-structured, more dynamic global organisation, however, the leader can no longer act as supreme puppeteer, simply pulling the strings to make things happen. That is, good leadership will be less about what the leader does and more about who the leader is. Davidson (2002:18) believes that Chief Executive Officers’ have always worked to understand others, but in the future, effective leaders will devote the same kind of effort to understanding themselves - that is, to personal leadership.
leadership essentially means having a heightened self-awareness - a deep understanding of one’s own behaviour, motivators and awareness of one’s behaviour.

Goodman, Fandt and Lewis (1998:452) recommend the following guiding principles to develop effective leadership skills:

- Know yourself. Effective leader know their strengths and weaknesses. This enables you to improve on your and weaknesses and trade on strengths.
- Be a role model. Expect no more than what you are willing to give.
- Learn to communicate with you ears open and your mouth close. Most problems that leaders are asked to solve are people problems created because of a failure in communication. Communication problems are the result of people hearing but not listening to one another.
- Know your team and be a team player. As a leader, make the effort to know what other members of the team are doing, not necessarily to monitor their progress but to seek ways and means of providing your own assistance.
- Be honest with yourself as well as with others. All good leaders make mistakes. Openly admit to a mistake, learn from it, and forget it. Others will too.
- Do not avoid risks. If you are to become an effective risk leader, you will need to become an effective risk taker. See problems as challenges, challenges as catalysts for change, and change as opportunities.
- Believe in yourself. All effective leaders share the characteristic of confidence in their own ability to get the job done. This personal confidence is often contagious and quick to permeate an entire organisation, boosting confidence levels of all teams members.
- Take the offence rather than the defence. The most effective leaders are quicker to act than react. Their best solution to any problem is to solve it before it becomes a problem. If they see something that needs fixing, they will do what they can to repair it before being told to do so by someone else.
• Know the ways of disagreement and the means of compromise. While people may disagree with one another, remember that who wins or loses is not important. The real winner is leader who can facilitate the opposing side’s goals while achieving his own.
• Be a good follower. Effective leaders lead, as they would like to be led.

Davidson (2002:19) concludes that self-awareness will be central to effective leadership because it can have a powerful impact on the perceptions of those in the organisation and their willingness to follow the leader. It can dramatically help build that sense of trust that will be needed, to hold distributed, networked organisations together. Ultimately, self-awareness will make tomorrow’s leaders more adaptable. It will give them the flexibility to work across cultures, and the flexibility to deal with uncertainty, ambiguity and change. They will have to understand that no single style of leadership will work in all cultures. In some cultures the forging of personal relationships will be critical, while in others the ability to create contractual relationships will be key. In some countries, fast action will be respected, while in others, deliberation and consensus building will be needed.

3.2.6 Nurturing trust in an organisation

Geisler (2002:1) maintains that trust needs nurturing even in the best of times. As a leader you can foster trust by implementing the following:

• Resist the urge to stay in your office. People need more of you, not less.
• Recognise that you are on the centre stage. People are watching you and trying to elicit meaning from your movements.
• Over-communicate by telling staff everything you can. When you can’t say something, explain why you can’t. Tell them why managers aren’t able to disclose private personnel information or competitive business strategy. Sometimes you have to honestly admit there are things you don’t know.
• Make personal contact with individuals. Let them vent their fears and frustrations to you. Let them know you are listening.
• Don’t censor your own vision. Talk about the things you truly believe in; things your team is fully able to accomplish with the resources you have. Paint the picture for all to see.
• Focus on what’s working. People still do good work in tight times, and they need to hear about it from you.
• Expect little sympathy from your troops. No matter how much you’ve lost over layoffs, the fact is that you have a job and others lost theirs. Only other managers know how you have agonized. Turn to them for the support you need. Understand when your employees give the lion’s share of their support to the colleagues they have lost.
• Seek stress reducers, for staff and for you. Tension can build in tougher times. Don’t let problems fester or let bullies win.
• Work harder than ever to build fun into the workplace. If you are not a fun person by nature, ask for help from someone who is. Properly administered, fun can be an amazingly inexpensive but effective perk.

When employees see the management acting in ways that imply that they trust their workers, they will reciprocate this trust. Progressive leaders will realise that the benefits of building and maintaining trust, is of utmost importance in today’s competitive global arena.

3.2.7 Mentoring

Noe (2000:238) defines a mentor as an experienced, productive senior employee who helps develop a less experienced employee (the protégé). Most mentoring relationships develop informally as a result of interests or values shared by mentor and protégé. Mentoring relationships can also be part of a company effort to bring together successful senior employees with less experienced employees.
According to Clutterbuck (2000:2), one of the most effective ways of sharing learning across teams is through mentoring. Done well, this becomes a mutual learning opportunity with extensive spin-offs, both for the people directly involved and their team colleagues. In practice, well-managed mentoring is reflective space that provides different pools of experience. Once the mechanics have been worked through, it is not unusual for the employee to be left largely to his or her own devices as to how to fulfil these personal development objectives. At best, there is understanding between the employee and the manager about intentions to provide learning opportunities.

Buelens, Kinicki and Kreitner (1999:69) believe that mentoring is an important part of developing a high performance culture for three reasons.

- Mentoring contributes to creating a sense of oneness by promoting the acceptance of the organisation’s core values throughout the organisation.
- The socialisation aspect of mentoring also promotes a sense of membership.
- Mentoring increases interpersonal exchanges among organisational members.

Buelens et al (1999:70) identify the following functions of mentoring.

- Career Functions:
  Sponsorship - Actively nominating a junior manager for promotions and desirable positions.
  Exposure and Visibility - Pairing a junior manager with key executives who can provide opportunities.
  Coaching - Providing practical tips on how to accomplish objectives and achieve recognition.
  Protection - Shielding a junior manager from potentially harmful situations or from senior managers.
  Challenging Assignments - Helping a junior manager develop
necessary competencies through favourable job assignments and feedback.

- Psychological Functions
  Role Modelling - Giving a junior manager a pattern of values and behaviour to emulate. This is the most frequently observed psychological function.
  Acceptance and Confirmation - Providing mutual support and encouragement.
  Counselling - Helping a junior manager work out personal problems, thus enhancing his or her self-image.
  Friendship - Engaging in mutually satisfying social interaction.

According to Noe (2000:239) to qualify as mentors employees must receive outstanding performance evaluations, demonstrate strong interpersonal skills, and be able to perform basic cleaning tasks. Table 1 presents characteristics of a successful formal mentoring program. Mentors undergo a two-day training program that emphasises communication skills. They are taught how to convey information about the job and give directions clearly without criticizing employees.

Table 3.1 below outlines the characteristics of successful mentoring programmes.
Table 3.1 Characteristics of a Successful Formal Mentoring Program

- Mentor and protégé participation is voluntary. Relationships can be ended any time without fear of punishment.
- Mentor-protégé matching process does not limit the ability of informal relationships to develop. For example, a mentor pool can be developed to allow protégés to choose from a wide variety of qualified mentors.
- Mentors are chosen on the basis of their past record in developing employees, willingness to serve as a mentor, and evidence of positive coaching, communication and listening skills.
- The purpose of the program is clearly understood. Projects and activities that the mentor and protégé are expected to complete are specified.
- The length of the program is specified. Mentor and protégé are encouraged to pursue the relationship beyond the formal time period.
- A minimum level of contact between the mentor and protégé is specified.
- Protégés are encouraged to contact one another to discuss problems and share successes.
- The mentor program is evaluated. Interviews with mentors and protégés are used to obtain immediate feedback regarding specific areas of dissatisfaction. Surveys are used to gather more detailed information regarding benefits received from participating in the program.
- Employee development is rewarded, which signals to managers that mentoring and other development activities are worth their time and effort.

(Source: Employee Training & Development, Noe, Table9-10: page 239)
Buelens et al (1999:72) provide the following guidelines for implementing effective organisational mentoring programmes:

- Train mentors and protégé’s on how to best use career and psychological mentoring.

- Use both formal and informal mentoring.

- Diverse employees should be informed about the benefits and drawbacks associated with establishing mentoring relationships with individuals of similar and different gender and race.

- Women should be encouraged to mentor others. Perceived barriers need to be addressed and eliminated in order for this to occur.

- Increase the number of diverse mentors in high - ranking positions.

According to Covey (1999:156) the more experienced workers should help the less experienced. Mature individuals should help the younger ones. Mentoring strengthens organisations, fosters trust, and builds relationships.

Prinsloo (2001:31) states that there is no single formula for successful mentoring. The ideal mentoring style is one that achieves its objectives in a particular situation. Effective mentoring is characterised by mutual respect, trust, understanding and empathy. The particular style of a mentor will, to a great extent, be determined by his industry experience and background and the industry and environment he has been exposed to.
Prinsloo (2001: 31) believes that the following guidelines will assist mentors to effectively achieve their objectives:

- Collate and analyse all data, observations and facts objectively.
- Listen carefully before you interpret or judge.
- Never make recommendations or decisions for the client but rather with the client.
- Avoid negative behaviours.
- Continually assess your client’s expectations.
- Develop the ability to express yourself clearly using planning, organisation, writing and verbal skills.
- Develop your own checklists for communicating with your client.
- Stay in contact and keep passing on any resources that will assist your client in his/her industry.

Goldsmith and Walt (1999:166) conclude that present leaders have been expected to help mentor and develop future leaders. Although this may be true in the future, there may be a major addition to the process - future leaders may also be recruited to help mentor and develop present leaders. If future leaders have the wisdom to learn from the experience of present leaders and if present leaders have the wisdom to learn competencies from future leaders, they both can share leadership in a way that can benefit their organisation. No matter how well the mentoring programme is designed, the development of future leaders can only be accomplished together with motivation.
Mentoring not only benefits employee development, but it also enhances the effectiveness of organisational culture. It increases communication in the organisation and also reinforces organisational culture.

### 3.2.8 Motivation

Buelens et al (1999:181) describes motivation as psychological processes that cause the arousal, direction and persistence of actions that are goal directed. Managers need to understand these psychological processes if they are to successfully guide employees toward accomplishing organisational objectives.

Hellriegel et al (1999:462) defines motivation as any influence that triggers, directs or maintains goal-directed behaviour.

The question of what motivates people has led to the development of many different theories about work motivation. No single theory adequately addresses all aspects of motivation, but instead presents some unique insights into this complex topic.

According to Boone and Kurtz (1999:308) effective human resource management makes important contributions to employee motivation. In his book, *A Great Place to Work*, author Levering examined 20 top American firms to discover what made them wonderful employees. He identified three factors, which he called the three R's:

- The first is expanding worker’s *responsibility* for their jobs.
- The second involves sharing the *rewards* that the firm generate as equitable as possible.
- The third R calls for ensuring that employees have *rights*.
Building the three R’s into an organisation should contribute to employee morale.

Figure 3.1 lists the theories of motivation in four general categories. Insight from all help in understanding how employees feel about their work and how effective performance management systems can be developed.

Figure 3.1 The Process of Motivation

Need \(\rightarrow\) Motivation \(\rightarrow\) Goal-Directed Behaviour \(\rightarrow\) Need Satisfaction

(Source: Contemporary Business, Boone & Kurtz, 9th edition, Figure 9.8, page 309.)
3.3 NEED THEORIES

3.3.1 Maslow’s Need Hierarchy Theory

Boone and Kurtz (1999:309) state that Maslow studied human needs to gain an understanding of how employers can motivate employees. In his hierarchy of needs theory, Maslow proposed that all people feel basic needs that they must satisfy before they can consider higher-order needs. He identified five types of motivating needs:

- **Physiological needs**
  The most basic human needs include food, shelter and clothing. Employers satisfy these needs by paying salaries and wages and establishing comfortable working environments.

- **Safety needs**
  These needs refer to desires for physical and economic protection. Employers satisfy these needs by providing benefits such as retirement plans, job security and workplaces that comply with the Occupational and Safety Health Act.

- **Social (Belongingness) needs**
  People want to be accepted by family and other individuals and groups. At work, employees want to maintain good relationships with their co-workers and managers and to participate in group activities.

- **Esteem needs**
  People like to receive attention, recognition and appreciation from others. Employees feel good when they are recognised for good job performance and respected for their contributions.

- **Self-actualisation needs**
These needs drive people to seek fulfilment, realising their own potential, fully using their own talents and capabilities. Employers can satisfy these needs by offering challenging and creative work assignments and opportunities for advancement.

3.3.2 McClelland’s Needs Theory

According to Buelens et al (1999:187) although David McClelland is most recognised for his research on the need for achievement, he also investigated the needs for affiliation and power. The Thematic Apperception Test (TAT) is used to measure an individual’s motivation to satisfy various needs. In completing the TAT, people are asked to write stories about ambiguous pictures. These descriptions are then scored for the extent to which they contain achievement, power and affiliation imagery.

3.3.2.1 The Need for Achievement

Achievement theories propose that motivation and performance vary according to the strength of one’s need for achievement. McClelland’s research supported an analogous relationship for societies as a whole. His results revealed that a country’s level of economic development was positively related to its overall achievement motivation. The need for achievement is defined by the following desires:

- To accomplish something difficult.
- To master, manipulate, or organise physical objects, human beings or ideas.
- To do this as rapidly and independently as possible.
- To overcome obstacles and attain a high standard.
- To excel one’s self.
- To rival and surpass others.
- To increase self-regard by the successful exercise of talent.
This definition reveals that the need for achievement overlaps with Maslow's higher order needs of esteem self-actualisation.

According to Jackson (2001:91) studies consistently show that people with goals perform at higher levels than people without goals. If, within a training programme, you can prompt participants to set themselves goals, they are likely to achieve more than if you set the goals for them. Motivation to achieve an objective, which you have set yourself, is far stronger than any external stimulus.

Jackson (2001:89) believes that by understanding how to motivate participants you can gain co-operation and better results. Clarify the elements that they can enjoy during the programme and the benefits they take back to their organisations.

Buelens et al (1999:187) list the following as characteristics of

3.3.2.2 High Achievers:

- Achievement-motivated people have a preference for working on tasks of moderate difficulty. This reinforces achievement behaviour by reducing the frequency of failure and increasing the satisfaction associated with successfully completing challenging tasks.
- Achievers like situations in which their performance is due to their own efforts rather than to other factors, such as luck.
- They desire more feedback on their successes and failures than do low achievers.

3.3.2.3. Need for Affiliation

According to Buelens et al (1999:189) people possess a basic desire to form and maintain a few lasting, positive and important interpersonal relationships. Research noted that both psychological and physiological health problems are higher among people who lack social attachments. Not everyone has a high need to affiliate.
People with a high need for affiliation prefer to spend more time maintaining social relationships, joining groups and wanting to be loved. Individuals high in this need are not the most effective leaders because they have a hard time making difficult decisions without worrying about being disliked.

### 3.3.2.3 The Need for Power

The need for power reflects an individual’s desire to influence, coach, teach or encourage others to achieve. People with a high need for power like to work and are concerned with discipline and self-respect. There is negative and positive side to this need. The negative face of power is characterised by an “if I win, you lose” mentality. While people with a positive orientation to power, focus on accomplishing group goals and helping employees obtaining the feeling of competence.

Achievement, affiliation and power needs can also be considered during the selection process to place suitable candidates in the positions required.

### 3.4 Herzberg’s Two-Factor Theory

Herzberg’s two-factor theory identifies aspects of the job and organisational contexts that contribute to satisfaction and motivation. Researchers discovered that the presence of a particular job characteristic, such as responsibility, might increase job satisfaction. The lack of that same characteristic did not necessarily produce dissatisfaction. Conversely, if lack of a characteristic, such as job security, produced dissatisfaction, high job security did not necessarily lead to satisfaction. These results led Herzberg to conclude that two separate and distinct aspects of the environment were responsible for creating feelings of job satisfaction and job dissatisfaction. He used the terms motivator factors and hygiene factors to refer to these two aspects of the environment, giving the theory the name: two factor theory.
3.4.1 Motivator Factors

Motivator factors are aspects of the job and organisational contexts that create positive feelings among employees. Motivator factors are job characteristics (challenge of the work itself, responsibility, recognition, achievement, advancement and growth) that when present should create high levels of motivation. These factors determine whether a job is exciting and rewarding. However, their presence alone does not guarantee that employees will be productive. Motivators, lead to superior performance, only if no dissatisfiers are present.

3.4.2 Hygiene Factors

Hygiene factors are the non-task characteristics of the work environment that create dissatisfaction. They include aspects of the environment that are closely associated with the job (e.g. compensation and level of responsibility) and certain aspects of the broader organisation (working conditions, company policies, supervision, co-workers). They need to present, at least to extent, to avoid dissatisfaction. Lack of dissatisfaction is essential for motivator factors to be effective. However, lack of dissatisfaction alone will not motivate employees.

Herzberg’s theory suggests that although positive environmental factors will prevent feelings of dissatisfaction, they will not generate feelings of excitement about the job and the organisation. Motivator factors must also be present.

Leaders should be bear in mind that an employees’ work motivation is related to his or her job satisfaction. Thus, motivation is not independent of an employee’s work environment or personal life.

These theories play down differences in how individuals respond to the same situation. The job and organisation contexts are viewed as important determinants of behaviour.
3.5 Effect of Manager’s Behaviour on Motivation

Decisions about how jobs are designed and policies about how people are to be paid have important consequences for employee motivation. Regardless of whether decisions made by high-level managers are good or bad for employee motivation, they place constraints on how much middle and first-line managers can change the type of work that people are asked to do or the general level of pay that they will receive. Even when managers are not able to redesign jobs or create new pay structures, they can affect employee motivation through the use of reinforcement and goals.

3.5.1 Reinforcement Theory

Reinforcement theory states that behaviour is a function of its consequences. These principles hold that behaviour followed by pleasant consequences is more likely to be repeated and that behaviour followed by unpleasant consequences is less likely to be repeated. If you receive a reward (e.g. a bonus, a compliment or a promotion) for superior performance you are likely to continue performing well in anticipation of future rewards. However, if the consequences of a particular behaviour are unpleasant (e.g. manager’s disapproval or a demotion), you will tend to modify that behaviour.

Hellriegel et al (1999:479) maintain that whether a consequence is pleasant or unpleasant is determined by two factors: the action that follows the behaviour and the nature of the outcome. These two factors combine to modify behaviour through positive reinforcement, negative reinforcement, punishment and extinction. Positive and negative reinforcement are consequences that strengthen or maintain behaviours. Punishment and extinction are consequences that reduce or stop behaviours.
3.5.2 Positive Reinforcement

Hellriegel et al (1999:480) believe that positive reinforcement creates a pleasant consequence by the use of rewards to increase the likelihood that behaviour will be repeated. Any reward that encourages an individual to repeat that behaviour can be classified as a positive reinforcer. Common positive reinforcers used by organisations are praise, recognition of accomplishment, promotion and salary increases. Many people regard these reinforcers as desirable.

3.5.3 Punishment

Punishment is an attempt to discourage behaviour by the application of negative outcomes when it does occur. The purpose of punishment is to reduce the likelihood that an individual will repeat the target behaviour. For example disciplinary action may be taken against an employee who comes to work late, neglects to clean up the work area or turns out to any defective parts. The disciplinary action might take the form of a verbal reprimand, a monetary fine, a demotion, or if the employee persists, a suspension - all with the intention of discouraging the behaviour.

3.5.4 Negative Reinforcement

When people engage in behaviour to avoid unpleasant consequences, they experience negative reinforcement. Employees follow coffee break and lunch hour guidelines to avoid the disapproval of managers or co-workers. Individuals are acting to avoid unpleasant results, when they are successful they are negatively reinforced. Negative reinforcement causes the behaviour to be repeated (Hellreigel et al, 1999: 480).

3.5.5 Extinction

Extinction is the absence of any reinforcement, either positive or negative, following the occurrence of behaviour. Extinction is the absence of any
reinforcement, either positive or negative, following the occurrence of behaviour. Because the behaviour no longer produces reinforcement, the employee stops engaging in it.

3.5.6 Basic Expectancy Theory

This theory suggests that people choose among alternative behaviours by considering which behaviour will lead to the more desired outcomes (e.g. recognition, or new challenges). People tend to choose behaviours that they believe will help them achieve their goals (a promotion or job security) and avoid behaviours that will lead to undesirable consequences (a demotion or criticism). This theory is formulated as a general theory that can explain behavioural choices:

3.5.6.1 Expectancy

Expectancy is the belief a certain level of effort will lead to improved performance. Performance is the level of the individual’s work-related achievements. It could involve making more sales, creating a satisfied customer and helping another salesmen do his/her job more effectively.

3.5.6.2 Instrumentality

Instrumentality is the perceived usefulness of performance as a means for obtaining desired outcomes or avoiding desired outcomes. To be willing to expend the effort needed to achieve the desired performance, employees must believe that the performance is instrumental to them. If you develop an innovative product design will you receive public recognition for this accomplishment? If you arrive late for work will anyone really care? Finding ways to ensure that employees believe that better performance will result in greater rewards is a continual challenge for employers. Increasingly, employers are experimenting with pay plans that tie increases for all workers to the company’s financial performance.
3.5.6.3 Valence

Valence is the weight that a particular employee attaches to outcomes. Valences are subjective; the same outcome may have a high valence for one person and a low valence for another. A promotion would appeal to an individual who values financial gain and increased responsibility than to an individual who values creativity and independence.

3.6 The Integrated Expectancy Model

The Porter-Lawler integrated expectancy model recognises that employee satisfaction and performance are two different, but related phenomena. This model suggests that employees who perform well will feel more satisfied, assuming that their performance is rewarded appropriately.

It is evident that job satisfaction affects employee motivation. Managers can thus enhance employee motivation by increasing job satisfaction.

3.7 Enhancing Employee Motivation

Recruiting and retaining employees who are highly motivated is an important first step in maximising employee performance. According to Hellriegel et al (1999:48) maximising employee performance requires several actions:

3.7.1 Design Jobs With High Motivating Potential:

Fully enriched jobs may not be appropriate in all situations, but the evidence indicates that enriched jobs tend to be more satisfying than unenriched jobs. To determine whether jobs need to be redesigned, managers should assess the degree to which employees experience their work as meaningful, feel personally responsible for their work outcomes and receive adequate feedback.
3.7.2 Clearly identify the behaviours and performance achievements that will be rewarded:

For employees to be energised to do their work, they must have a clear understanding of what performing well requires. Too often, managers assume that employees understand how to best direct their efforts. By working with employees to set specific, measurable goals, managers can clarify their expectations for employees.

3.7.3 Align Rewards with what Employees Value:

To be motivators, rewards must be aligned with the things which employees value. The rewards that employees want can be determined simply by asking them. Some employees value money above everything else, whereas others value scheduling, flexibility, the opportunity to work on special projects, training and development opportunities. Effective managers, find ways to use various rewards to motivate a variety of employees.

3.7.4 Provide plenty of feedback

Feedback is essential to motivation, regardless of whether employees are performing well or poorly. When employees are performing well, feedback spurs them on. When employees are performing poorly, feedback to that suggests that they consider a different approach to the task or intensify their efforts. It is important to focus on task performance and avoid criticising personal characteristics that are difficult for employees to change.

3.7.5 Provide Equitable Rewards

Employee’s perceptions of whether rewards are equitable are affected many factors and managers must be aware of all of them. Employees make two types of comparisons when evaluating whether they have been rewarded fairly. One type of
comparison involves employees assessing their own accomplishments in terms of the rewards they receive. Insufficient rewards may demotivate employees. Conversely, major rewards can motivate superior performance. A second type of comparison involves assessing their own accomplishments and rewards in comparison to those of other employees. Effective communication about rewards is essential. A well-designed reward system will have little motivational value if employees misunderstand the system and rely on inferences and rumour when assessing whether the system is fair.

Studies show that people with goals perform at higher levels than people without goals. Motivation to achieve an objective, which you have set, is far stronger than motivation provided by any external stimulus. Once, someone has accepted a goal, commitment is strengthened by taking the first action towards it, such as writing it down or telling somebody else (Jackson, 2001:93).

Jackson (2001: 93) believes that motivation is stronger when:

- A goal is written.
- There is a public commitment to a goal.
- There is a consideration of likely obstacles.
- There is a plan to overcome the obstacles.

### 3.8 Boost employee’s morale

Boone and Kurtz (1999:309) maintain that morale is the mental attitude of employees toward their employee and jobs. It involves a sense of common purpose among the members of work groups and throughout the organisation as a whole. High morale is a sign of a well-managed organisation, because worker’s attitude toward their jobs, affect the quality of their work.

One of the most obvious signs of poor manager-worker relations, is poor morale. It lurks behind absenteeism, employee turnover and strikes. It shows up in falling
productivity and rising employee grievances. Maintaining high employee morale results from an organisation's understanding of human needs and its success at satisfying those needs in ways that reinforce organisational goals.

Kaplan (2002:3) offers the following five keys to keep morale high:

3.8.1 Keep your ears to the ground.

The first step to dealing with a morale problem is acknowledging that you have one. Watch and listen. When people stop talking, you should start.

3.8.2 Talk it out.

The more information that flows to and from your people, the higher their morale will be. Meet with them regularly and be honest.

3.8.3 Know what your people value.

IT workers tend to value skill development above everything. Try not to cut the training budget. Establish a lending library.

3.8.4 Laugh and your staff laughs with you.

People look to their leaders for their emotional cues. If you are feeling hopeless, keep it to yourself.

3.8.5 Get everyone involved.

Don’t be afraid to ask your staff for suggestions on how to improve morale. If people feel that they are being proactive, their morale will automatically improve.
Kaplan (2002:9) concludes that bad morale is very serious problem that demands good leadership.

### 3.9 Ability to effectively manage change

Boone and Kurtz (1999:30) maintain that today’s managers must guide their employees and organisation through the changes wrought by technology, marketplace demands and global competition. Managers must be skilled at recognising employee strengths and motivating people to move toward common goals as members of a team. Factors that require organisational change can come from both external and internal sources; successful managers must be aware of both.

- External factors might include feedback from customers, developments in the marketplace, economic trends and new technologies.
- Internal factors might arise from new company goals, emerging employee needs, labour-union demands or production problems.

Argyris (1999:107) recommends the following process that currently represents best practice for implementing and promoting organisational change:

- Define a vision.
- Define a competitive strategy consistent with the vision.
- Define organisational work processes that when executed will implement the strategy.
- Define individual job requirements so that employees can carry out the processes effectively.
Argyris (1999:107) advises that it is essential to start with a clear framework – a vision – and progressively make it operational so that it will come alive. This process is rational and makes sense.

Robertson (2002:14) states that Accenture, believes that there are a number of critical success factors that enable the transition from leadership to process to organic change management, ensuring that organisations achieve value from their change initiatives. These include:

3.9.1 Establish top level sponsorship

Top management must be prepared to commit time, energy and take a visible role in managing the change initiative. This has to be sustained throughout the life of the initiative. Visible management behaviour, aligned with the objectives of the change initiative, reinforces the understanding that this is not a flash in the pan.

3.9.2 Integrate the change agenda

Co-ordinate multiple change initiatives ensuring that they deliver a coherent result. Ensure that everyone know where they are in the overall change agenda and what is coming next.

3.9.3 Get the governance right

Put in place the required committees and organisational structures to ensure that the relevant people are included in making the decisions. Clarify the process so that there is no confusion about what has been authorised, what budget has been allocated and who is responsible.
3.9.4 Build the change network

If you are operating internationally, establish a network of change facilitators in their areas, understand any differences, manage the issues on the ground, and provide local support.

3.9.5 Provide adequate resources

Ensure that there is adequate upfront planning to understand the effort required to design, implement and support the change process, and put the right resources with appropriate skills in place.

3.9.6 Provide the solution

Pilot the change to prove that it delivers the business results that were expected and address any concerns or issues that arise. Modify the solution or approach to implementing it where it is necessary.

3.9.7 Reinforce the change

Leaders will need to visit remote locations to reinforce the change message. Support mechanisms need to be provided to deal with any post-implementation issues. Compliance with the changes needs to be monitored to ensure that they continue to deliver the business results.

Communication between management and employees was rated the most important variable contributing to a successful change implementation. Younger employees, as well as employees affected by change, would want the frequent qualitative communications (Winkler, 2002a:18).

According to Cropper (1999:112) it is important to have a team at the top whose members share the leader’s vision and give support while the essential building
blocks are put in place. After a period of consolidation, remaining dissenters will be quietly removed. If executed well, the change process will reach a point when the whole of the organisation’s structure, its philosophy, its values and operational systems are supportive of achieving the goal in sight.

3.10 Recognise the power of teams

According to Frost (2001:26) during the last few decades of the 20th century organisations have become increasingly aware of the power of teamwork. Yet very few organisations enable teams and individuals within teams to perform at their optimum levels.

Satorius (2002:1) states that organisational leaders are increasingly recognising the power of teams in tackling complex social problems. Self-directed work teams call for a new kind of leadership, solid knowledge and skills in team working, and a bold new attitude about the ways people can be managed and supervised. Although self-directed teams are a departure from traditional management philosophy, they demonstrate their value in a number of ways:

- They increase organisational productivity and creativity.
- Enable a better response to client demands.
- Improve the quality and effectiveness of social programs.

According to Clutterbuck (2000:1) the critical link between individual learning and organisational learning is the team. It is in the team that learning by the individual is most easily shared with others. The team, too, can be used as a vehicle to implement the change required.

Kanter (2002:5) believes that having a team as the owner of an idea gives it every chance of success. For the team to take ownership, the leader, as the source of the idea, has to move away and give it to others to shape it into a viable project.
However, the leader cannot abdicate altogether, he or she must still provide support to the team. In the process great leaders develop others into great leaders.

Satorius (2002:1) lists the following benefits of effective teams:

- Increased productivity, coherence and efficiency.
- Greater involvement, commitment and loyalty.
- Better use of diverse talents, knowledge and experience.
- Improved decision-making.
- More equitable sharing of leadership and management responsibilities.
- Improved quality of projects and programs.
- Increased flexibility in rapidly changing environments.
- More rapid response times.

According to Kanter (2002:6) it is important to make heroes of all participants in the team by sharing the credit as well as the recognition. Each one on the team needs to feel part of the project. Reward them for their hard work and for being good followers. This will get the team enthusiastic about future projects.

Kanter (2002:4) concludes that leaders often believe that they alone are responsible for corporate success, but that they forget that they are so good because they have such a good support system.

3.11 THE INDUSTRIAL LEADERSHIP PROGRAMME

3.11.1 Introduction

The course presented by Professor Ken Dovey challenges many of the assumptions, beliefs and conventional understanding of leadership and organisational behaviour. One of the central messages in this course is that management must be transformed into leadership. Fundamental to leadership is the ability to work with people: to inspire them; to develop them; to empower them
and to encourage them. This will require exceptional people skills, as part of the process will involve overcoming negative attitudes, poor understanding, fear of challenge and resistance to fear.

The course does not entail facts that you learn by rote. The lecturer uses various texts to present his position and also uses lectures to engage in debate and discussions. Workplace projects enable the students to explore various topics in practical terms testing the validity of the theory covered in the lectures.

The course consists of 40 hours of lectures presented over a period of five days. The course comprises 16 topics that ultimately will challenge students’ views about the dynamics of their organisations in this highly competitive global economy. The course material compiled by Professor Dovey, is based on contemporary literature on leadership written by various authors.

Ultimately, the design of this course enables students to apply new practices resulting in significant changes and enhancing organisational results.

3.11.2 Objectives of the course

On completion of the course the student will understand the concept of transformational leadership and its link to vision, strategy and organisational culture. Through the implementation of a workplace-based project, the student will use the theoretical frame of reference, gained from the lectures, in the building of a strong workplace team.

3.11.3 Subject content

Day 1
- Introduction
  This course entails challenging traditional views of management and introduces students to the concept of transformational leadership.
- Transformational leadership
The raid and large-scale global changes that are occurring during the latter decades of the 20\textsuperscript{th} Century are shifting the emphasis within organisations away from management towards leadership i.e. Away from “scorekeepers” towards passionate, driven leaders”. People who have enormous energy levels themselves and can energise those whom they lead.

- Establishing a shared vision
  Creating a powerful shared vision starts with the principle of creating tension which itself comes from visualising where we want our team to be, our vision, and telling the truth about where we are, our current reality. The gap between the two generates a creative tension. Through the process of establishing a shared vision, team members must learn to take responsibility for making that vision a reality.

- Organisational cultures
  Each organisation, whether it is a government department, an industrial production plant or a small family business, has a unique culture. A culture faces a crisis when the environment changes rapidly and the tried-and-tested ways of doing things within that culture are no longer capable of ensuring that the group can achieve its goals or its survival.

Day 2

- Team culture
  Teams are a group of people with a common objective or goal that is very important to each of them. As such team members are prepared to invest much time and energy, and make significant personal sacrifices, in the collective interest of achieving the team goal. Individual team members are thus prepared to take personal responsibility for ensuring good results. Such responsibility will often entail taking the initiative in improving one’s skills, developing more constructive values and developing more positive attitudes especially towards risk-taking and meeting challenging goals.

- Coaching
  The process of transformation of organisational culture necessitates a dual process “unlearning” previous approaches and value-orientations to
organisation, and learning the new, team approach to organisation and development. It also necessitates a shift in leadership from “management” (as in bureaucratic culture) to “coaching” (as in team culture).

- **Team-building**
  Team-building is a process whereby a coach builds a winning team. This is usually at least a three-year project and thereafter maintaining the performance of the team follows a similar process. Several factors have been identified by successful coaches, as crucial to the building of successful teams.

**Day 3**

- **Power management**
  Power exists in many forms and influences interpersonal processes continuously. Sensitive and effective management of power within a team is the central task of the coach. The coach’s job is to mobilise the collective power of the team and direct it towards the shared challenges faced by the team.

- **Conflict resolution**
  Conflict is inevitable in social life and thus conflicts will always occur at the workplace. Rather than to avoid conflict, the challenge is to manage conflict in such a way that builds interpersonal relationships, resulting in a win-win solution, with no party losing face.

- **Development of team members**
  The notion of developing a person presupposes an ideal towards which human beings should strive in order to gain fulfilment in their lives. In terms of such an ideal, we have to have some concept of what we aiming for in people development i.e. what constitutes a so-called “developed person”. There is however no end to the development of people because as the social and physical contexts of our lives change, so do we have to adapt and change our assumptions, attitudes and skills.
Day 4

- Setting objectives
  This is a process that concretises the abstract nature of a team’s shared vision. The idealism of the vision is translated into the reality of material production. This process of translation is a difficult one requires several checkpoints in order to ensure that the vision becomes a reality. Objectives are “what” the team desires to happen, strategies are “how the team will ensure that the objectives are achieved.

- Team strategy
  Once the team has set its objectives it begins the process of collectively choosing the strategies it will use to ensure the attainment of its objectives.
  This process has three stages:
  - Generation of strategic options
  - Evaluation of strategic options
  - Selection of strategic options

- Team performance evaluation
  There are two aspects to the evaluation of a team’s performance:
  - The achievement of, or failure to achieve, its set objectives within the time-frame allowed for the task.
  - The comparison or benchmarking of its total business efforts against that of other teams, internal and external to the organisation.

Day 5

- Interpersonal relationships
  The ability to relate effectively to other people is a very important criterion for success and satisfaction at work. Learning to relate well to other people can be a long and difficult process, especially in modern societies where modern lifestyles put huge pressures upon interpersonal relationships. The availability of good role models and a broad experience of people can make this process much easier. Constructive communication forms the basis of good relationships. Human communication is an extremely complex process and is affected by many factors such as life-experiences, values,
perceptions, social context and the self-esteem of individuals. These factors have a powerful influence upon the process of developing relationships.

3.12 CONCLUSION

The literature in the preceding text that characterises the criteria conducive to the development of good leadership throughout an organisation bears a strong correlation to the training programme that the Manufacturing Management students had undergone. The literature suggests that in order to develop good leaders, the prospective leaders have to yearn to develop a self-awareness and personal growth. Prospective leaders need to understand the dynamics involved in communication and what contributes to them being satisfied and motivated. Only then, can they be developed into good leaders through good mentorship programmes, motivation and by building strong social capital networks (trust), culminating in increased morale and productivity. The following chapter will focus on the design methods deployed in order to quantify and qualify these levels of increased morale.
CHAPTER 4
RESEARCH METHODOLOGY

4.1 INTRODUCTION

This chapter will focus on how the study was undertaken, the design and methodology used, and the limitations of the research design and methodology. This study will also highlight the problems associated with the research design. The results of this study hope to provide an illustration of employees’ experiences of leadership training.

4.2 RESEARCH DESIGN AND METHODOLOGY

An experimental research design was chosen as this type of research allows for the investigation of the deeper meanings of human experience (Rubin & Babbie, 1997:364).

All types of experimental research have one thing in common, namely intervention. In other words, the participants are exposed to something, to which they would not otherwise, have been subjected to. The researcher aims to investigate how intervention, the independent variable (i.e. leadership training) changes the dependent variable (i.e. employees’ morale).

Pre-measurement of the dependent variable, employees’ morale was conducted. This assessment measured the respondents’ morale before intervention. Post-measurement involved the measurement of the respondents’ morale after the intervention. A research design that involves only one group is known as a pre-measurement and post-measurement single group design.

The researcher aims to examine respondents’ attitudes to leadership training to give the reader, an insight into the effect of the leadership training programmes on employee morale. It also explores the respondents’ attitude towards his
organisation, his relationship with his subordinates and colleagues and finally examines the leader characteristics respondents rate as being essential to attaining success.

The researcher acknowledges that a lot of work has been done internationally on leadership training. The purpose of this study is to provide the groundwork for further knowledge building. Studying the effects of leadership training on employees’ morale is vital in terms of developing a training programme to equip employees with the skills required to be able to participate in the highly competitive global economy.

The study on one level, seeks to build on the existing knowledge on leadership training. In terms of its focus on employee morale, it can be viewed as a pioneer in South Africa. It is not in the scope of this study to produce statistically sound data or conclusive results as is noted in Rubin and Babbie (1997:109) who conclude that “exploratory studies seldom provide satisfactory answers to research questions and can only hint at the answers. Rather, the aims of the literature study, is to provide general ideas and tentative theories, which can be rigorously explored later on.

4.3 SAMPLING PROCEDURE

The researcher when considering how to access possible participants for the study, decided to select students at the Johnson & Johnson Leadership Development Institute who are currently studying towards a Diploma in Manufacturing Management. The population of this study consists of men who have completed a minimum of one year’s training in leadership development. The sample of this study comprised 25 men (N=25). However, only 15 of the prospective participants (n=15) responded to the questionnaire. The reason for this choice of population were two-fold:
Firstly the researcher through social interaction with respondents became aware of the low morale among employees in the manufacturing sector.

Secondly, the researcher felt that it would be interesting and beneficial to the JJLDI to explore the effect of leadership training on employee’s morale.

The first step in gaining access to the participants of the study involved writing to the Director of the JJLDI requesting access. Permission was granted in writing. The researcher then contacted the Director’s Personal Assistant and discussed suitable candidates for the study.

The form of selection is known as purposive sampling. Kruger and Welman (2001:63) believe that purposive sampling is the most important kind of non-probability sampling. This is because researchers rely on their own experience, ingenuity and other research findings to deliberately obtain units of analysis in such a manner that the sample they obtain may be regarded as being representative of the relevant population.

The researcher also used a second form of selection known as snowball selection. The researcher approached a few individuals from the relevant population. These individuals then acted as informants and identified other members from the same population for inclusion in the sample. Purposive sampling was chosen to save time. According to Kruger and Welman (2001:62) the advantage of non-probability samples is that they are less complicated and more economical in terms of time and financial expenses than probability samples.

The research design chosen by the researcher was the correlational design. Each individual is measured on two or more variables at about the same time; and the relationship between these two variables is analysed.

The researcher also conducted a pilot test to assess the validity of the questionnaire. The sample population of the pilot test consisted of four candidates whose responses were not included in this research. The reason for this was that if
participants had completed a pre-test, they would have reacted differently to the experimental intervention than they would have reacted had they not been exposed to the pre-test. This phenomenon is known as pre-test sensitisation. Kruger and Welman (2001:112) believe that the pre-test sensitises the individuals in the experimental group to the subsequent intervention and thereby affects their eventual scores on the dependent variable either negatively or positively.

4.4 ETHICAL CONSIDERATIONS

The researcher in the process of accessing the participants in the study drafted a letter requesting voluntary participation in the study. Once participants had agreed to take part in the research, they were assured of the right to maintain their privacy. The researcher then e-mailed the questionnaire to the participants.

Those interested in participating in the study contacted the researcher who then explained the nature, purpose, proposed benefits of the study and the voluntary nature of the study. Participants were also assured of the ethical boundaries such as anonymity and confidentiality as outlined in the questionnaire.

Saunders, Lewis and Thornhill (1997:23) discuss the importance of obtaining consent from the participants in the study as weak consent leads to poor data.

The researcher agrees with this argument, as despite participants voluntarily agreeing to be a part of the study, the researcher believes that to some extent the participants' decision to participate was assessed as being based on their experience of leadership training.

A third ethical issue specifically related to the nature of the topic is to explore the harm or risk to the participants. The researcher is aware that the participants of the study may have held back information of their experience subconsciously in order to portray their leadership training in a more favourable light. However, in terms of the participants’ experience of the data gathering process, participants may benefit
from the opportunity of ventilating to someone who is perceived as being neutral and who will not impose some form of sanction on them.

Participants were informed that a copy of the study would be made available at the JJLDI should they wish to read it. A contact number would be left should they wish to discuss the findings with the researcher. Many of the participants expressed a keen interest in the results of the study.

4.5 DATA GATHERING

The data gathered was compared and contrasted then cross-referenced with the literature on leadership training and development. This information served to be useful in analysing the suitability of the leadership training and development programme.

4.6 METHOD OF DATA ANALYSIS

The data was analysed in the following three different ways:

4.6.1 Comparative quantitative analysis

A pre-measurement of the responses to the questionnaire before the intervention was calculated and entered into a data matrix. Each column in the data matrix labelled ‘1 to 10’, represented each question as it appeared in the questionnaire, whilst each of the three matrix rows contained the three options viz., “agree”, “disagree” or “neutral”. Data was tallied per matrix row and averaged out across all ten questions in an attempt to quantify the percentages of respondents agreeing, disagreeing and remaining neutral. This data was then compared and contrasted against the post-measurement responses of the exact same ten questions after the intervention, having undergone the same method of data analysis.
4.6.2 Comparative qualitative analysis

Pre-measurement responses to each open-ended question of the questionnaire before the intervention, was collated. These were compared and contrasted against post-measurement responses to each open-ended questionnaire after the intervention. The analysis consisted of looking for the emergence of common themes and common dissimilarities between each respondent, before and after the intervention. The analysis was then exemplified in the form of a brief synopsis on each set of questions.

4.6.3 Ranking

Students were asked to rank ten given leadership characteristics required of a leader to attain success, in order of importance, with one being most important and ten, being the least important. These ratings were then entered into a data matrix, with each column representing each respondent’s response, and each row containing each leadership characteristic. Each row was then tallied and averaged. The averages of each row, was then ranked from most importance to least importance. Ranking was conducted on the post-measurement responses only, and serves as a means of confirming the themes and findings that emerge throughout the analysis.

4.7 PROBLEMS EXPERIENCED DURING THE RESEARCH PROCESS

In many cases, the “neutral” choice in each question of the questionnaire, did contribute significantly to the findings of this research study, in that it exemplified the migration of not having an opinion, before the intervention, to having all the confidence that is expected of true leaders, after the intervention. While it did add value, especially in the leadership context, the researcher would have had more accuracy and consistency, had this response been omitted.
4.8 LIMITATIONS

This study is based on 15, men and women who have completed a minimum of one year’s leadership training. Due to the size and nature of the sample the results of this study cannot be generalised to all employees who have received leadership training. The researcher feels that had more manufacturing organisations been included in the study, the results would have revealed a more accurate reflection of the effects of leadership training on employees morale.

The researcher was concerned about the possibility of the participants editing their experiences in order to be perceived in a positive light by the researcher. To overcome this concern, the researcher designed the questionnaire to accommodate for both open and closed-ended questions.

Access to the participants was a problem as the researcher could only contact the participants through the Project Co-ordinator. To overcome this potential problem, the researcher communicated the benefits of supporting this research project and the positive impact it could have on the JJLDI.

The researcher was concerned of not having sent the pre-intervention questionnaire to the respondents, before having undergone the leadership training, as this could have possibly distorted results. To reduce the risk of this happening, the two questionnaires were sent over different time periods so that a direct comparison between the two questionnaires could not have been conducted.

Not much literature was available on leadership training, specifically South African literature focusing on the effect of leadership training on morale. This however, served as one of the main motivating factors for conducting the study.
4.9 CONCLUSION

This chapter covered how the research was conducted and highlighted some of the problems that emerged whilst conducting the research. Conducting this study proved to be a valuable lesson in research, offering the researcher more insight into the nature of qualitative studies, and the fundamental importance of the intervention. The researcher is confident that the designs and methods outlined above is sound and that the study is replicable.
CHAPTER 5
RESEARCH FINDINGS

5.1 INTRODUCTION

The objective of this chapter is to present the findings of the responses to the questionnaires in a sequenced and logical manner so that it can be easily understood and interpreted.

5.2 THE SAMPLE OF THE STUDY

The sample of the present study comprised of 15 adults (n=15) who were employed at three manufacturing organisations in the Buffalo City Region in the capacity of junior management (equivalent to supervisory level). The population targeted was 25 students (N=25); hence a response rate of 60 percent was achieved.

5.3 THE SAMPLING METHOD

The sampling method selected was non-probability sampling since it is less complicated and more economical (in terms of time and financial expenses) than probability sampling. The type of non-probability sampling used was purposive sampling. This resulted in a low response rate of 20 percent (n=5), and as an alternative, snowball sampling was selected, which yielded a response rate of 60 percent. The five individuals who had responded to the purposive sampling were approached and asked to identify other members (acquaintances or friends) from the relevant population (N=25).
5.4 RESEARCH DESIGN AND QUANTITATIVE ANALYSIS

An experimental research design was selected, since all types of experimental research have one thing in common, namely intervention. The intervention in the context of this research study, refers to the Leadership Training Programme. A comparative quantitative study of a pre-measurement (response to questionnaires before undergoing any leadership training) before the intervention, and a post-measurement (response to exact same questionnaires after undergoing leadership training) was analysed and the overall results are as follows:
### Table 5.1 Quantitative analysis of responses

<table>
<thead>
<tr>
<th></th>
<th>Pre-Leadership Training (dependant variable)</th>
<th>Post-Leadership Training (independent variable)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Neutral</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Agree</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Neutral</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

(Key to table 5.1)

<table>
<thead>
<tr>
<th>Questions as they appear in the questionnaire</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Enjoy going to work</td>
<td></td>
</tr>
<tr>
<td>2 Good working relationship with my subordinates and/or colleagues</td>
<td></td>
</tr>
<tr>
<td>3 Encouraged to develop my capabilities</td>
<td></td>
</tr>
<tr>
<td>4 Maintain good interpersonal relations</td>
<td></td>
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<tr>
<td>5 Work in a comfortable environment</td>
<td></td>
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<tr>
<td>6 Adequate training to develop career path</td>
<td></td>
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<tr>
<td>7 Receive feedback on completion of tasks</td>
<td></td>
</tr>
<tr>
<td>8 Valued for contributions at work</td>
<td></td>
</tr>
<tr>
<td>9 Feeling of belonging at work</td>
<td></td>
</tr>
<tr>
<td>10 Love my job</td>
<td></td>
</tr>
</tbody>
</table>
In response to the above set of typical morale-type questions, respondents averaged 54.7 percent to the pre-measurement before the intervention. A post-measurement figure of 77.3 percent had been achieved as a result of the intervention. This suggests that the Leadership Training Programme deployed has had a tremendous effect on boosting the respondents’ morale within these organisations.

According to the opinion of the sample, the following areas were most affected as a result of the intervention:

- Increasing working relationships with subordinates and/or colleagues from 66.7 percent to 100 percent. The 100 percent opinion of the sample was that working relationships were good, and does not in any way suggest that working relationships were 100 percent as such.

- Being encouraged by my employer to develop my capabilities and/or skills has increased from 60 percent to 93.3 percent. This increase provides further evidence that working relationships has significantly improved.

- Working in a comfortable environment has increased significantly from 26.7 percent to 66.7 percent.

- The feedback received on completion of tasks has increased from 40 percent to 66.7 percent.

- Being valued for my contributions at work has increased from 26.7 percent to 53.3 percent.

- Having a sense of belonging at work has increased from 53.3 percent to 80 percent.
The other areas that were slightly affected, though positive, as a result of the intervention are:

- I enjoy going to work each day

- I maintain good interpersonal relations with my co-workers

- I receive the training required to develop a clear career path

- I love my job

Of utmost importance, is the fact that the increase in morale after the intervention is a result of respondents having formally ‘disagreed’ before having undergone leadership training. The increase in morale after the intervention is also a result of the migration of respondents’ selections from ‘neutral’ to ‘agree’. The intervention may have changed the respondents’ attitudes from a “sitting on the fence” type attitude, to that of a bold and confident type attitude that is required of leaders.

5.5 QUALITATIVE ANALYSIS OF RESPONSES

A comparative qualitative study of a pre-measurement (response to questionnaires before undergoing any leadership training) before the intervention, and a post-measurement (response to exact same questionnaires after undergoing leadership training) was analysed and the results to the open ended questions are as follows:

**Question 1**
I enjoy going to work each day. Why? / Why not?

Pre-measurement responses from the students (n=15):
- “Agree – since my job is challenging and exciting”
- “Agree – because I enjoy my job”
- “Agree – because I have job security and an income to support my family”
- “Disagree – since I often act irresponsibly as a result of my difficulty to communicate”
• “Neutral – it’s just a job”
• “Agree – since I look forward to new challenges and enjoy my career”

Post-measurement responses from the students (n=15):
• “Agree – I thoroughly enjoy my new department due to this new insight I have after having completed Leadership 1”
• “Agree – the leadership training has spurned a desire in me to give off my best and to educate and assist others in need of my assistance”
• “Disagree – what I have learnt in the leadership training is very valuable to the company but most workers do not understand the concepts or messages being carried across”
• “Agree – I now know that I can make a difference”
• “Agree – I feel very relieved being able to communicate and collaborate, and even developed in terms of values and the way of doing things”
• “Agree – I now have a sense of purpose”
• “Agree – It has given me a different perspective of how competitive South Africa is in the global economy. For some strange reason this has changed my attitude towards work”

Analysis
The post-measurement responses are a lot more positive, confident and meaningful to the individual. Although some of the pre-measurement responses appeared to be positive, respondents liked going to work for the wrong reasons viz. because it paid the rent. This attitude changed in the post-measurement responses. The respondents feel that after having undergone leadership training, they are now in a position to co-operate, contribute and to make informed decisions. This network of voluntary co-operation and contribution is what makes successful teams. In successful teams we find high levels of morale, creativity and energy.

**Question 2**
I have a good working relationship with my subordinates and/or colleagues.
Why? / Why not?

Pre-measurement responses from the students (n=15):

- “Agree – supportive management team with fantastic teamwork”
- “Agree – I focus on my work only”
- “Disagree – there are a few colleagues that are difficult to work with”
- “Neutral – I have a purely business relationship”
- “Disagree – I lacked knowledge, discipline and communication skills”
- “Neutral – Not good. Not bad”
- “Agree – I am a peoples person by nature”

Post-measurement responses from the students (n=15):

- “Agree – We have a solid team spirit. I have a better understanding on how to deal with people through improved leadership skills”
- “Agree – the leadership training has not only impacted positively on my working relationship with co-workers, but it has had a tremendous impact on my social and personal life”
- “Agree – I have improved on my ability to communicate effectively as a result of the DMM (leadership training)”
- “Agree – I have learnt how to do deal with people and when to contribute”
- “Agree – I have learnt to understand that people are different as a result of our different backgrounds”
- “Agree – It has definitely improved my way of thinking which has led to even better working relationships with my colleagues”

Analysis

- The post-measurement responses reveal that respondents that have originally stated that they have a good working relationship with their subordinates or colleagues due to focusing on their work only, or the relationship being purely business, has altered their views. This can be as a result of not having had the confidence, or having seriously lacked the necessary social skills to communicate effectively, prior to having
undergone leadership training. The post-measurement responses from the questionnaires, are a lot lengthier, positive and exudes confidence in the respondents’ abilities to communicate effectively, and to sustain healthy causal relationships with co-workers.

**Question 3**

I am encouraged by my employer to develop my capabilities and/or skills.

Why? / Why not?

Pre-measurement responses from the students (n=15):

- “Agree – through multi-skilling, education and training”
- “Disagree – Not encouraged at all”
- “Agree – only because I enforce the encouragement”
- “Disagree – I am relatively new in the company. This may change as focus is given to long service employees”
- “Disagree – my managers are less educated than I am and feel threatened by people that are developed and educated”
- “Agree – my manager is very helpful, open-minded and encouraging”
- “Disagree – I am not at all encouraged. Maybe I appear to look not too interested in being developed”
- “Agree – I have the best manager and mentor, who is an exceptional leader”
- “Neutral – the encouragement and motivation comes from me and my team”

Post-measurement responses from the students (n=15):

- “Agree – I am the one initiating my development”
- “Agree – Not 100%, but yes. I am proactive in having myself developed”
- “Agree – my manager has noticed that I am performing very well on the DMM, and encourages me”
- “Agree – my manager has realised the potential that I have and acknowledges my achievements on the DMM, and therefore encourages me”
• “Agree – my manager has acknowledged my achievements and has given me the freedom to explicate this knowledge. I am being developed into a future manager”

Analysis
It appears that the Leadership Training has equipped many of the students with the necessary skills and values required to motivate, inspire, make informed decisions and boost the morale of fellow co-workers, and to proactively develop their own skills and capabilities in the process. It is for this very reason that their managers have acknowledged their achievements and newly acquired skills and capabilities. Management have therefore given them the freedom to expand on these capabilities, encouraging them every step of the way.

Question 4
I maintain good interpersonal relations with co-workers.
Why? / Why not?
Pre-measurement responses from the students (n=15):
• “Agree – high levels of morale and friendship due to min-business concept”
• “Agree – I have a great bunch of co-workers”
• “Agree – good team spirit, open communication and the fact that we understand each other”
• “Neutral – I am not the kind of person that wishes to make conversation and I keep to myself most of the time”
• “Neutral – my co-workers are on the same level as I am, and we are united in our stance against management”
• “Agree – I get on very well with all employees”

Post-measurement responses from the students (n=15):
• “Agree – improved relations due to min-business concept, high morale and friendship”
• “Agree – Although I have a great bunch of co-workers, I have realised that the elements of trust, honesty and sincerity must be nurtured even in the
best of times. Relationships are expensive in that they cost a lot of time and effort.”

- “Agree – My interpersonal relations have soared as a result of my improved communication skills, which can be attributed to the leadership component of the DMM”
- “Agree – I always apply my leadership skills that I have acquired through the leadership training. This is working well in my ability to work with other people”
- “Agree – due to the leadership training”
- “Agree – as a result of the leadership training on the DMM”

Analysis
The post-measurement responses stipulate that good interpersonal relations with co-workers are maintained as a direct result of the intervention (leadership training). Respondents appear to be a lot happier after the intervention, as a result of improved interpersonal competencies.

Question 5
I work in a comfortable environment. Define the environment.

Pre-measurement responses from the students (n=15):

- “Neutral – hot production environment with air-conditioned office”
- “Disagree – cluttered environment”
- “Disagree – working on a production line where time and efficiency is important is never comfortable. There is always the unexpected that happens. One has to be prepared to improvise. Sometimes it can be quite stressful. Planning ones day is important”
- “Disagree – it is a head hunting area where bosses can go straight to the source of the problem and reprimand the person”
- “Disagree – the physical environment is hot and poorly ventilated. The non-physical environment is hostile, and this hostility is created by management”
• “Disagree – the conditions are not conducive to work in. It is noisy and messy”

Post-measurement responses from the students (n=15):
• “Neutral – not bad environment. Same as before”
• “Agree – been promoted. Better office with different people”
• “Disagree – stressful at times”
• “Agree – improving. We use problem solving techniques to reduce or eliminate problems, which reduces stress levels”
• “Agree – the environment is better since my skills have improved. This has come to the attention of management”
• “Agree – it is stable yet full of opportunities”

Analysis
The pre-measurement responses, focuses mainly on the physical environment as opposed to the post-measurement responses, which focuses mainly on the improvement in skills, opportunities and stress levels. This is indicative of the fact that ones physical environment can have a tremendous effect on ones work rate, especially when ones levels of morale are low. With the increased levels of morale after the intervention, the physical environment was hardly an issue. Employees’ morale can be boosted further, by improving the physical environment in which employees work, where possible.

Question 6
I receive the training required to develop a clear career path. If yes, define the training. If no, explain why.

Pre-measurement responses from the students (n=15):
• “Agree – the company has invested a lot of time and money in me”
• “Disagree – I have no specific career path”
• “Agree – being a Quality Controller, I receive inspection and auditing training”
• “Disagree – there is no counselling and guidance from management in selecting a clear career path”
• “Agree – the DMM together with inter-company training at head office is beneficial to my career”
• “Disagree – I do not know the succession/career path for me after the DMM”

Post-measurement responses from the students (n=15):
• “Agree – I research the institution through which I would like to further develop my studies, and hence my career path. Management supports my decision”
• Agree – Quality techniques and problem solving. Industrial Relations training, IT skills, VDA 6 and DCOM (Daimler Chrysler Operating Model)”
• “Disagree – I am always told that there is no money left in the budget for training and development”
• “Agree – inspection and auditing training”
• “Agree – my next step is an MBA”

Analysis
The pre-measurement responses emphasises the lack of specific career paths for many of the students. The responses after the intervention (leadership training) reveal that students are a lot more confident and assertive and have clear direction in what they want to achieve in life. Students are a lot happier with the training that they have received and they are motivated in wanting to further their education. The morale appears to have increased as a result of the intervention.

**Question 7**
I receive feedback on completion of tasks. Comment on the feedback.

Pre-measurement responses from the students (n=15):
• “Neutral – not always”
• “Neutral – Rarely”
• “Disagree – I have to request feedback. My employer seldom initiates the feedback process”
“Disagree – feedback always arrives late and at the wrong times”
“Disagree – only negative feedback i.e. when things go wrong”
“Agree – my manager is aware that the feedback motivates me”

Post-measurement responses from the students (n=15):
“Agree – meetings with superior, mini-business and through asking questions”
“Agree – on request from my manager. Receive feedback from many other managers via, e-mail”
“Agree – Good feedback on time”
“Agree – the effort has to come from me. Requesting feedback has become one of my duties”
“Agree – feedback comes in the form of audit reports”
“Agree – both positive and negative feedback which is great”
“Agree – my manager is aware that the feedback motivates me”

Analysis
The majority of the pre-measurement responses have been negative. After the leadership training, feedback was given on time, although at times it had to be requested. Feedback given was both negative and positive and was given in a constructive manner. The leadership training has caused many of the respondents to become a lot more assertive. Transformation leadership, that is included in the course material, includes transforming a business and its employees through sharing a common vision. Respondents therefore thrive on having feedback, as a measure on whether or not they are working towards achieving the ultimate vision, mission and goals of the company.

Question 8
I am valued for my contributions at work. Why? / Why not?
Pre-measurement responses from the students (n=15):
“Neutral – I am a supervisor running chassis on the assembly line”
“Agree – I perform a research function and am valued for my contributions”
• “Disagree – Some co-workers feel threatened when you make a meaningful contribution at work”
• “Disagree – I am not one of my manager’s pets”
• “Disagree – when the quality of the products are right, everyone is praised, but when the quality is poor, only the inspectors are blamed”
• “Disagree – the only value is the remuneration in the form of wages”

Post-measurement responses from the students (n=15):
• “Neutral – Not always. Leadership has taught me that my value is shown in other ways”
• “Agree – my contributions are praised in weekly/monthly meetings. I also receive e-mails from the MD and other senior managers commending me on my outstanding work”
• “Disagree – I am at times made to feel as if I have not done enough”
• “Agree – Although not personally. The end product I produce affects the quality of the final end product”
• “Agree – recognition and acknowledgement is given and I am in line for a promotion”

Analysis
The post-measurement responses, reflects a slight improvement on students being valued for their contributions at work. Students have therefore accepted that the value of their contributions manifests itself in various impersonal ways apart from the personal pat on the back from their immediate superiors. Students have therefore acquired intrinsic ways of motivating themselves.

Question 9
I have a feeling of belonging in my place of work. If yes, define this feeling. If no, explain why?

Pre-measurement responses from the students (n=15):
• “Neutral – there is sometimes a lack of support from my superior”
• “Neutral – My effort is noticed, but no talk of a possible promotion”
“Disagree – things are not always transparent”
“Agree – we are a good team that work well together”
“Agree – I am accepted by my colleagues”
“Disagree – I am but one of many”
“Agree – people always come to me for help”
“Neutral – I am one of a few thousand”

Post-measurement responses from the students (n=15):
• “Agree – I have been given more responsibility. Management must obviously trust me and have confidence in my abilities”
• “Agree – After the DMM, I realise that I am an integral part of the company fulfilling a vital function”
• “Agree – I am able to communicate more openly with people and realise that they also have their own insecurities and inhibitions”
• “Agree – the leadership and quality components of the DMM have equipped me well for my current role within the company. I now have a sense of belonging”
• “Agree – my efforts have not gone unnoticed”
• “Agree – I now feel part of a team and not one of many”
• “Agree – the leadership training has helped me overcome my self inflicted inadequacies. I now have a sense of belonging”
• “Neutral – only some of the time”

Analysis
The students appear to be energised and have a sense of belonging, having overcome their own fears and inadequacies. They are now able to work in teams, having increased communication skills.

Question 10
I love my job. Why? / Why not?
Pre-measurement responses from the students (n=15):
• “Neutral – I enjoy my job”
• “Agree – It is challenging. It gives me a sense of accomplishment. I know that I am good at it”
• “Agree – but the rewards are not always there”
• “Agree – I know that I am good at it and always want to learn more about it”
• “Agree – I play an active role in pleasing the company”
• “Disagree – it is not challenging”
• “Neutral – it puts food on the table. I don’t hate it.
• “Agree – definitely. I have so much knowledge to share”
• “Neutral – it pays the bills”

Post-measurement responses from the students (n=15):
• “Agree – I really enjoy my job. I am a lot more efficient and have a better understanding of my purpose at work. My mindset has changed as a result of the leadership training. I have to create enjoyment for myself through others”
• “Agree – I have always been good at my work but I lacked the confidence to do presentations in front of a room full of people. As a direct result of the leadership training, I have increased my communication skills considerably and am able to present with the greatest of ease”
• “Agree – yes, I have the necessary skills required for the job”
• “Agree – yes, I love what I do”
• “Agree – I am a lot more assertive and able to get things done a lot quicker”
• “Agree – I know where I am going within the company”
• “Agree – I still do”

Analysis
The pre-measurement responses lacked excitement. Some of the responses were in fact somewhat negative e.g. it pays the bills. The post-measurement responses reflect a lot of excitement and passion. Having the necessary leadership skills has
impacted on the students’ ability to perform better at their jobs. This has instilled passion and the desire to give of their best, resulting in an increase in morale.

5.6 RANKING

(after the intervention only)
Students were asked to rank the following 10 leadership characteristics required of a leader to attain success in order of importance, with 1 being most important and 10, being the least important:

- B.1 Ability to lead change
- B.2 Ability to make things happen
- B.3 Accountability
- B.4 Awareness of self and others
- B.5 Communication
- B.6 Conflict handling
- B.7 Mentoring
- B.8 Motivation
- B.9 Trust
- B.10 Vision
Table 5.2 Matrix of the respondents’ ranking of the above 10 characteristics

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Number of respondents (n=15)</th>
<th>Avg</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.1</td>
<td>8  5  1  7  2  2  4  4  2  3  2  3  3  3  2  3</td>
<td>3.4</td>
<td>2</td>
</tr>
<tr>
<td>B.2</td>
<td>7  1  7  6  6  8  5  9  3  6  5  5  7  4  5</td>
<td>5.5</td>
<td>5</td>
</tr>
<tr>
<td>B.3</td>
<td>3  2  8  1  8  7 10  3  4  7  6  6  5  6  6</td>
<td>5.6</td>
<td>6</td>
</tr>
<tr>
<td>B.4</td>
<td>5  4  4  9 10  9  6  8  6  8  9  9  8  8  8</td>
<td>6.7</td>
<td>8</td>
</tr>
<tr>
<td>B.5</td>
<td>4  8  9 10  9  4  8 10 10  5 10 10 10 10 10</td>
<td>8.5</td>
<td>10</td>
</tr>
<tr>
<td>B.6</td>
<td>10 3  2  4  5  3  3  7  7  4  3  4  4  5  9</td>
<td>4.9</td>
<td>4</td>
</tr>
<tr>
<td>B.7</td>
<td>2  9 10  8  7  5  9 1  9 10  8  8  9  9  7</td>
<td>7.4</td>
<td>9</td>
</tr>
<tr>
<td>B.8</td>
<td>9  6  6  5  4  6  7  6  8  9  7  7  6  7  4</td>
<td>6.5</td>
<td>7</td>
</tr>
<tr>
<td>B.9</td>
<td>1  7  3  2  3 10  2  5  5  2  4  1  2  2  3</td>
<td>3.5</td>
<td>3</td>
</tr>
<tr>
<td>B.10</td>
<td>6 10 5  3  1  1  1  2  1  1  1  2  1  1  1</td>
<td>2.5</td>
<td>1</td>
</tr>
</tbody>
</table>

The average of all responses (n=15) was used as the standard and these were rated in the extreme right-hand column according to importance. The responses were ranked in order of importance are as follows:

B.10 Vision
B.1 Ability to lead change
B.9 Trust
B.6 Communication
B.2 Ability to make things happen
B.3 Awareness of self and others
B.8 Motivation
B.7 Mentoring
B.5 Conflict handling

Analysis
The analysis will focus on the four most important characteristics as ranked above:

- **Vision**
  This particular study confirms the findings on the analyses conducted on the students’ responses to the questionnaires in the preceding text. Employees deem it necessary to be part of the systemic strategic direction of a company and not only being subjected to peripheral issues. It is most important that employees play an active role in determining, or buying in to the vision of the company, since it gives them direction and a good base on which to plan their team strategies. These findings confirm Holbeche’s (1998:45) argument in paragraph 3.2.2 that vision needs to be communicated to employees to clarify the direction in which the organisation needs to move.

- **Ability to lead change**
  The ability to lead change has been ranked as being of second most importance to the respondents. This is emphatically illustrated in the respondents having demanded feedback on completion of tasks, and having been proactive in developing their capabilities and skills after the intervention as opposed to being relatively inactive or reactive prior to the intervention. In paragraph 3.9, Boone and Kurtz (1999:30) maintain that it is imperative that today’s managers lead their employees and organisation through the changes wrought by technology, marketplace demands and global competition.

- **Trust**
  Trust has been ranked as being the third most important leadership characteristic to the respondents. Trust is the “social glue” that holds everything together. It is the very foundation that separates good teams from extraordinary teams. This form of social capital is embedded in relationships. Teams that have no levels of trust are individuals with low morale. Geisler (2002:1) states in paragraph 3.2.6 that when employees see the management acting in ways that imply that they trust their workers, they will reciprocate this trust.
• Communication

Communication is also ranked very highly. Once again, we see the element of communication and its importance in the leadership paradigm, emerge every so often throughout the text. It is no coincidence that communication is ranked so highly, since the responses to the open-ended questions in the questionnaire, suggests that many of the respondents had experienced some form of barrier to effective communication prior to the intervention, due to a lack of good communication skills. In paragraph 3.2.3 Noe (2000:238) concludes that employees can benefit from interpersonal communication by developing skills and increasing their knowledge about the company and it’s customers.

5.7 CONCLUSION

Throughout the analysis many common themes have emerged. The ranking section of the analysis serves to confirm that the inadequacies, inhibitions, lack of effective communication skills, lack of core values and poor leadership characteristics and traits, were the reasons for the low levels of morale throughout this study. The quantitative analysis reveals the positive impact that the leadership training has had on the morale of all the respondents. The qualitative analysis has reflected on the softer issues viz., the emotions of the respondents, and the impact the leadership training has had on both their personal lives and future careers.
CHAPTER 6
CONCLUSION

6.1 INTRODUCTION

Based on the findings presented in chapter five, the researcher believes that the overall objective of the study has been met. The participants sharing of their experiences before and on completion of leadership training have led to a deeper understanding of the effect of leadership training on employees’ morale.

The researcher believes that this study is a valuable contribution to leadership research in South Africa. The researcher also aims to increase the awareness of the strategic role leadership, has in preparing national organisations to meet the challenges of the 21st century competitive global economy.

The first section of the chapter draws on the most important factors to emerge from the study and highlights the conclusions drawn. The second section offers recommendations for further research and practice interventions in the field of leadership. The conclusions made in this study are based on information given by the participants of the study in the questionnaires they completed.

The purpose of this study on the effect of leadership training on employees’ morale was as follows:

- to assess the effect of leadership training on junior management’s morale with the hopes of using this insight to reassess and adjust current leadership programmes in South Africa
- to examine leadership characteristics participants regard as being crucial to attain success
• to provide an overview of contemporary literature on leadership

• to make tentative recommendations for future research with regard to leadership training programmes in South Africa

The overall results of the questionnaires indicate that participants experienced changes and significant improvement in human relations, communication and group-work. Since there was a difference in the pre-training and post-training results, the improved post-training results were attributed to the Leadership Training Programme. Participants revealed that the knowledge gained had increased their self-confidence and their interpersonal relations. Respondents also revealed, that improved conflict handling and communication skills largely contributed to the increase in employees morale.

In accordance with the objectives of the study, literature concerning theoretical aspects related to leadership was reviewed.

It is the researcher’s hope that the conclusions and recommendations that follow will be used to further research on this topic.

6.2 CONCLUSION

The Leadership Training Programme described in this study was considered to have contributed to the personal growth of the participants. The responses indicate that the knowledge gained during training increased their self-confidence and was applicable to their daily experiences at work.

The lectures on group dynamics enhanced the students understanding of the importance of co-operative group effort in achieving organisational goals. As students participated in group- discussions, they came to increasingly appreciate the following advantages of group functioning namely:
• being afforded with an opportunity for self-expression
• experimenting with new knowledge
• being understood by others and understanding others
• appreciating the views of group members
• sharing their views
• being member of a group with a common goal

The results of this thesis, has demonstrated that leadership training and development programmes, are a practical way to develop and nurture leadership in employees.

6.3 RECOMMENDATIONS

• Research similar to this has not been conducted in the Buffalo City region. Thus, a comparison of findings within the Buffalo City region is not possible and therefore the results of this present study cannot be generalised. A further study involving the application of the Leadership Programme within the wider Buffalo City area would help to verify its validity for this region.

• In this study participants were not afforded specific opportunities to document any relevant data related to this study. For this reason, it was not possible to establish the exact stage the participants began to feel more confident. It is suggested that stringent records of participants experiences, be incorporated into this type of study to serve as secondary data for the researcher.

• Also it was not possible to assess how the participants’ new experiences affected the rest of the organisation. It is thus suggested that relevant fieldwork be incorporated and that that the fieldwork undertaken be closely supervised.

• The importance of leadership training was emphasised by the increase in participants’ morale on completion of training. Thus, it is recommended that
future research be undertaken to challenge organisations to assess the nature and structure of leadership within their organisations.

- Participants experienced personal growth particularly in the areas of self-confidence and interpersonal communication. This positive outcome serves to enhance communication, contributing to an improved organisational culture. It is thus suggested that future research with regard to the effect of leadership training on employees’ morale be conducted in South Africa.

- Since the research suggests that adults can be trained to increase their motivation, organisations should consider the benefits of providing leadership training. This will enhance employee satisfaction, thereby increasing performance and organisational success.
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APPENDIX 1

Approach for permission to conduct research

Johnson & Johnson Leadership Development Institute (JJLDI)

September 20, 2002

The Director of the JJLDI
Rhodes University
Church Street East London
5209

Dear Mr. Kemp

Re: Requesting permission to conduct a study on the JJLDI Leadership students
As part of my MBA degree, I am required to conduct a research thesis, which entails determining the effects, if any, that leadership training has on employees’ morale. I am therefore requesting permission to conduct the study on the leadership students, studying towards a Graduate Diploma in Manufacturing Management at Rhodes University.

The study will involve students completing a self-administered questionnaire based on how they felt prior to having undergone leadership training, and then completing a follow-up questionnaire based on how they felt after having undergone a year’s leadership training.

Firstly, the study aims to provide the institute with valuable information as to whether or not the course material should be redesigned to satisfy the growing industry demands, and to communicate to the institute where industry demands are being successfully met.
Secondly, the study aims to provide industry with documented evidence that leadership training does have a positive influence on employees’ morale.

Finally, the study attempts to provide a medium in which students are able to address their concerns, with regard to course content, or dissent of any nature. Students would also express whether or not they are happy with the status quo.

Thanking you in anticipation.

Sincerely,

Ruweida Naina (Mrs)
Greenpoint Secondary Teacher
Final Year MBA student (PE Technikon)
APPENDIX 2

The Employee Morale Questionnaire 1

Introduction
I, Ruweida Naina, am a third year MBA student at P.E. Technikon. I am currently busy with my thesis, which focuses on the effects that Leadership training has on employees’ morale.

Scope
This questionnaire is addressed to all 2nd or 3rd year students studying towards a Diploma in Manufacturing Management at Rhodes University, with ‘Leadership’ as their major subject and who are currently employed in industry.

Students should answer the questionnaire based on their experiences, prior to having undergone Leadership training.

Objective
To understand the effects, if any, that Leadership training has on employees’ morale.

Benefits
The study aims to provide industry with documented evidence that Leadership training has a positive influence on employee’s morale. The study aims to provide the institute with valuable information as to whether or not the course material should be redesigned to satisfy industry demands, where necessary.

The study also aims to communicate to the institute where industry demands are being successfully met.
Finally, the study provides a medium in which students are able to address their concerns, with regards to course content, or dissent of any nature. Students should also express whether or not they are happy with the status quo.

*Good Luck and welcome to the “Employee Morale Questionnaire” overleaf.*
Instructions

• The questionnaire is designed in such a way so that it can be completed within 15 minutes.
• The questionnaire consists of 1 section only, which comprises of 10 questions.
• Tick the appropriate box with an “X”, or underline the correct answer.
• Each question has a space for comments. Please answer these where possible.
• Please read and answer each question as accurately as you possibly can.

SECTION A: PRIOR TO HAVING LEADERSHIP TRAINING

1. I enjoy going to work each day.
   □ Agree
   □ Disagree
   □ Neutral

   Why? / Why not?
   ........................................................................................................................................
   ........................................................................................................................................

2. I have a good working relationship with my subordinates and/or colleagues.
   Agree
   □ Disagree
3. I am encouraged by my employer to develop my capabilities and/or skills.
   □ Agree
   □ Disagree
   □ Neutral

Why? / Why not?
........................................................................................................................................
........................................................................................................................................

4. I maintain good interpersonal relations with my co-workers.
   □ Agree
   □ Disagree
   □ Neutral

Why? / Why not?
........................................................................................................................................
........................................................................................................................................

5. I work in a comfortable environment.
   □ Agree
   □ Neutral

........................................................................................................................................
Define the environment.

If yes, define the training. If no, explain why.

7. I receive feedback on completion of tasks.
   □ Agree
   □ Disagree
   □ Neutral

Comment on the feedback.

8. I am valued for my contributions at work.
   □
9. I have a feeling of belonging in my place of work.
   □ Agree
   □ Disagree
   □ Neutral

   If yes, define this feeling. If no, why?
   ………………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………………

10. I love my job.
    □ Agree
    □ Disagree
    □ Neutral

    Why? / Why not?
    ………………………………………………………………………………………………………………………………
    ………………………………………………………………………………………………………………………………
Thanks for having taken the time to complete this assessment. Please provide the following information about yourself before submitting your answers. 

*Please return the completed questionnaire to us by not later than 28 October 2002.*

Company Name

Occupation

2\textsuperscript{nd} / 3\textsuperscript{rd} year student

Please provide general comments, if any:

…………………………………………………………………………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………………………………………………………………………

Thank you for your co-operation, once again.
I promise to have a brief synopsis of the results sent to all respondents via. e-mail as soon as possible.

Yours sincerely

Mrs R.A. Naina

e-mail: mnaina@conza.jnj.com / Cell: 072 150 1375
APPENDIX 3

The Employee Morale Questionnaire 2

Introduction:
I, Ruweida Naina, am a third year MBA student at P.E. Technikon. I am currently busy with my thesis, which focuses on the effects that Leadership training has on employees’ morale.

Scope
This questionnaire is addressed to all 2nd or 3rd year students studying towards a Diploma in Manufacturing Management at Rhodes University, with ‘Leadership’ as their major subject and who are currently employed in industry.

Students should answer the questionnaire based on their experiences after having undergone Leadership training.

Objective
To understand the effects, if any, that Leadership training has on employees’ morale.

Benefits
The study aims to provide industry with documented evidence that Leadership training has a positive influence on employees’ morale.

The study aims to provide the institute with valuable information as to whether or not the course material should be redesigned to satisfy industry demands, where necessary.
The study also aims to communicate to the institute where industry demands are being successfully met.

Finally, the study provides a medium in which students are able to address their concerns, with regards to course content, or dissent of any nature. Students should also express whether or not they are happy with the status quo.

*Good Luck and welcome to the “Employee Morale Questionnaire” overleaf.*
Instructions

- The questionnaire is designed in such a way so that it can be completed within 20 minutes.
- The questionnaire consists of 2 sections only.
- Each section consists of 10 questions.
- Tick the appropriate box with an “X”, or underline the correct answer.
- Each question has a space for comments. Please answer these where possible.
- Please read and answer each question as accurately as you possibly can.

SECTION A: AFTER HAVING UNDERGONE LEADERSHIP TRAINING

1. I enjoy going to work each day.
   - Agree
   - Disagree
   - Neutral

   Why? / Why not?
   ………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………

2. I have a good working relationship with my subordinates and/or colleagues.
   - Agree
   - Disagree
3. I am encouraged by my employer to develop my capabilities and/or skills.
   
   □ Agree
   
   □ Disagree
   
   □ Neutral

   Why? / Why not?
   …………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………

4. I maintain good interpersonal relations with my co-workers.
   
   □ Agree
   
   □ Disagree
   
   □ Neutral

   Why? / Why not?
   …………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………

5. I work in a comfortable environment.
   
   □ Agree
Disagree

Neutral

Define the environment.

If yes, define the training. If no, explain why.

6. I receive the training required to develop a clear career path.

7. I receive feedback on completion of tasks.

Comment on the feedback.
8. I am valued for my contributions at work.
   □ Agree
   □ Disagree
   □ Neutral

   Why? / Why not?
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………

9. I have a feeling of belonging in my place of work.
   □ Agree
   □ Disagree
   □ Neutral

   If yes, define this feeling. If no, why?
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………

10. I love my job.
    □ Agree
    □ Disagree
    □ Neutral
    □
Neutral

Why? / Why not?
……………………………………………………………………………………………………………..
……………………………………………………………………………………………………………..

SECTION B: RATING OF LEADERSHIP CHARACTERISTICS REQUIRED OF GOOD LEADERS.

Please rate the importance of the following ten leadership characteristics required of a leader to attain success. A rating of 1 indicates the most important characteristic in your opinion, a 2 the second most important and so down to 10, for the least important characteristic.

**NUMBER ALL THE CHARACTERISTICS AND DO NOT USE THE SAME NUMBER MORE THAN ONCE!**

Please read the following descriptions of the ten characteristics before rating them.

<table>
<thead>
<tr>
<th>Ability to lead change</th>
<th>To be able to recognise the demands and opportunities for change.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to make things happen</td>
<td>To be able to stimulate innovation, creativity and manage responsiveness to change.</td>
</tr>
<tr>
<td>Accountability</td>
<td>To have respect for people and to accept responsibility for the consequences of your actions.</td>
</tr>
<tr>
<td>Awareness of self and others</td>
<td>Leaders must know who they are and be able to bring out the best in people.</td>
</tr>
<tr>
<td>Communication</td>
<td>To feel confident when expressing your opinion to people at all levels.</td>
</tr>
<tr>
<td>Conflict-handling</td>
<td>To have the ability to resolve conflict situations in your work environment.</td>
</tr>
<tr>
<td>CHARACTERISTICS</td>
<td>RATING</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Ability to lead change</td>
<td>B.1</td>
</tr>
<tr>
<td>Ability to make things happen</td>
<td>B.2</td>
</tr>
<tr>
<td>Awareness of self and others</td>
<td>B.3</td>
</tr>
<tr>
<td>Accountability</td>
<td>B.4</td>
</tr>
<tr>
<td>Conflict handling</td>
<td>B.5</td>
</tr>
<tr>
<td>Communication</td>
<td>B.6</td>
</tr>
<tr>
<td>Mentoring</td>
<td>B.7</td>
</tr>
<tr>
<td>Motivation</td>
<td>B.8</td>
</tr>
<tr>
<td>Trust</td>
<td>B.9</td>
</tr>
<tr>
<td>Vision</td>
<td>B.10</td>
</tr>
</tbody>
</table>

Mentoring: To possess a real interest in others, specifically in their development and learning.

Motivation: To have the ability to motivate your fellow workers.

Trust: To achieve results with integrity and demonstrate concern.

Vision: The future desired state of your business.
Thanks for having taken the time to complete this assessment. Please provide the following information about yourself before submitting your answers.

*Please return the completed questionnaire to us by not later than 28 October 2002.*

Company Name

Occupation

2nd / 3rd year student

Please provide general comments, if any:

........................................................................................................................................................................
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........................................................................................................................................................................
........................................................................................................................................................................
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Thank you for your co-operation, once again.
I promise to have a brief synopsis of the results sent to all respondents via. e-mail as soon as possible.
Yours sincerely

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e-mail: mnaina@conza.jnj.com
Cell: 072 150 1375