

# **IMPROVING LEADERSHIP DEVELOPMENT IN THE EASTERN CAPE TREASURY: A SUCCESSION PLANNING AND LEADERSHIP DEVELOPMENT STUDY**

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2018

# **IMPROVING LEADERSHIP DEVELOPMENT IN THE EASTERN CAPE TREASURY: A SUCCESSION PLANNING AND LEADERSHIP DEVELOPMENT STUDY**

By

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Submitted in fulfilment of the requirements for the degree of  
Master of Business Administration (MBA) in the Faculty of  
Business and Economic Sciences at the Nelson Mandela  
University

April 2018

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## **ACKNOWLEDGEMENTS**

I am eternally grateful and would like to express my heartfelt gratitude to the following people that were my support structure throughout my MBA journey:

- To my God above, the Almighty who has given me strength, purpose and the will to go through this wonderful journey.
- To my research supervisor, Dr Alan Weimann, thank you for the guidance and encouragement that you have given me in this study. Your quiet nature and calm demeanour made this study more practical and I was truly blessed to have you as my supervisor.
- To my mother, Nomalanga Makwedini, I cannot thank you enough for your support, encouragement and prayers. I will forever be grateful to you.
- To my siblings Mphumzi, Amanda and Athenkosi, the prayers, love and support you gave me made this journey much more bearable. I love you.
- To my nanny, Nopinki, you were my son's second parent. Without you I would not have been able to finish this degree, thank you.
- To my son Bukhanyise, thank you for understanding me when I was busy with the study whilst you needed my attention. You truly are my lighthouse. I love you.
- Finally, to all my friends, I cannot mention all of you by name, thank you for understanding when I missed big and important events. Thank you for your love, support and for being the people that you are to me. Your encouragement meant a lot.

## **ABSTRACT**

Leadership development is very important in business and much is often said about 'growing' leaders in business organisations. Leadership development cannot be achieved in one training course or programme, but should rather be an everyday practice of existing leaders. Leader development concentrates on individual leader development, enrichment or attainment of within-person competence while leadership development concentrates on relational development.

This paper addresses and outlines how an all-inclusive method to leadership development and succession planning is needed for the employees of the Eastern Cape Treasury. It also looks at the willingness of the existing leadership in government to coach and mentor the youth of today to take on a leadership role when the current leaders exit the market.

The head office in Bhisho for the Eastern Cape Treasury has 390 employees and in total, when combined with district offices around the Eastern Cape, there are 454. The questionnaire was sent out to 80 employees and 55 of those were filled and returned to the researcher. The targeted employees were those in the following positions: Administrative Officer, Assistant Director, Deputy Director, Director and Chief Director.

The empirical results though showed that Autocratic Leadership and Satisfaction with Compensation Package had no correlation with Leadership development, whereas Organisational Culture, Senior Management Support and Participative Leadership Style showed positive correlation with Leadership development success. Implementing the recommendations might help with improving leadership development in the Provincial Treasury.

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# **1. CHAPTER 1: SCOPE OF THE STUDY**

## **1.1 INTRODUCTION**

Leadership development is very important in business and much is often said about 'growing' leaders in business organisations. Leadership development cannot be achieved in one training course or programme, but should rather be an everyday practice of existing leaders. Leader development concentrates on individual leader development, enrichment or attainment of within-person competence while leadership development concentrates on relational development. Leadership development takes place at the individual, group or organisational level and aims for better efficiency of an organisation's human, social and systems capital (Hamilton and Bean, 2005; 336).

Succession planning is a critical need for many managers and leaders in this day and age (Hall, & Hagen, 2014: 89). This paper addressed and outlined how an all-inclusive method to leadership development and succession planning is needed for the employees of the Eastern Cape Treasury. Also, it looks at the willingness of the existing leadership in government to coach and mentor the youth of today to take on a leadership role when the current leaders exit the market. Succession planning further measures the readiness of people identified to move into key positions, and in addition, identifies the training needed to develop them into their full potential in order to meet the planned requirements of leadership roles.

Leadership development initiatives naturally offer performance support and real world application of skills through such methods as training programmes, coaching mentoring, action learning, and developmental assignments. Combining instruction with a real business setting helps leaders gain crucial skills and allows the organisations to attack relevant, crucial, real-time issues. The goal of leadership development ultimately involves action, not knowledge. Development, therefore, means providing people with on-the-job learning rather than taking them away from their work to learn (Hernez-Broome and Hughes, 2009; 58).

According to Conger (1992; 57), "to train individuals in the arts of leadership takes enormous time and resources, perhaps more than societies or organisations possess,



and certainly more than they are willing to expend". The Eastern Cape Treasury, which employs 390 employees in their head offices in Bhisho, and a total of 457 inclusive of district offices around the province, was selected in which to conduct a study on leadership development. The reason for choosing this organisation is that over the years, the organisation has established strong training and development programmes to help employees achieve their full potential and to grow in leadership. As organisations and their environments have transformed quickly over the past years, a new style of leadership, one that is less bureaucratic and more democratic, is required in order to ensure the organisation's survival and performance is achieved. As the organisation grew, it needed to pay enough attention to strengthening the leadership capabilities among future leaders despite its Management Leadership Programme and Generic Staff Leadership Programme. The present study therefore assesses the success of leadership development in the selected organisation as well as the factors that could lead to the improvement of its leadership development programme and challenges.

## **1.2 PROBLEM STATEMENT**

In trying to address the problem of leadership and unemployment, government departments' first innovations were to further the education of employees through the Human Resources Development programmes. These programmes consist of several specialist training institutions, including the University of Fort Hare, Nelson Mandela University and North West University, as education partners. These special projects include external and internal learning strategies. For external learning, employees apply for financial assistance to study courses of their own choice. The internal learning academy programme involves the Human Resources Development Unit and managers who specialise in those selected programmes. These strategies have shown success in some areas. However, there are still areas for improvement. According to Lee (2011; 89), modern businesses face the following important challenges that hinder leadership development in businesses:

- Effective succession management that ensures the organisation has the right executive, in the right job, at the right time.

- A lingering gap between employees knowing the organisation's business strategy and recognising their own roles in it. Closing that gap will help improve engagement, productivity and profitability.
- Effective processes for identifying "right potential" talent and accelerating the development of those who possess such potential.
- Ensuring that senior management makes leadership development a top priority.
- Employee engagement in the sense that those responsible for leading need to pay close attention to not only the level of employee contribution, but also the degree of satisfaction.
- Rising executives looking for growth and developmental opportunities outside their companies.
- Greater difficulty in drawing functional leaders (those finding a balance between work and competency level).
- Retention as the demand for next-generation leaders exceeds the supply (Lee, 2011: 89).

A comprehensive literature review by Hewitt Associates revealed that at top global organisations, leadership practices are an inherent part of organisational beliefs, and developing future leaders is simply a way of functioning that must be interwoven with running the business (Hewitt, 2007; 112). The latter review identified five important areas that set the Global Top Companies apart from other companies around the world and three of those focus on leadership development:

- A strategic business commitment to developing leaders – 85% confirm that the selection and grooming of leaders is aligned with their business strategies, compared with only 32% of all other companies. 85% of Global Top Companies say leadership development is a high priority to senior management in the organisation, compared with just 45% of other companies;
- A senior-level commitment to developing leaders: 85% of senior management at Global Top Companies say they spend at least 20% of their time on leadership development initiatives, compared with only 52% of all other companies;

- A clear expectation of desired leadership behaviours: 85% believe that the desired leadership behaviours are well understood at all levels of the organisation, compared with just 35% of other companies (Hewitt, 2007: 112).

Lee (2016; 92) advises that companies must place more importance on senior level commitment in developing leaders. Some managers refuse to support employees or release them to attend leadership development courses, claiming they have volume problems.

There is also room for improvement regarding all other stated challenges in order for government departments and organisations to be perceived as best performing in the country. As with previous literature reviews, the present study suggests that the following variables play an important role in efforts to achieve leadership development in businesses: autocratic leadership style, satisfaction with compensation package, organisational culture, participative management style, managerial resistance to change, and management support to leadership development.

Baumgartner (2009:102) states that one important point for organisations that are willing to perform better is the awareness of their organisational culture and the need to reach a fit between the culture and the deliverable activities. It is beneficial for the organisation to obtain greater insight into, and awareness of, their leaders' management styles and those aspects of their culture which affect the way in which they manage their departments, their colleagues and their employees.

Leadership programmes can only be designed successfully, carried out and sustained if organisations commit to leadership development (McAlearney, 2006: 968). Organisations should value development in general. Organisational leaders who believe in the value of learning and growth are likely to invest heavily in leadership development activities and commit to sustaining these programmes over time. Employee involvement is more likely to increase when employees receive adequate training, are sufficiently satisfied with their work context and have high-growth strength. Employee involvement, however, may be difficult to introduce into the organisation due to incompatible cultural values and various forms of resistance to change (McShane and Von Glinow, 2000:314).

Employees integrated into the business feel more positive about themselves, about their work and get involved. This integration may provide guidance in the requirements to achieve better performance of tasks. In order to close the leadership gaps identified, management should invest in training and encouraging new skills for employees. These perceptions are usually derived not by chance, but as the result of well-designed and systematically implemented organisational practices and leadership development. Organisations that have connected the dots and created a culture of leadership development will have an opportunity to articulate the corporate culture and clear development expectations during the recruitment process.

This allows an individual the opportunity to assess whether or not his personal values align with organisational values (Scott, 2008; 23). It is important for organisations to address role vagueness because individuals need to be able to understand their role and function in the organisation. This is important when there is vagueness in the expectations of the job and good leaders know how to delegate tasks in such cases. The relationship an individual has with the leader and other colleagues tends to be an important indicator of job satisfaction. Whilst the people working in the organisation today may not welcome change, the decisions and choices leaders make will often carry fateful consequences for the health of the organisation in the longer term. The outcomes of these choices may determine future success or failure. A proper understanding of leadership and leadership development must therefore go beyond understanding today's behavioural competencies to understanding how leaders think about the future, how they come to decide on ambitious plans requiring organisational changes before their execution and how they seek to change minds, their own and others, about what is achievable (Howard and Carnall, 2008:197).

Traditional motivational factors such as compensation packages and reward systems can sometimes undermine a leadership development process and the goal of developing a team-based work environment. Often organisations' leadership development programmes focus on helping people develop the skills needed to effectively operate in a flatter, more team-based environment, yet the performance appraisal and compensation system place more emphasis on individual performance (Scott, 2008:22). This could have a negative effect on employee commitment. Integrating leadership development into companies' strategic objectives could ensure that programmes are

successfully designed, carried out and continuous. The present study therefore assesses the determinants of successful leadership development in a selected Provincial Department in the Eastern Cape, for Example Eastern Cape Treasury.

### **1.3 RESEARCH OBJECTIVES**

#### **1.3.1 Primary objective**

Improving leadership development and succession planning are the core objectives of this study in the selected provincial department by investigating the influence of selected factors on leadership development. The results of the study will be used to provide guidelines to the executive management of the said department on how to address shortcomings in their current leadership development programme.

#### **1.3.2 Secondary research questions**

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

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

#### **1.3.3 Research design objectives**

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

- Conduct the literature review.
- Construct a questionnaire based on the secondary literature.
- Collect data using the questionnaire.
- Capture the data on an Excel spreadsheet.

- Analyse the data by means of a computer software programme.
- Interpret the findings and make recommendations to management.
- Present recommendations to management.

## **1.4 METHODOLOGY OF THE STUDY**

### **1.4.1 Research paradigm**

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

A qualitative study is one that tries to understand people's insights, viewpoints and understanding of a particular situation (Leedy and Ormrod, 2001:153). Qualitative research believes that the researcher's ability to interpret and make sense of what he or she sees is critical for an understanding of any social phenomenon (Leedy and Ormrod, 2001:147). Qualitative research is usually used to answer questions about the complex nature of occurrences, often with the purpose of describing and understanding the occurrences from the participants' point of view (Leedy and Ormrod, 2001:101). Collecting and analysing this unstructured information can often be messy and time-consuming using manual methods. This can be done through interview, transcripts, emails, notes, feedback forms, photos and videos.

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

#### **1.4.2 Research Population and Sampling**

The population in the study included the employees of the selected department, who were enrolled, or not enrolled, for leadership development at the department's education and training university partners presently, or had been enrolled in the previous five years. They include Senior Administration Officers (as the lowest level of management in government departments), Assistant Directors and Deputy Directors and a few Directors and Chief Directors. A survey of these employees was conducted. In other words, questionnaires were distributed to these employees. All the respondents were guaranteed confidentiality and anonymity. No respondent was forced to complete the questionnaire.

#### **1.4.3 The measuring instrument**

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

### **1.5 TERMINOLOGY**

#### **1.5.1 Autocratic leadership style**

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

#### **1.5.2 Employee satisfaction with compensation package**

Employee compensation is defined as the financial and non-financial extrinsic rewards provided by an employer for the time, skills and effort made available by the employee in fulfilling job requirements aimed at achieving organisational objectives (Swanepoel, 2003:

488). The study investigates the employees' satisfaction with their compensation package.

### **1.5.3 Organisational culture**

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

### **1.5.4 Participative management style**

The leader discusses and analyses problems with subordinates to reach consensus on what to do and how to do it. The group as a whole makes decisions and subordinates take more responsibility for decisions reached. They participate as equals in decision-making (Gill, 2006). This is close to a democratic way of management.

### **1.5.5 Managerial resistance to change**

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

### **1.5.6 Senior management support**

Commitment starts with the leader, permeates through the senior ranks, and then 'infects' everyone with a willingness and urgency to reach new heights through personal accountability and improvement (Kreitner, Kinicki and Buelens 2002: 659-663). Although the executive is ultimately responsible for the organisational vision, senior-level leaders



are responsible for building commitment to the vision and aligning services and programmes with the vision.

#### **1.5.7 Leadership development success**

Leadership is a relationship between leaders, followers, and the context. Likewise, leadership development is contextual and the approaches and sources of learning used for leadership development provide a learning opportunity unique to that specific programme. The intention is that participants will draw knowledge from the source of learning and improve their ability to lead teams, organisations, and change effectively. As a result, the success or failure of leadership development initiatives hinges on the overall approach (objectives), the sources of learning the initiatives provide and their effect on the individual (Scott and Hartman, 2008; 78).

#### **1.5.8 Strategic business commitment**

Organisational commitment is defined either as an employee attitude or as a force that binds an employee to an organisation. Strategic commitment is a condition of total ownership and alignment with the organisation's direction and goals, and a self-imposed accountability for success. True commitment is a function of leaders focusing on both the content and context aspects of their strategy (Kreitner and Kinicki, 2002: 659-663).

## **1.6 OUTLINE OF THE STUDY**

The study includes the following Chapters:

### **Chapter 1: Scope of the study**

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

### **Chapter 2: Literature review on leadership development and succession planning**

In this Chapter, the following topics are discussed: conceptualisation of leadership development; the importance of leadership development; approaches to leadership development; shortcomings in leadership development; and the hypothesised model to improve leadership development.

### **Chapter 3: Methodology of the study**

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

### **Chapter 4: The empirical results**

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

### **Chapter 5: Conclusions and recommendations**

In this, the final Chapter, conclusions will be drawn and the empirical findings will be discussed in the light of the implications they have for managers.

## **2. CHAPTER 2: LITERATURE REVIEW**

### **2.1 INTRODUCTION**

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

Exceptional leaders are in demand in modern times as society and technology become increasingly forward-thinking. The unsettled business environment has created a need for leaders who can meet the demands and challenges of organisations in a short space of time. As soon as the people in leadership do not meet these demands and challenges, then the companies look for other people to fill their shoes outside the organisation. Whilst looking for leadership outside is not wrong, it would be better to groom and nurture leaders within. Leadership in a modern organisation is increasingly characterised by emergent and ambiguous, rather than predictable and prescribed, contexts. A more inclusive perspective on leadership may open fruitful avenues for the scientific study of its development and better prepare all individuals to address the increasingly complex challenges of leadership (Murphy and Rigio, 2003:21). Daft (2005: 31) suggests that the biggest challenge facing leaders today is the changing world that wants a paradigm of leadership to evolve to a new mind-set that relies on human skills, integrity and teamwork. Arbaugh (2006:524) argues that truly useful leadership development should be highly

contextualised to each organisation rather than constructed from canned programmes borrowed or purchased elsewhere. Dubrin (2010:456) further explains that organisations need talented people a lot more than talented people need organisations. The general picture of developing leaders is to make such developments part of the culture, including mentoring and offering constructive feedback on performance. It also involves proper buy-in by executive management to the idea of succession planning. The idea is that an organisation must grow its own talent pool and when leadership roles become vacant, a candidate to fill that role has been groomed and grown from within. Various authors regard leadership as the behaviour of an individual when directing the activities of a group toward a shared goal (Nyengane, 2007:9). The success of a company is traditionally measured by the leader's innovativeness and cost-effectiveness in handling a company's projects (Maliti, 2010:22). The main theme in the literature on the topic is that leadership development should be strategic (Bleak and Fulmer, 2009:3). Thus, a leader's development should be intertwined with strategic planning, organisational culture and strategic issue resolution. Clients today shape organisations by demanding what they want, when they want it, how they want it and what they will pay for it (Hammer and Champy, 1993). The core purpose of leadership development should therefore be to align leadership behaviour with strategies to serve customer needs. Without this central focus, leadership development practices tend to become ends in themselves. In this Chapter, various concepts related to leadership development are reviewed.

## **2.2 THE IMPORTANCE OF SUCCESSION PLANNING AND LEADERSHIP DEVELOPMENT**

Van Wyk (2007:37) states that leadership development can be conceptualised as a process needing both a variety of developmental experiences as well as the ability to learn from these experiences. The ability to learn from experience is the inherent element that enables an individual to develop. Although leaders learn mostly through their experiences, not all experiences are equally developmental. Situations that challenge an individual and provide meaningful feedback together with a sense of support are more likely to stimulate leadership development than situations in which any of these elements is absent. One challenge surrounding personal development plans is that organisations often do not track an individual's progress (Scott, and Hartman 2008:22).

Winston (2008; 8) states that the ultimate source of competitive advantage of an organisation is its people. Organisations should, therefore, work as hard at assessing, deploying and developing their people as they do at meeting performance (Winston, 2008:8). Leadership development is important to get employees to buy into shared corporate values and policies (Gilmore, 2006). In addition, the Corporate Leadership Council (2003) studied 276 organisations around the world to understand the relationship between leadership development, on the one hand, and business practices and processes, on the other hand. They concluded that organisations with better leaders delivered 10 percent greater total shareholder return than their peers. Winston (2008) reported similar results. Studies have shown that the highest-performing organisations recruit talented individuals and place them in focused and driven teams. High-performing organisations support the development of leaders' skills, drive, intelligence and creativity. High-performing organisations train their employees, challenge them and focus their energy on exciting opportunities. High-performing organisations are committed to giving leaders the place, space, tools and the opportunity to excel. A business rises and falls on the strength of its leaders at all levels of the organisation (Winston, 2008:9). According to Barling, Christie and Turner (2007:87), the objective of leadership development is realised when leaders put the best interests of the group ahead of their own self-interest and act in accordance with strong ethical values and moral standards. Such leaders emphasise goals and objectives that do well for the organisation, its members and society in general. Leadership development ranks higher than performance management, organisational development, innovation/service enhancement and coaching as a means of achieving strategic change and driving business objectives. Over the past 60 years, organisations that emphasise leadership development have performed 15 times better in achieving desired results than those which have not. Moreover, a 2004 study identified a positive correlation between an organisation's financial results (market share and revenue growth) and the quality of the organisation's leadership development programmes (Darling, 2007:77). The preceding review highlighted the importance of leadership development. It is therefore necessary to investigate what theoretical content should inform leadership development. The next section therefore explores the theoretical foundation of leadership. Firstly, the difference between leadership and management must be clarified. Secondly, the various leadership theories need to be explored.

## **2.3 LEADERSHIP VS MANAGEMENT**

Dubrin (2010) states that leadership entails the initiation of change in the search for new products, new markets, new competitors, new customers and new work processes. Management, on the other hand, is defined as the planning, organising, directing and control of subordinates' working activities. Management produces order, consistency and predictability (Dubrin, 2010). The two descriptions above reveal a relations-oriented (leadership) versus task-oriented (management) focus. Dubrin (2010) illustrates this as follows:

- A manager exercises the daily management functions of planning, leading, organising and controlling as a result of a formal position of authority which he/she holds in the organisation.
- A leader, on the other hand, persuades other people (followers) to strive for certain goals (formal or informal), irrespective of his/her position. Kotter (1990) differentiates between leadership and management in terms of the core processes and intended outcomes.

According to Kotter (1990), management seeks to produce predictability and order by:

- Setting operational goals, establishing action plans with timetables and allocating resources.
- Monitoring results and solving problems.
- Organising staffing, e.g. establishing structure, assigning resources and tasks.

Kotter (1990) again, states that leadership seeks to produce organisational change by:

- Developing a vision of the future and strategies for making necessary changes.
- Communicating and explaining the vision.
- Motivating and inspiring people to attain the vision.

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

**Table 2.1 A Comparison of Management and Leadership Competencies**

<b>Management produces order and consistency</b>	<b>Leadership produces change and movement</b>
Organising and staffing Providing structure Making job placements Establishing rules and procedures	Aligning people Communicating goals Seeking commitment Building teams and coalitions
Planning and budgeting Establishing agendas Setting timetables Allocating resources	Establishing direction Creating a vision Clarifying the big picture Setting strategies
Controlling and problem solving Developing incentives Generating creative solutions Taking corrective action	Motivating and inspiring Inspiring and energising Empowering subordinates Satisfying unmet needs

Source: Northouse (2007: 10)

Northouse (2007) suggests that leadership and management entail both task-oriented and relations-oriented behaviours. In other words, leadership also exhibits task-oriented

behaviours, while management also exhibits relations-oriented behaviour. Table 2.1 above summarises the differences between leadership and management according to Northouse (2007).

Various people see the terms 'leadership' and 'management' very differently. Some individuals see these terms as synonyms and frequently use them interchangeably in phrases and sentences. Others approach them as extreme opposites, so extreme in fact, that they would argue that one cannot be a good manager and a good leader at the same time. Still other people take up a position somewhere in the middle and realise that while there is a difference between leadership and management, with the right knowledge, an individual can successfully navigate both from the same position (Ricketts, 2009; 88). For the purpose of the present study, leadership is therefore defined as the central ingredient necessary for progress as well as for the development and survival of organisations, especially in a changing environment that organisations are in (Dubrin, 2010:455). Lussier and Achua (2001:294) earlier had stated that leadership is the process of swaying followers to achieve the organisation's objectives through change. Charlton (2000:64) mentions that every person in the organisation must show competencies of leadership and followership to contribute significantly to improved performance. Leadership is an interpersonal process linking ability (knowledge, skills and talents) with authority (voice, influence and decision-making power) to positively inspire and impact diverse individuals, organisations and communities.

Burgoyne (2002; 49) states that in today's organisations, one leader in an organisation is not enough; therefore managers need to learn to lead. Van Wyk (2007:91) notes that it is very difficult to settle on one definition of leadership that is general enough to accommodate the many meanings and specific enough to serve as an operationalisation of the variable. Leadership development is defined as part of agency operations to provide individuals who seek these opportunities with higher job satisfaction and purpose to stay with the agency for a longer period of time (Plotner and Trach, 2010:3). Leadership development must incorporate the challenges and contexts of leadership as well as individual characteristics, therefore, leadership development cannot be seen as a once-off training course but as a continuous activity that helps people learn from their actions. It should be an integration strategy that helps people understand how to relate to others, coordinate their efforts, build commitments and develop social networks by applying self-



understanding to social and organisational imperatives (Stewart, 2007:133). Leadership versus management is clearly explained and the study further suggests that leadership development can be improved by pursuing theories of leadership.

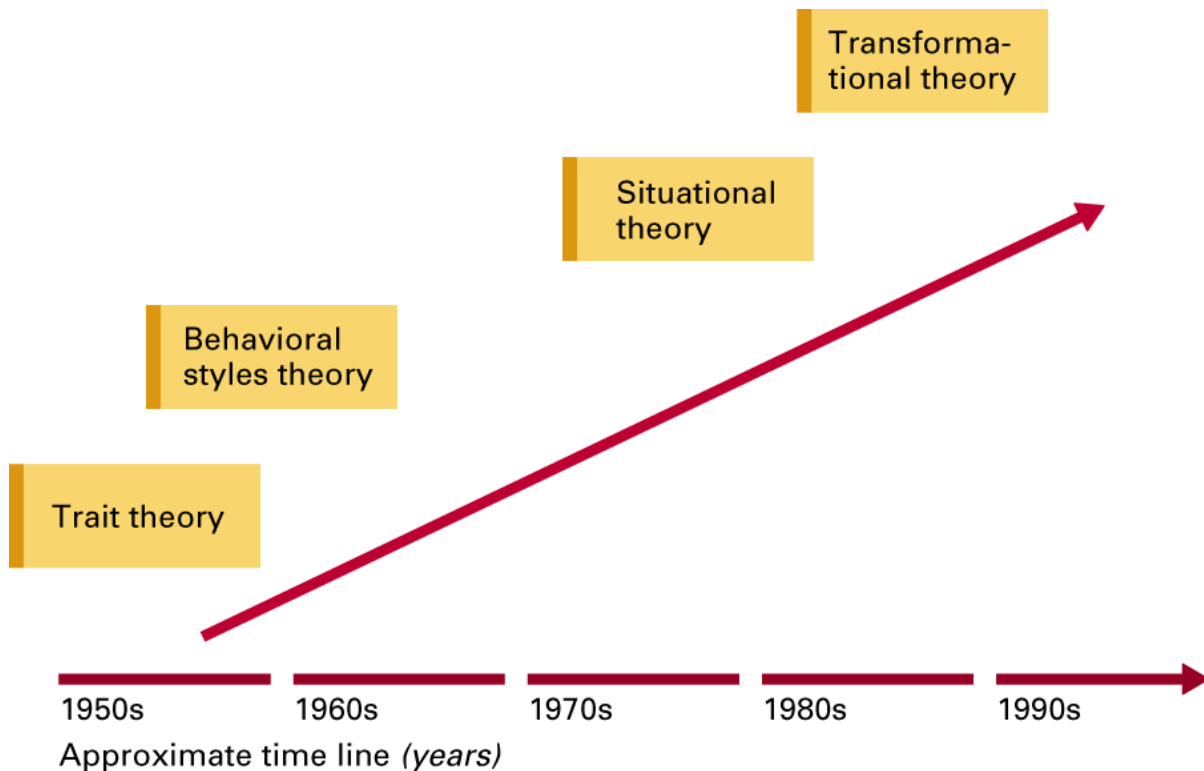
## **2.4 THEORIES OF LEADERSHIP**

The nature of leadership and management is changing owing to the unparalleled changes affecting organisations. Leaders and managers may still need the traditional competencies as well as additional competencies, to try to cope with these changes. Sources of learning are primary vehicles for delivering leadership development learning activities before, during and after the leadership development intervention, e.g. action learning, job rotation, assessment centres (Scott and Hartman, 2008). Bass's theory of leadership states that there are three basic ways to explain how people become leaders (Stogdill, 1989; 78; Bass, 1990; 90). The first two explain the leadership development for a small number of people. These theories are:

- Some people get into leadership roles based on their natural personality traits. This is the Trait Theory.
- Another person can show extraordinary leadership qualities due to a crisis or important event. This is the Great Events Theory or Behavioural Theory.
- Some people make a choice to become leaders and learn leadership skills. This is the Transformational or Process Leadership Theory. It is the most widely accepted theory today.

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

**Figure 2.1: The Evolution of Leadership Theory**



Source: Dubrin (2010: 31)

## **2.5 THE EVOLUTION OF LEADERSHIP THEORIES**

### **2.5.1 Trait Theory**

Dubrin's (2010: 31) general personality traits suggest that successful leaders could be quickly assessed and put into positions of leadership if the traits that differentiated leaders from followers could be identified. Leaders' personality traits can be divided into two groups: general personality traits such as self-confidence and trustworthiness, and task-related traits, such as an internal locus of control (Dubrin, 2010:33).

#### **2.5.1.1 Self-confidence**

According to Dubrin (2010: 33), self-confidence indicates whether a leader trusts his or her judgment, decision-making ideas and capabilities. Leaders who possess high confidence in their abilities tend to foster confidence among followers. They influence

their followers through gaining their respect. Self-confidence was amongst the first leadership traits researchers identified and it has recently received considerable attention as a major contributor to leadership effectiveness (Dubrin, 2010:34).

#### **2.5.1.2 Humility**

For leaders to be able to admit that they do not know everything and cannot do everything and to admit mistakes to the team members and outsiders shows humility. Harrison (2008:105) commented that people who know how to display humility display great leadership. There is value in humility, the leadership that comes from putting people in the limelight, not oneself. Great leadership comes from entirely unexpected places (Dubrin, 2007:35).

#### **2.5.1.3 Trustworthiness**

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

#### **2.5.1.4 Sense of humour**

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

#### **2.5.1.5 Authenticity**

True leaders believe in the strength, capacity and potential for growth and the contribution of their people, and have the 'intestinal fortitude' to keep their promises through thick and thin (Winston, 2008:9). To become a true leader and to demonstrate authenticity, leaders should be themselves rather than trying to be someone else. Leaders that have followers

respond to them is partly because they are genuine rather than insincere (Dubrin, 2007:38).

#### **2.5.1.6 Enthusiasm, optimism and warmth**

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

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

#### **2.5.1.7 Extraversion**

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

### **2.5.2 Great Events Theory or Behavioural Theory**

This approach looks at people's actions and is very different from the Trait Approach, which centres on a person's physical and personality characteristics. The behavioural approach compares effective and ineffective leaders and looks into how they communicate tasks to subordinates, where and when they communicate to others and how they perform their roles (Nyengane, 2007:20).

According to Kotter (1990: 77), a contribution resulting from behavioural leadership theory was the recognition that organisations need both production and people leadership. The Leadership Grid is a framework for specifying the extent of a leader's concern for production and people.

- Concern for people: This is the degree to which a leader considers the needs of team members, their interests and areas of personal development when deciding how best to accomplish a task.
- Concern for production: This is the degree to which a leader emphasises concrete objectives, organisational efficiency and high productivity when deciding how best to accomplish a task.

### 2.5.3 Transformational or Process Leadership Theory

Transformational leadership is charming and visionary in nature, and leaders lead and motivate followers in ways beyond exchanges and rewards as defined by Hassan and Silong (2008: 362). The goal of transformational leadership is to 'transform' people and organisations in a literal sense and to change them in mind and heart; enlarge vision, insight, and understanding, clarifying purposes, making behaviour congruent with beliefs, principles, or values and to bring about changes that are permanent, self-perpetuating, and momentum-building (Dubrin, 2010: 39).

According to Dubrin (2010: 39), transformational leadership is a relationship of mutual motivation and elevation that converts followers into leaders and may convert leaders into moral agents. Dubrin (2010: 39) goes on further to define it by suggesting that: "Transformational leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality".

Leadership in general and transformational leadership theory in particular, have attracted a great deal of attention over the past two decades. As a result, it is now possible to conclude that transformational leadership theory (Bass, 1990: 88; Bass and Riggio, 2006: 134) has come of age.

## **2.6 LEADERSHIP DEVELOPMENT AND ITS CONTRIBUTING FACTORS**

### **2.6.1 Critical success factors for leadership development**

Effective leader development is best when it takes place within a context of leadership, along with ongoing participation in formalised leadership development programmes throughout a career, preferably at key transitioning points, and not just at the early career stage (Scott and Nathan, 2008:17). According to Yukl (1994: 90), organisations widely improve leadership through training. Most large organisations have management development programmes and send their managers to outside seminars and workshops. These programmes are designed to increase skills relevant for managerial efficacy and advancement. Continuous employee training assists organisations to achieve their goals by adding value to their key resources, the human factor. Providing, obtaining and improving the necessary skills are important in responding to a rapidly changing universal economy (Yukl, 1994:453). When comparing training to education, it could be said that training may be part of an educational curriculum or it could be free standing. In turn, educational programmes seem also to be part of the development plan of an individual on a particular path in life. Seemingly, one could say that education is included within developmental programmes. Murphy and Rigio (2003: 21) say if the goal is development, then the process is an educational curriculum and training is a more specific component of the educational process. The knowledge and skills gained through an education programme will prepare participants for the future. Training and development cannot be separated from the organisational culture as culture directs the behaviour of employees, creates greater commitment to organisational goals and objectives and serves as a yardstick to employees when they have to make decisions and solve problems (Kreitner, Kinicki and Buelens 2002:75).

The training culture indicates to employees what behaviours are acceptable and unacceptable. As a result, establishing a culture that is supportive of the achievement of excellence in an organisation ensures enhanced performance. Important questions are, therefore, what type of culture is most favourable to effective training and development and how can such a culture be established in the organisation (Kreitner, Kinicki and Buelens 2002:76)? Coupled with this is new labour legislation, particularly the passing of Acts such as the Skills Development Act (Act 97 of 1998) and the Employment Equity Act

(Act 55 of 1998). These Acts demand that organisations align their employment equity quotas with requirements as laid down by law.

One of the most effective ways of doing this is to upgrade staff competencies through training and development interventions. In South Africa, currently there is an oversupply of unskilled labour, but a dire shortage of skilled labour. This poses an enormous challenge to an organisation in terms of meeting their equity requirements. One way to help relieve this situation is through intensive training and development programmes (Avrastos, 2005:20). The unemployed represent an important target group for the National Skills Development Strategy. It is vital that their skills be upgraded in order to facilitate their transition into active employment and life-long learning and to grow the skills pool from which employers can recruit. The Department of Labour's National Skills Development Strategy (DOL, 2011) restates the significance of learnerships that are part of the SDA. Learnerships are seen as a complement to internships and a key process to advance skills development for high, middle and lower-level skills (Daniels, 2007:6).

#### **2.6.2 The contributing factors of leadership development success**

To develop their leaders, most organisations have implemented some type of leadership training programme. One of the popular methods for leadership development is executive coaching and mentoring. The old-fashioned strategy for developing leaders has been through learning new information by way of training programmes, workshops, conferences, or simply having bosses tell others how they should behave. Informational learning is valuable but it has limited potential to transform mental models, particularly in adults. Through leader development activities the individual obtains the skills required for effective leadership and possibly finds an individual leadership style (Johnson, 2008:85).

Leadership success requires someone with the kind of skill-set that can develop and drive teams to work successfully together. Senior executives can have the greatest strategy in the world but that strategy execution cannot happen without the proper alignment, appropriate actions, and contributions from a developed, motivated, and talented staff. Effective leadership is, and will always be, the basis of business success. With leadership, one can separate outstanding from second-rate performance (Schuldt and

Totten, 2008:21). The following are the key contributing factors of leadership development success:

- Skills development – The need for information and skills development emanate from the fact that change is a circular process, with no beginning or end. Continuous learning and skills development are the new requirements enforced by our knowledge intensive society. From an employer perspective, the imperative to enhance management and leadership capability arises from the changing nature of work, especially the need to cope with increased competition and more or less continuous upheavals in their organisations, demanding increased intellectual flexibility and alertness as well as relevant skills, abilities, knowledge and self-awareness (Bolden, 2007:1).
- Succession and mentoring - An important facet of leadership development is succession planning. Succession planning is described as any effort to ensure the uninterrupted, effective performance of an organisation by making provision for the replacement of key people over time, through developing and mentoring others. This development process may include new job assignments, formal training, committee assignments, mentoring, attending of meetings outside of an individual's current responsibilities, special projects and special development jobs. The succession planning test is when companies have to find, develop and put new leaders without taking a 'time out' while they groom them (Skipper and Bell, 2008:78). A handful of leaders agree that the next generation of leaders will place unique demands on their organisation. The secret in recruiting, developing and retaining talent relies on flexibility say senior executives. It can take years to coach and develop effective senior managers and most experts agree that there will be a shortage of middle and top leaders in the few years to come. Organisations that realise the nearness of this radical shift in the employee base and carefully develop new management will be best able to handle the rise of complex challenges (Criswell and Martin, 2007:3).
- Innovations - Senior executives face increasingly difficult tests that include organisational changes and talent shortages. One prevalent way to increasing



complexity is to lean on innovation (Criswell and Martin, 2007:3). Horth and Buchner (2009:7) note that inventive thinking is not dependent on past experience or known facts. It thinks of a desired future state and looks for ways to get there. Rather than identifying right or wrong answers, the aim is to find a better way and search for multiple possibilities. To sustain profitability, productivity and good customer service, innovative leadership is important at all levels in organisations. Leadership is everyone's responsibility. In today's organisational setting, employees are expected to demonstrate initiative in preparing themselves to assume a leadership role.

- Leadership motives – Effective leaders have been known by their motives and needs to lead. Leaders have a strong desire to occupy a position of responsibility for others and to rule them.
- Strong work ethics – Leaders who are well-motivated and value the challenge of hard work have a high degree of work ethics. They have a strong holding of their values. At its simplest level, the challenge of ethical leadership in organisations requires the creation of a context engendering ethical behaviour. Leaders are challenged with significant changes in practice and bigger responsibility for failures in ethical leadership (Sherwood, Wolfe and Staley, 2005:51).
- Tenacity – These leaders have the inner-strength to work with distant objects in view and have the level of strength of will or perseverance. Leaders must be vigorous in their activities and follow through with their programmes. Most organisational change programmes take several months to establish and can take many years before the benefits are seen. Leaders must have the drive to stick with these programmes and resolve is needed to ensure that changes are institutionalised (Kirkpatrick and Locke, 1991:51).

### **2.6.3 The selected contributing factors of leadership development success**

A tactical emphasis on leadership development can help organisations achieve their goals by adding value to their key resources and the human factor, thus, the demand for

a more qualified workforce becomes a strategic force in an effort to raise competitiveness. The following are selected factors that can be employed by organisations to improve effectiveness and increase competitiveness in leadership development:

#### **2.6.3.1 Autocratic leadership style**

Sadler (2003: 65) states that the autocratic leader makes decisions expecting juniors to carry them out without question. Autocratic leaders are looked at as task-orientated because they place emphasis on getting the task accomplished. Classic autocratic tendencies include telling people what to do, asserting themselves and serving as a model for team members (Dubrin, 2010:114). The vertical plane is fundamental for the leader and the led. Everyone needs a boss, whether for mentoring, performance appraisal, and compassionate referral, as a route for appeal or to be dictated upon. An autocratic style suffocates, while too relaxed a style, in which anything goes, confounds (Clare, 2007:47). Efere (2003:5) argues that no leadership style is better favoured, but styles that help increase staff motivation, job satisfaction and productivity should be encouraged, while those that do not have the same effect should be discouraged. It is crucial to perform all these components within the process since the management route is to design, organise, lead and control. In a complex business environment today, the work environment differs due to the situation and people behaviours. As such, leaders need to understand this and apply the most appropriate management/leadership style. The flow of communication is primarily vertical and the primary strength of the authoritarian leadership style is that it stresses quick, systematic and predictable performance. The primary weakness of the authoritarian leadership style is that it stifles individual initiative (Swanepoel, Erasmus, Van Wyk and Schenk, 2003: 345). Although it can be effective in communicating a clear and concise vision of the organisation's strategic goals, autocratic leadership is transformational only by force. Because of the authoritative nature of autocratic leadership, employees may be less likely to adopt management's vision or values if they feel excluded from the decision-making process (Dolatabadi and Safa, 2009:32).

It is therefore hypothesised that:

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

#### **2.6.3.2 Organisational culture**

The two most common, documented benefits of operative leadership and leadership development within recovery are a positive work culture and happy employees. To inspire and motivate culturally diverse people, the leader must be aware of obvious and understated cultural differences (Plotner and Trach, 2010:5). Leadership effectiveness is culture-specific, i.e., the ingredients for leadership success have a core of necessary components across cultures but should be tuned for effectiveness from culture to culture (Smits, 2010:71). In today's challenging times, organisations need a more expansive understanding of cultural leadership that is less about leading cultural institutions more effectively and more about leading the culture. This is a vital task at a time of cultural crisis and global confusion. They can be grown through experience, in an explicit programme of social learning. This is likely to be easier and inexpensive than existing views of cultural leadership development picture (Leicester, 2008:7).

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

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

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

Common elements of strong culture include leaders who demonstrate strong values that are aligned with the competitive conditions; a company's commitment to operating under pervasive principles that are not easily abandoned; and a concern for employees, customers and shareholders (De Kluyver and Pearce II, 2003:39). The two most common, documented advantages of effective leadership and leadership development are positive work culture and satisfied employees. Leadership development opportunities as part of agency operations provide individuals who seek these opportunities with higher job satisfaction and a purpose to stay with the agency for a longer period of time (Plotner and Trach, 2010:3). The deepest layer of organisational culture is that of the underpinning assumptions which are enacted through work practices and physical artefacts. Likewise, these assumptions inform an organisation's aesthetic culture. An organisation that values orderliness, adherence to deadlines and control could express these through the proliferation of flowcharts, diagrams and rewards, all of which recognise material achievements. An organisation that values creativity, responsiveness and openness might express these through creating space for unstructured thinking and dialogue, conversation, free-flow of thinking and easy communications between layers of the organisation (Ladkin, 2009:33). Alongside the context of the above-mentioned literature review, it is then hypothesised that:

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

### **2.6.3.3 Employee satisfaction with compensation package**

While most people think compensation and pay are the same, the fact is that compensation is much more than just the monetary rewards provided by an employer. According to Milkovitch and Newman (2001: 78), it is 'all forms of financial returns and tangible services and benefits employees receive as part of an employment relationship'. The phrase 'financial returns' refers to an individual's base salary, as well as short- and long-term incentives. "Tangible services and benefits" are such things as insurance, paid vacation, paid study leave and sick days, pension plans and employee discounts (Kleiman, 2011: 76). Employers develop an initial compensation structure that complements various steps of workforce planning. Workforce planning consists of creating a formula for the types of skills, expertise and concentration of workers that are necessary to achieve the company's goals. Once the organisation completes its workforce planning steps, the next step is creating a competitive, yet feasible, compensation structure. Too often companies consider re-evaluating compensation to ensure it addresses future business needs, such as employee development, inflation, employment trends and succession planning. It is therefore hypothesised that:

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

### **2.6.3.4 Participative management style**

Participative or supportive leadership is likely to increase satisfaction with the leader and with company policies even though the tasks are unsatisfying. In contrast, when tasks are non-routine and complex, directive or achievement leadership is more appropriate than supportive leadership. Participative leadership consults with subordinates about decisions. Supportive leadership is similar to the consideration or people-orientated leadership style. Leadership behaviour is open, friendly, and approachable, and the leader creates a team climate and treats subordinates as equals (Devenish, 2007:25). Hickman (2010:352) argues that effective leadership recognises that in order to build and achieve community, followers must become reciprocally co-responsible in the pursuit of a common enterprise. Through their conduct and teaching, leaders must try to make their

fellow constituents aware that they are all stakeholders in a conjoint activity that cannot succeed without their involvement and commitment. Participative style is based on management openness because the leader accepts suggestions for managing the operation from group members. Welcoming ideas from below is crucial because as technology evolves and organisations are decentralised, front-line workers have more independence and responsibilities (Dubrin, 2010:114). In addition, under the democratic style of leadership, group members perform well even when the leader is absent.

The participative techniques and decision-making by majority rule as used by democratic leaders serves to train and involve the group members, so that they perform well with or without the leader being present. These characteristics of democratic leadership may partly explain why leadership development and the empowerment of employees is a popular trend in many organisations (Van Wyk, 2007:108). Bolden, et al (2003:10) maintain that using this style the leader would characteristically lay the problem before his or her subordinates and invite discussion. The leader's role is that of conference leader, or chair, rather than that of decision-taker. He or she will allow the decision to emerge out of the process of group discussion, instead of imposing it on the group as its boss. Against the background of the literature review, it is then hypothesised that:

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

#### **2.6.3.5 Management resistance to change**

People resist being changed but do not resist change. Individuals are pleased with the way things are. Not a lot of people really want to go through the trouble of learning new things. It is easiest to stay with the known. In order to overcome the resistance to change, the workforce must be convinced that the change is needed, the problem is real and the change will solve the problem. The change process must be in such a way that incremental steps can be taken and recognised. There has to be continual support so that workers can overcome the fear associated with the change (Hall, 2008:1). Overcoming resistance to change is the most important responsibility of a leader. Organisations are in a constant state of transition. Service delivery, technology and the public at large are all principal forces of change. People have a need for uniformity and

certainty in their work environments. Therefore, people are discomforted and that discomfort can result in resistance.

As mentioned earlier, the leader's task is to deal and cope with change. Unfortunately, some employees do not welcome or even accept change. Therefore, it is essential for a leader to overcome resistance to change as it hinders progress (Kritsonis, 2004:7). According to Robbins (2003:563), six important tactics can be implemented to overcome change. Those six tactics are education and communication, participation, facilitation and support, negotiation, manipulation, and co-optation. As change is a circular process, with no beginning or end, it highlights the need for information and skills development. Life-long learning and continuous skills development are the new requirements imposed by a knowledge-intensive society. From an employer's perspective, the imperative to enhance management and leadership capability arises from the changing nature of work, especially the need to cope with increased competition and more or less continuous upheavals in their organisations, demanding an increased intellectual flexibility and alertness as well as relevant skills, abilities, knowledge and self-awareness (Bolden, 2007:1).

While managers must prove that they will not pull the rug out from under the employees, they must also build trust by showing a commitment and reliance to all organisational members. Employees would rather go with the flow than be actively involved in improving the organisation. The change agent manager is going to have to overcome this (Hall, 2008:5). Against this background, the following hypothesis is formulated:

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

#### **2.6.3.6 Senior-management support for leadership development**

The leadership development process is recognised as a mutually beneficial tool of effective leaders. Senior management support is a reliable key to developing leaders and sustaining the process. Without this support, the processes would flounder. Yet the success of leadership development produces even more high-level support. As top leadership development functions help their organisations meet current and future

competitive demands, they win further support from the organisation's leaders. Through monitoring the value of leadership development processes, capitalising on quick wins and communicating their successes throughout the organisation, the 'best practice' organisations keep this virtuous cycle going (Fulmer and Goldsmith, 2000: 220). It is important that the development process be incorporated effectively within the concerns and challenges of the organisation. To this end, it is important that senior management be fully involved in the design and delivery of the development effort (Howard and Carnall 2008:202). Arth (2011: 54) argues that the most important practice of all is to gain the engagement of senior managers. This is because leadership development is not just leadership training but much more. Leadership development is an ongoing, systematic process that involves a great deal of coordination, integrates multiple processes and requires support at all levels throughout the organisation. The skill to arouse people to reach great heights of performance and success is a skill that leaders need. Passion, purpose, listening and meaning help make a leader inspirational. The nature of the vision and mission is critical for enabling others to feel as if their work has purpose and meaning beyond the tasks they perform each day. Sometimes leaders have to help their staff connect the dots by explaining this big picture to all. Communicating the big picture regularly will help reinforce the reason ones organisation exists (Heathfield, 1996: 8). Leaders need to have direct involvement in employee growth.

Plotner and Trach (2010: 5) maintain: 'Managers and leaders need not to focus too much on the jobs of their subordinates, but need to teach and demonstrate how to do an outstanding job; it involves spending time with them'. Few managers would disagree on the importance of their crucial role in employee development and many spend a considerable amount of their valuable time on manager-led development activities. In early 2003, the Corporate Leadership Council's Learning and Development Roundtable analysed survey responses from nearly 8,500 employees and their managers on a wide range of employee development activities. The results confirm that a vast majority of managers (3 out of 4) agree that helping their employees develop is crucial to organisational success and spend about 15-20 percent of their time on employee development activities (Trinka, 2003: 90). Following the preceding literature review, it is therefore hypothesised that:



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

## **2.7 SUMMARY**

The chapter acknowledges that the quality of leadership is likely to be higher in organisations that have a clear and organised tactic for leadership development. There is agreement in the literature that leadership is a critical factor in the success or failure of an organisation. Excellent organisations begin with excellent leadership, and successful organisations reflect their leadership. Effective leadership is every bit as essential in the South African public sector as it is in any organisation all over the world. In the chapter, leadership development was defined and a comparison between management and leadership was presented. Each of the above leadership approaches describes different dimensions of leadership and their effects on the relationship between the leader and his or her followers.

The chapter has mostly highlighted the influence of leadership style on employee commitment. It has provided an outline of the old traditional leadership up to the 21<sup>st</sup> century. The trend shows that trait theories and behavioural theories are yielding to transformational leadership based on teamwork and community, one that seeks to involve others in decision-making. Leaders apply many of their attempts towards bringing about changes throughout the entire organisation, often by attempting to overhaul the organisational culture. The leader should get to know the old culture first before searching for its merits. Procedures for cultural change by the leader include serving as a role model, executive decree, giving rewards to reinforce the culture, selecting candidates who fit the culture and establishing training and development programmes to support the culture. Creativity and innovation are essential characteristics of the leader. A creative leader brings forth ideas or things that did not exist previously or that existed in a different form.

Creative leaders have in-depth knowledge, good intellectual skills, intellectual curiosity and a wide range of interests. A major tactic for becoming inventive is to overcome traditional thinking. In addition, it is necessary to break down rigid thinking that blocks new ideas. Major leadership initiatives for creating a learning organisation include

creating a strategic intent to learn, creating a shared vision, and empowering improvements. In the next chapter, a plan of the study's methodology used for the analysis is provided. It includes the study model, survey method and the measuring instruments. Chapter 3 also deliberates on the results of the validity and dependability assessments of the instruments that were used in the study.

### **3. CHAPTER 3: METHODOLOGY**

#### **3.1 OUTLINE**

In Chapter 2, a literature review was conducted on leadership development. In this section, the research methodology used to test the resulting theories will be discussed. This will then lead to a discussion of the population and the sample approach and the measuring instrument used in the study.

#### **3.2 THE RESEARCH METHODOLOGY**

According to Collis and Hussey (2003:43), there are two main research methods: the quantitative and the qualitative approaches. Collis and Hussey (2003:1) further mention that research must be in-depth, rigorous and systematically address a specific problem. Hence, careful attention should be given to the methodology used to conduct the research.

Quantitative research is defined as a form of decisive research involving large illustrative samples and organised data collection trials (Struwig and Stead, 2001:4). Leedy and Ormrod (2005: 95) further note that quantitative research is objective and includes the gathering and investigation of numerical data and the application of statistical tests. Quantitative research is used to answer questions about relationships among measured variables with the purpose of explaining, predicting and controlling phenomena. Quantitative research is used to answer questions about relationships among measured variables and it usually ends with validation or invalidation of the hypothesis being tested. Quantitative investigators pursue clarifications and expectations that will be generalisable to other persons and places (Leedy and Ormrod, 2001: 95).

A qualitative study is one that tries to apprehend people's observations, viewpoints and understating of a particular situation (Leedy and Ormrod, 2001:153). Qualitative research believes that the researcher's ability to deduce and make sense of what he or she sees is critical for an understanding of any social phenomenon (Leedy and Ormrod, 2001: 147). Qualitative research is classically used to answer questions about the complex nature of occurrences, often with the resolve of describing and understanding the phenomena from

the contributor's point of view (Leedy and Ormrod 2001: 101). Gathering and analysing this unstructured data can be messy and time-consuming using manual methods. This can be done through interview transcripts, emails, notes feedback forms, photos and videos (QSR International 2007).

The quantitative approach was chosen for this study because the relationship between critical success factors and effective leadership development is being investigated. This type of investigation needs a co-relational analysis, which means a quantitative methodology. This research study used aspects of both the positivistic and descriptive statistics on mean and percentages methods, Table 3.1 outlines the main difference within the two research methods.

**Table 3.1: Differences Between Qualitative and Quantitative Research**

<b>DIFFERENCE</b>	<b>QUANTITATIVE RESEARCH</b>	<b>QUALITATIVE RESEARCH</b>
Approach to enquiry	Structured, rigid, predetermined methodology	Unstructured, flexible, open methodology
Main purpose of investigation	To quantify extent of variation in phenomenon	To describe variation in a phenomenon
Underpinning philosophy	Rationalism	Empiricism
Sample Size	Emphasis on greater sample size	Fewer cases
Measurement of variables	Emphasis on some form of either measurement or classification of variables	Emphasis on description of variables
Focus of Inquiry	Narrow focus	Covers multiple issues
Dominant Research Value	Reliability and objectivity (value-free)	Authenticity but does not claim to be value-free

<b>DIFFERENCE</b>	<b>QUANTITATIVE RESEARCH</b>	<b>QUALITATIVE RESEARCH</b>
Dominant Research Topic	Explains prevalence, incidence, extent, nature of issues and formulates theories	Explores experiences, meanings, perceptions and feelings.
Analysis of data	Subjects variables to frequency distributions, cross-tabulations or other statistical procedures	Subjects responses, narratives or observation data to identify themes and describes them.
Communication of findings	Organisation more analytical in nature, drawing inferences and conclusions, and testing magnitude and strength of a relationship.	Organisation more descriptive and narrative in nature

Source: Kumar (2006:17)

### 3.3 THE SAMPLE

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

Purposive sampling is similar to Snowball sampling, as the participants are selected by the researcher on the strength of their experience of the phenomenon of the study. In judgemental sampling however, the researcher makes the decision prior to the commencement of the study and does not pursue other contacts that may arise during the course of the study (Collis and Hussey, 2003: 158). In the present study the survey was comprised of Eastern Cape Treasury's employees, who hold the position of Administration officer, Assistant Director and Deputy Director. These positions are

referred to as lower level management to middle level management. Each one of the employees selected is currently undergoing or has undergone a leadership development programme. All have also undergone short-course leadership training.

Eighty five (85) questionnaires were issued but only forty seven (47) questionnaires were filled and returned, making it fifty-five percent (55%) response rate. The responses that were not received constitute forty-five percent (45%) of the sample.

It showed that 40.43% of the respondents had 5 to 10 years of experience in government and another 40.43% had between 10 and 15 years of experience. The results further showed that 4.26% had worked for government for between 15 to 20 years and 8.51% had been working for the government for over 20 years while the remainder were below 5 years. This shows that the sampled respondents are familiar with Treasury, and government at large, and are involved with treasury programmes long enough to make informed judgments.

### **3.4 THE MEASURING INSTRUMENTS AND DATA ANALYSIS**

Salkind (2000:105) argues that many of the unsuccessful research efforts are due to ill-formulated questions that appear sound but are not valid. The correctness of the measuring instrument not only effects the accuracy of results, but also the suppositions drawn and generalisations made from the study.

Subsequent to the intensive literature review on Leadership Development in Chapter 2, instruments were constructed to measure the variables in the hypothesis model. The final questionnaire consisted of 50 items: five items per category. The questionnaire used in this research consisted of Likert scale questions, which were based on the content analyses of the literature review of variables.

### **3.5 RELIABILITY OF THE MEASURING INSTRUMENTS**

Reliability of a measuring instrument is the extent to which it yields consistent results when the characteristic being measured has not changed (Leedy and Ormrod, 2001; 99). According to Collis and Hussey (2003: 55) research findings are reliable when two or

more researchers obtain the same results. Bless and Higson-Smith (2000: 89) maintain that reliability is concerned with the consistency of the instrument and an instrument is said to have high reliability if it can be trusted to give an accurate and consistent measurement of an unchanging value.

There were three ways to enrich the trustworthiness of a measuring tool (Leedy and Ormrod, 2001: 100). They are:

- The tool should always be standardised.
- To the degree that subjective conclusions are required, definite criteria should be proven that prescribe the kinds of rulings the researcher makes.
- Research assistants who are using the instruments should be well taught so as to find similar results.

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

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

The Cronbach Alpha is an example of this consistency. Zikmund, Babin, Carr and Griffin(2010: 78) state that when calculating reliability coefficients, those reliabilities less than 0.60 are measured as poor, reliabilities within the 0.60 to 0.70 variety are considered

fair, between 0.70 and 0.80 are good and those coefficients over 0.80 are considered very good.

### **3.6 VALIDITY OF THE MEASURING INSTRUMENTS**

The validity of an instrument is when it measures what it is supposed to measure; but since attitudes are indefinable, attitude scale of authenticity is difficult (Leedy and Ormrod, 2005; 29). Other types of validity, were identified these are:

- Criteria validity – refers to proving the measuring against some related criteria.
- Logical validity – refers to the extent to which the computing tool is a representative sample of the content area being measured.
- Face validity – is the extent to which on the surface an instrument looks as if it is measuring a particular characteristic and is often useful for ensuring the cooperation of people who are participating in a research study.
- Concept validity – refers to the extent to which a tool measures a characteristic that cannot be directly perceived but must instead be concluded from patterns in people's behaviour.

The tools used in this study revealed good logical validity as measuring items were based on an in-depth literature review of the variables that were to be measured.

### **3.7 CHAPTER SUMMARY**

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



## **4. CHAPTER 4: ANALYSIS REPORT**

### **4.1 INTRODUCTION**

The study used version 24 of SPSS. All trials were accepted at the 5% level of significance. An expressive analysis was used to describe the study's demographic structures. The researcher used descriptive statistical representations such as pie charts, tables and bar charts to help the analysis of data and make the outcomes clearer. The results of the study in relation to the research purposes are also offered. A correlational analysis coupled with a simple linear regression analysis was utilised to determine whether perceived leadership development success had any significant relationship with the study's theoretical attributes. Tests for normalcy were done by means of the ordinary plots of the standardised residuals. Accessing these plots, it was found that the points of the expected against the observed cumulative probabilities were lying on the line, hence the normality assumption for linear regression modelling was satisfied. Also, assumptions dealing with outliers, homoscedasticity, and auto-correlation of errors were met telling a strong sample. To test for equivalence of means for the speculative paradigms, a one-trial T-test was used.

### **4.2 INTERNAL CONSISTENCY**

Below are the results for the internal consistency of the data collection instrument. Cronbach's alpha coefficient was used to test for the reliability of the research instrument. Table 4.1 below shows the reliability of each scale as it relates to the variable measured. The Cronbach alpha scores ranged from 0.674 to 0.910, thus the overall Cronbach alphas showed high reliability coefficients for the study variables.

**Table 4.1: Reliability Analysis**

Variable/s	Valid N	Items Used	Cronbach's $\alpha$
Autocratic Leadership Style	47	5	0.677**
Compensation Packages	47	5	0.674**
Organisational Culture	47	5	0.910**
Capacity and Training	47	5	0.766**
Participatory Leadership Style	47	5	0.681**
Managerial Resistance to Change	47	5	0.868**
Senior Manager Support	47	5	0.894**
Leadership Development Success	47	5	0.875**

\*\*Significantly acceptable reliability

### 4.3 4.3 DEMOGRAPHIC PROFILE OF THE RESPONDENTS

Before a detailed analysis of the data was done, basic distributions according to age, gender, position at work and experience were initially performed. To describe the demographic variables of the study, a descriptive approach was used(see Table 4.2 below).

**Table 4.2: Descriptive Statistics for Biographical Variables**

Variable	Levels	Df	f	Valid %
Gender	Male	1	19	40.4
	Female		28	59.6
Age	21 – 30 years	3	4	8.5
	31 – 40 years		30	63.8
	41 – 50 years		10	21.3
	51 – 60 years		3	6.4
	0 – 5 years	4	3	6.4
Experience	5 – 10 years		19	40.4
	10 – 15 years		19	40.4
	15 – 20 years		2	4.3
	>20 years		4	8.5
	Assistant Director	3	24	51.1
Occupation/Position	Deputy Director		10	21.3
	Director		1	2.1
	Other		12	25.5
	Matric	3	3	6.4
Education	National Diploma		12	25.5
	Degree		24	51.1
	Postgraduate		8	17.0

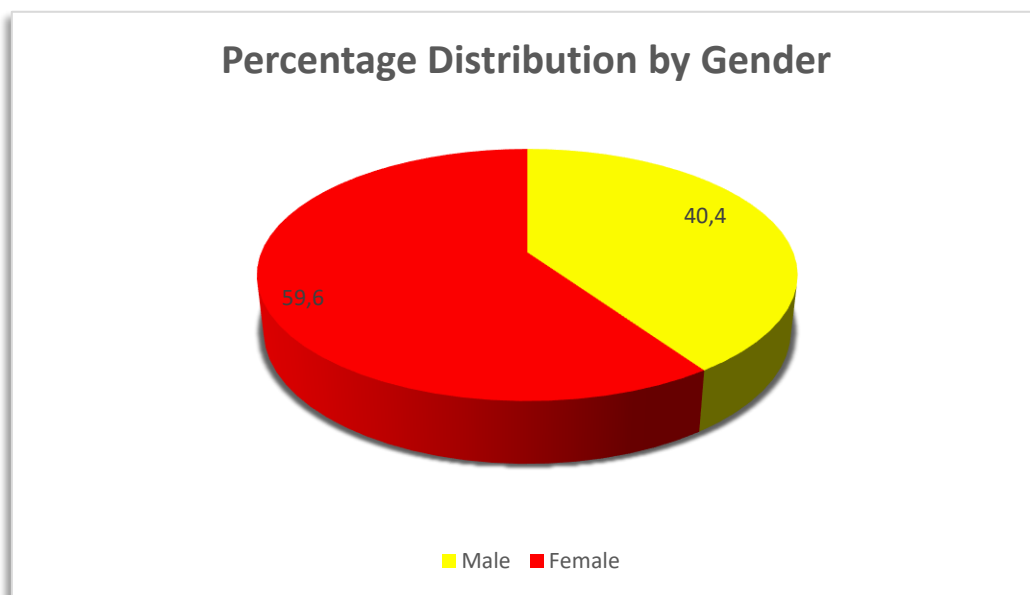
N=47

The next segment is a graphical presentation of the descriptive statistics of the biographical information. All the percentages on the tables and graphs, were rounded off to one decimal place.

#### 4.3.1 Gender Distribution

Figure 4.1 depicts the gender distribution of respondents. The majority of the respondents (59.6%,  $n = 28$ ) were female employees, while male employees comprised 40.4% of the respondents ( $n = 19$ ).

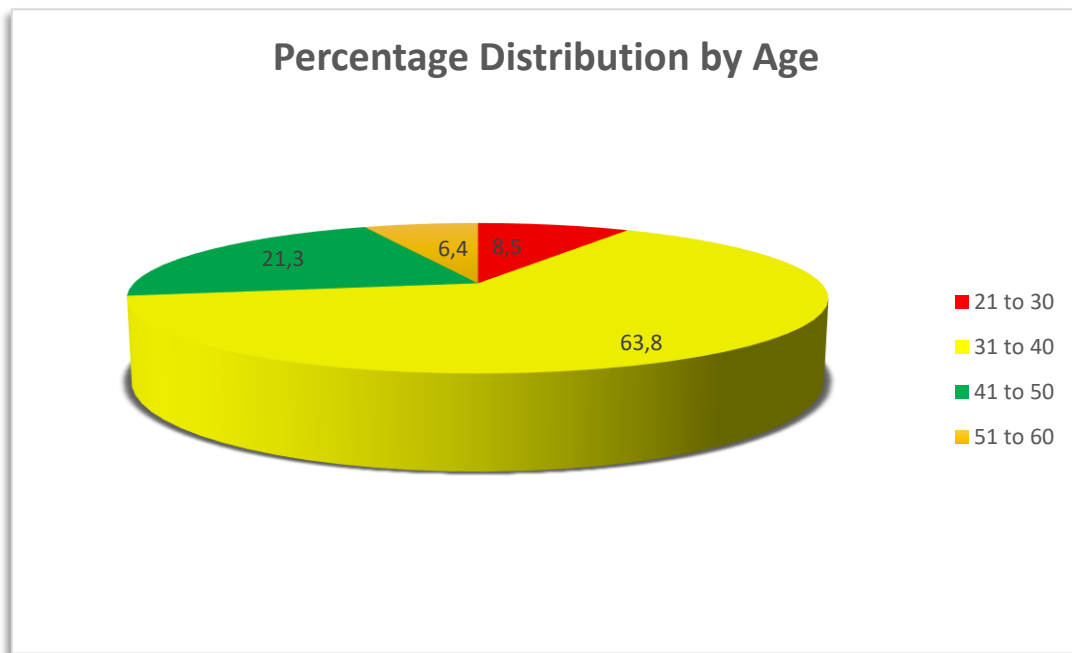
**Figure 4.1: Gender distributions of respondents**



#### 4.3.2 Age Distribution

Figure 4.2 shows that the bulk of the respondents (63.8%,  $n = 30$ ) are in the age range 31-40 years, while 21.3% ( $n = 10$ ) are in the age range 41-50 years. Four respondents (8.5%) fall in the age category 21-30 years and only three respondents (6.4%) fall in the age category of 51-60 years of age.

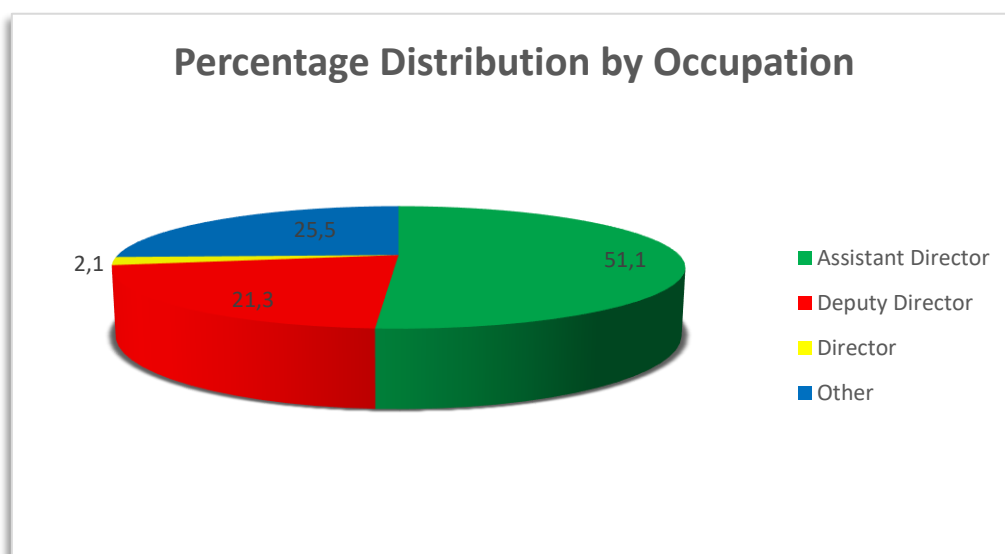
**Figure 4.2: Age distributions of respondents**



#### 4.3.3 Occupation Distribution

Figure 4.3 below shows the distribution of respondents in relation to their positions within the department. Most of the respondents (51.1%,  $n = 24$ ) work as assistant directors, 21.3% ( $n = 10$ ) as deputy directors, 2.1% ( $n = 1$ ) as directors with 25.5% ( $n = 12$ ) in other occupational levels.

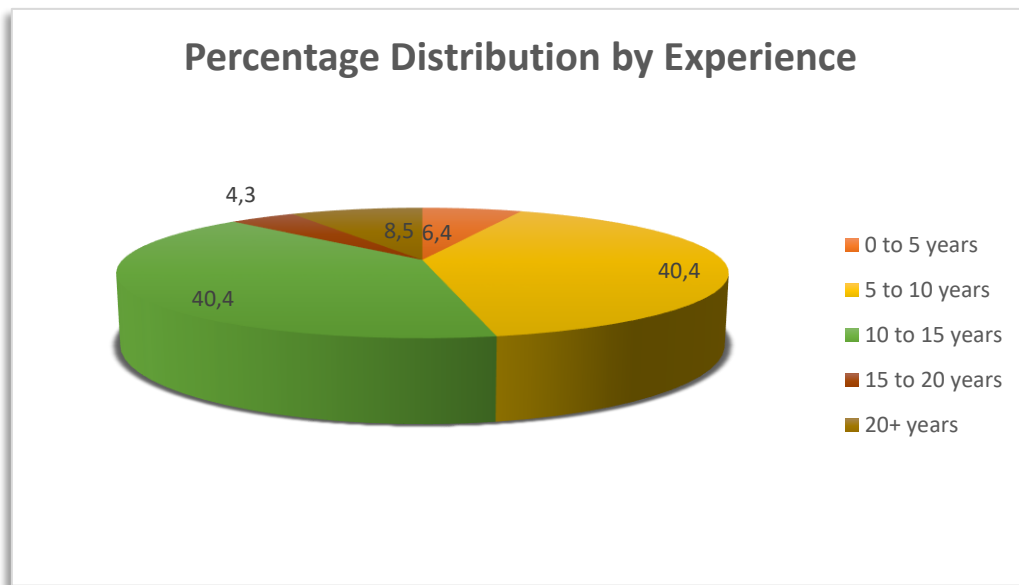
**Figure 4.3: Occupation distributions of respondents**



#### 4.3.4 Tenure Distribution

Figure 4.4 below classifies the respondents by their work experience.

**Figure 4.4: Tenure distributions of respondents**

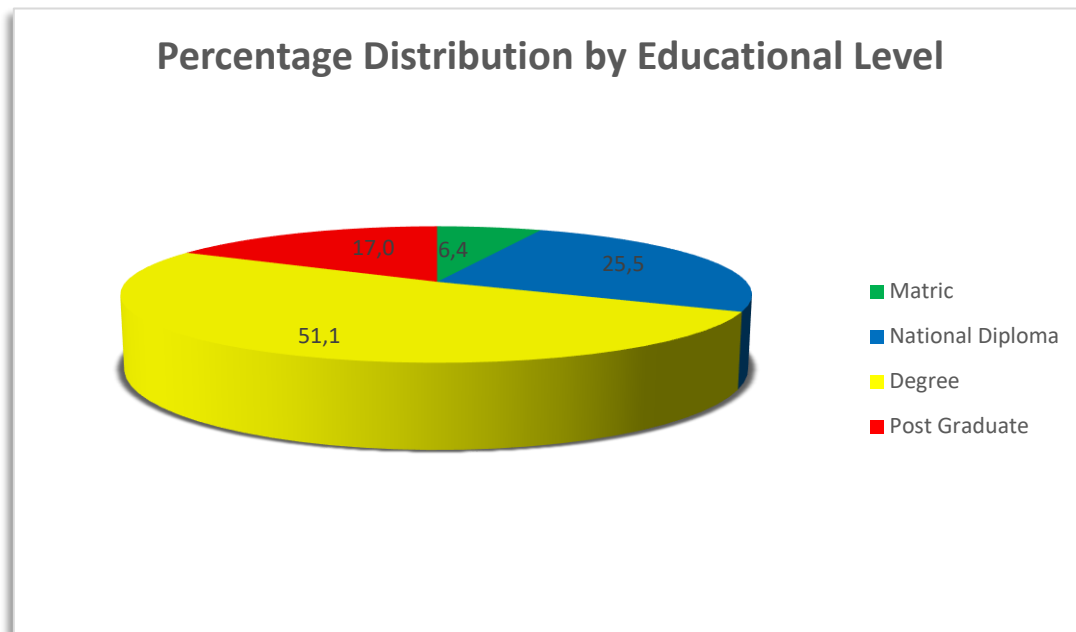


The figure shows that most of the respondents have 5 to 10 and 10 to 15 years of work experience which represents 40.4% ( $n = 19$ ) each. A total of three (6.4%) were within the work bracket of between 0 and 5 years, two (4.3%) were within the bracket of 15 to 20 years, whilst four (8.5%) were 20+ years of work experience within the organisation. The section below will present the statistics of the study's theoretical variables.

#### 4.3.5 Level of Education Distribution

The evidence presented in Figure 4.5 below displays that the bulk of the respondents (51.1%,  $n = 24$ ) had a degree as the highest educational qualification. Few (17.0%) reported to having a Post-graduate qualification, 25.5% had a diploma and only 6.4% ( $n = 3$ ) had matric as their highest educational qualification.

**Figure 4.5: Level of Education distributions of respondents**



#### **4.4 DESCRIPTIVE STATISTICS OF STUDY THEORETICAL VARIABLES**

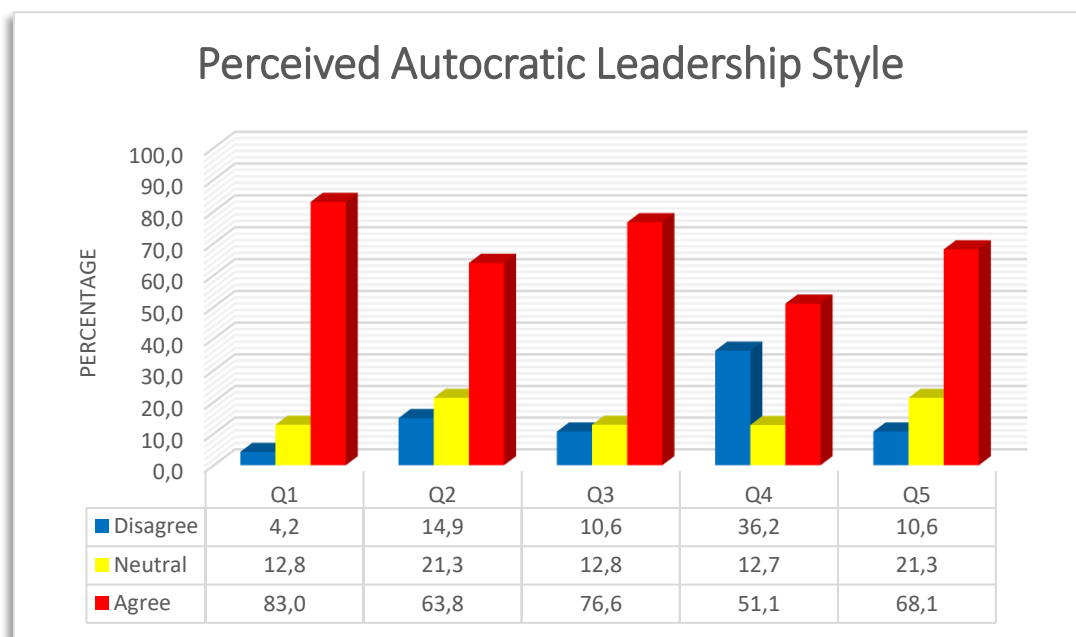
Views and perceptions of Respondent's on Leadership Development and Succession planning

Graphical representations using bar graphs were first utilised to see the general trend of how respondents perceived the various items of the study variables. To achieve this the 5 – point Likert Scale was first collapsed to a 3 – point scale by combining Strongly Agree and Agree as well as Disagree and Strongly Disagree. A one-sample T-test was done to infer on respondent's views and perceptions on Leadership Development and Succession planning using a self-administered questionnaire to which they responded. In this case the 5-point Likert scale [5 - Strongly Agree (SA), 4 - Agree (A), 3 - Neither Agree nor Disagree (N), 2 - Disagree (D) and 1 - Strongly Disagree (SD)] was used. The one sample t-test was opted for and in each case; the means were compared to a stipulated mean level of 3. The given p-values are for these comparisons. Mean levels significantly higher than 3 were regarded as respondents agreeing to the respective item whilst those which were significantly lower than 3 were regarded as respondents disagreeing to the item/s.

#### 4.4.1 Perceived Autocratic Leadership Style

The graph (Figure 4.6) and tables below (Table 4.3 and Table 4.4) show the summary of the findings on how respondents perceive the autocratic leadership style within the Department. From the graph it is evident that most respondents agreed to all of the items as far as they perceive the autocratic leadership style within the department. To further establish the significance of this a one sample T-test is presented in the tables below.

**Figure 4.6: Descriptive Statistics on Perceived Autocratic Leadership Style**



There was a strong indication from the data gathered in the study that most respondents agreed that managers are very task-oriented and they place a strong emphasis on getting the task done (mean = 4.19; SD = 0.83;  $t = 9.906$ ;  $p = 0.000$ ), managers closely monitor employees (mean = 3.62; SD = 1.03;  $t = 4.094$ ;  $p = 0.000$ ), managers pursue the completion of tasks at all costs (mean = 3.83; SD = 0.92;  $t = 6.207$ ;  $p = 0.000$ ) and managers are very assertive in getting the task done (mean = 3.64; SD = 0.92;  $t = 4.762$ ;  $p = 0.000$ ). The sample neither agreed nor disagreed significantly on whether managers make decisions without involving subordinates done (mean = 3.30; SD = 1.33;  $t = 1.531$ ;  $p = 0.133$ ).

**Table 4.3: Descriptive on Perceived Autocratic Leadership Style**

	<b>Statement</b>	<b>Mean(SD)</b>	<b>N(%)Agree</b>
1	In my department, managers are very task oriented and they place a strong emphasis on getting the task done.	4.19(0.83)	39/47(83.0)
2	In my department, managers closely monitor employees.	3.62(1.03)	30/47(63.8)
3	Managers pursue the completion of tasks at all costs.	3.83(0.92)	36/47(76.6)
4	Managers make decisions without involving subordinates.	3.30(1.33)	24/47(51.1)
5	Managers are very assertive in getting the task done.	3.64(0.92)	32/47(68.1)

N=47, Statistically significant differences (\*  $p < .05$ ). Statements were rated on a 5-point scale from 1 (strongly disagree) to 5 (strongly agree). N Agree is the number of respondents who gave a rating of 4 (agree) or 5 (strongly agree)

**Table 4.4: One Sample T-Tests for the Mean Responses of Perceived Autocratic Leadership Style.**

	<b>Statement</b>	<b>Mean(SD)</b>	<b>df</b>	<b>t-value(Sig)</b>
1	In my department, managers are very task oriented and they place a strong emphasis on getting the task done.	4.19(0.83)	46	9.906(0.000)**
2	In my department, managers closely monitor employees.	3.62(1.03)	46	4.094(0.000)**
3	Managers pursue the completion of tasks at all costs.	3.83(0.92)	46	6.207(0.000)**
4	Managers make decisions without involving subordinates.	3.30(1.33)	46	1.531(0.133)
5	Managers are very assertive in getting the task done.	3.64(0.92)	46	4.762(0.000)**

(\*) Represents statistically lower mean. (i.e Lower Than 3)

(\*\*) Represents statistically higher mean. (i.e Higher Than 3)

In the data collected above, there was a strong indication from all respondents that managers employ an autocratic style of leadership.



#### 4.4.2 Perceived Satisfaction with the Compensation Package

Below are graphical presentations on the findings of perceived satisfaction with the compensation package.

**Figure 4.7: Descriptive Statistics on Perceived Satisfaction with the Compensation Package**

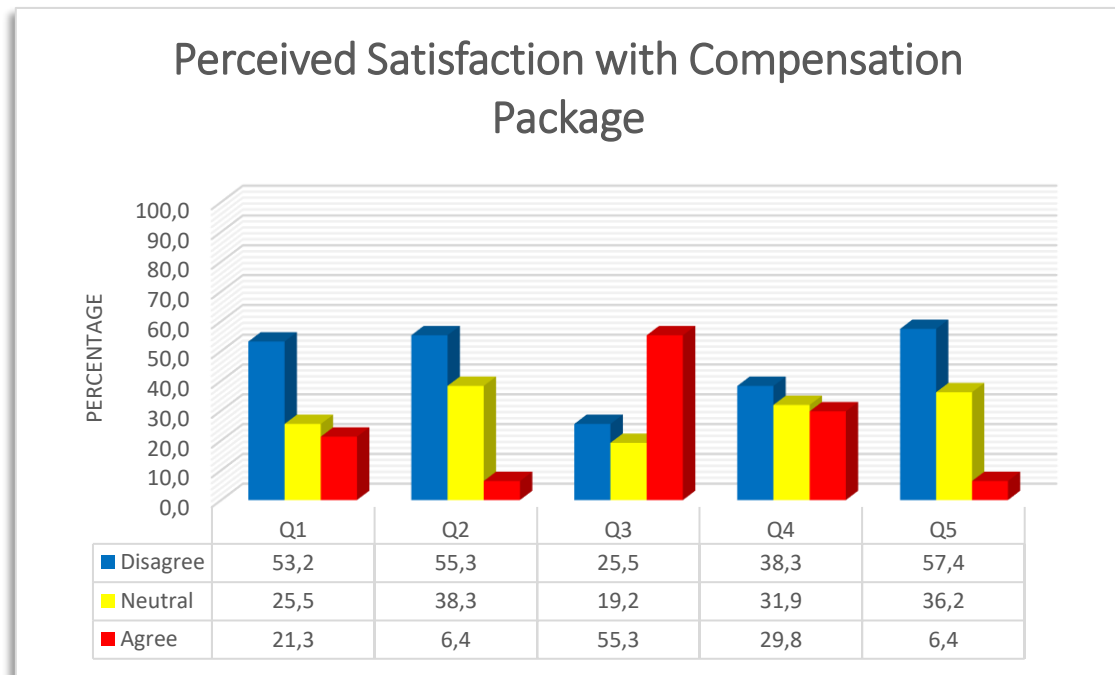


Figure 4.7 above reveals that the majority of the participants disagreed on pay and benefit packages attracting high-performing employees (53.2%), pay and benefits package retaining high-performing employees (55.3%), and that the fringe benefits are excellent compared to other employers (57.4%). The majority only agreed with the item that pay is adequate to provide for the basic things in life (55.3%). A one sample T-test is presented below to establish the significance of these findings.

**Table 4.5: Perceived Satisfaction with the Compensation Package**

	Statement	Mean(SD)	N(%)Agree
1	The Department's pay and benefit packages attract high-performing employees.	2.62(1.10)	10/47(21.3)
2	The Department's pay and benefits package retain high-performing employees.	2.43(0.83)	3/47(6.4)
3	My pay is adequate to provide for the basic things in life.	3.32(1.02)	26/47(55.3)
4	Considering the work done and hours put in, the pay is adequate and it is what it should be.	2.89(1.07)	14/47(29.8)
5	The fringe benefits are excellent compared to other employers.	2.28(0.88)	3/47(6.4)

N=47, Statistically significant differences (\*  $p < .05$ ). Statements were rated on a 5-point scale from 1 (strongly disagree) to 5 (strongly agree). N Agree is the number of respondents who gave a rating of 4 (agree) or 5 (strongly agree)

**Table 4.6: One Sample T-Tests for the Mean Responses of Perceived Satisfaction with the Compensation Package.**

	Statement	Mean(SD)	df	t-value(Sig)
1	The Department's pay and benefit packages attract high-performing employees.	2.62(1.10)	46	-2.399(0.021)*
2	The Department's pay and benefits package retain high-performing employees.	2.43(0.83)	46	-4.760(0.000)*
3	My pay is adequate to provide for the basic things in life.	3.32(1.02)	46	2.137(0.038)**
4	Considering the work done and hours put in, the pay is adequate and it is what it should be.	2.89(1.07)	46	-0.683(0.498)
5	The fringe benefits are excellent compared to other employers.	2.28(0.88)	46	-5.653(0.000)*

(\*) Represents statistically lower mean. (i.e Lower Than 3)

(\*\*) Represents statistically higher mean. (i.e Higher Than 3)

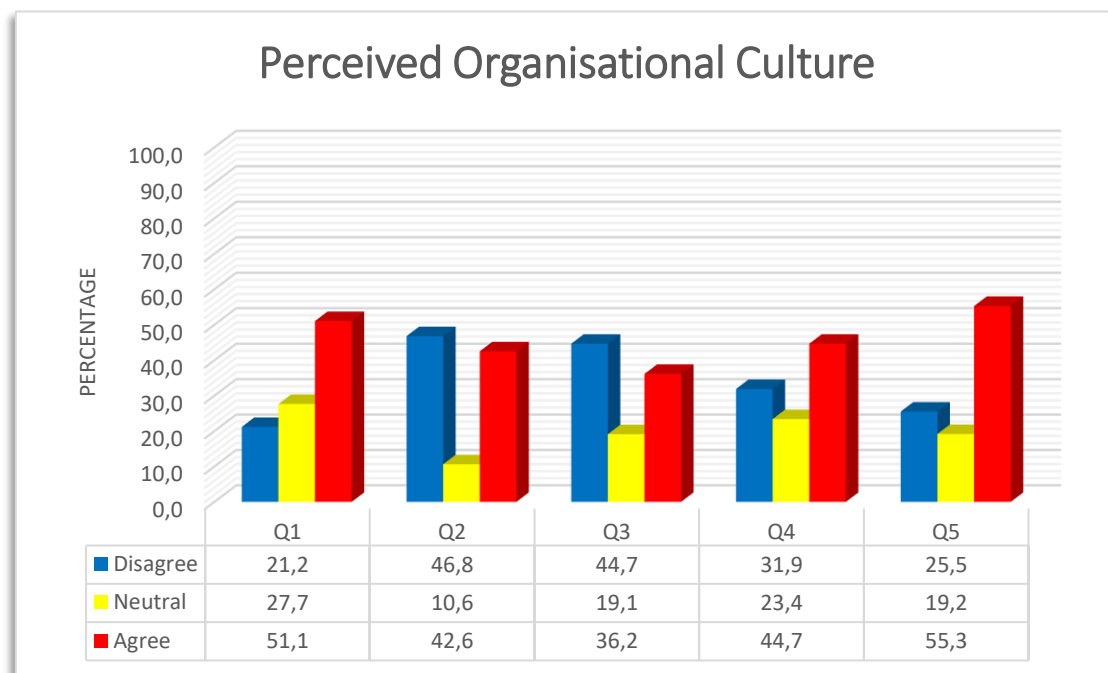
The tables above (Table 4.5 and Table 4.6) give a strong indication from the data gathered in the study that most respondents significantly disagreed on pay and benefit packages attracting high-performing employees (mean = 2.62; SD = 1.10;  $t = -2.399$ ;  $p = 0.021$ ), pay and benefits package retaining high-performing employees (mean = 2.43; SD = 0.83;  $t = -4.760$ ;  $p = 0.000$ ), and that the fringe benefits are excellent compared to other employers (mean = 2.28; SD = 0.88;  $t = -5.653$ ;  $p = 0.000$ ). There was a significant

majority only agreeing on the item that pay is adequate to provide for the basic things in life (mean = 3.32; SD = 1.02;  $t = 2.137$ ;  $p = 0.038$ ). However, the respondents neither agreed nor disagreed (31.9%) in terms of considering the work done and hours put in, the pay as adequate and as to what it should be (mean = 2.89; SD = 1.07;  $t = -0.683$ ;  $p = 0.498$ ),

#### 4.4.3 Perceived Organisational Culture

The graph below (Figure 4.8) shows the summary of the findings on how respondents perceive the organisational culture within the department. In the graph it is evident that most respondents agreed on cultural diversity as very important (51.1%), ambiguity (vagueness and or uncertainty) as not tolerated (44.7%) and collective commitment to organisational goals (55.3%). To further establish the significance of this a one sample T-test is presented in the tables below.

**Figure 4.8: Descriptive on Perceived Organisational Culture**



**Table 4.7: Perceived Organisational Culture**

	Statement	Mean(SD)	N(%)Agree
1	In our organisation, cultural diversity is very important.	3.28(1.17)	24/47(51.1)
2	In our organisation, there is transparency towards organisational changes.	2.96(1.30)	20/47(42.6)
3	Our organisation promotes active contribution of ideas and participation is expected from all members of staff.	2.77(1.17)	17/47(36.2)
4	In our organisation, ambiguity(vagueness and or uncertainty) is not tolerated.	3.06(1.17)	21/47(44.7)
5	In my department there is collective commitment to organisational goals.	3.38(1.26)	26/47(55.3)

N=47, Statistically significant differences (\*  $p < .05$ ). Statements were rated on a 5-point scale from 1 (strongly disagree) to 5 (strongly agree). N Agree is the number of respondents who gave a rating of 4 (agree) or 5 (strongly agree)

**Table 4.8: One Sample T-Tests for the Mean Responses of Perceived Organisational Culture.**

	Statement	Mean(SD)	df	t-value(Sig)
1	In our organisation, cultural diversity is very important.	3.28(1.17)	46	1.615(0.113)
2	In our organisation, there is transparency towards organisational changes.	2.96(1.30)	46	-0.224(0.824)
3	Our organisation promotes active contribution of ideas and participation is expected from all members of staff.	2.77(1.17)	46	-1.377(0.175)
4	In our organisation, ambiguity(vagueness and or uncertainty) is not tolerated.	3.06(1.17)	46	0.374(0.710)
5	In my department there is collective commitment to organisational goals.	3.38(1.26)	46	2.083(0.043)**

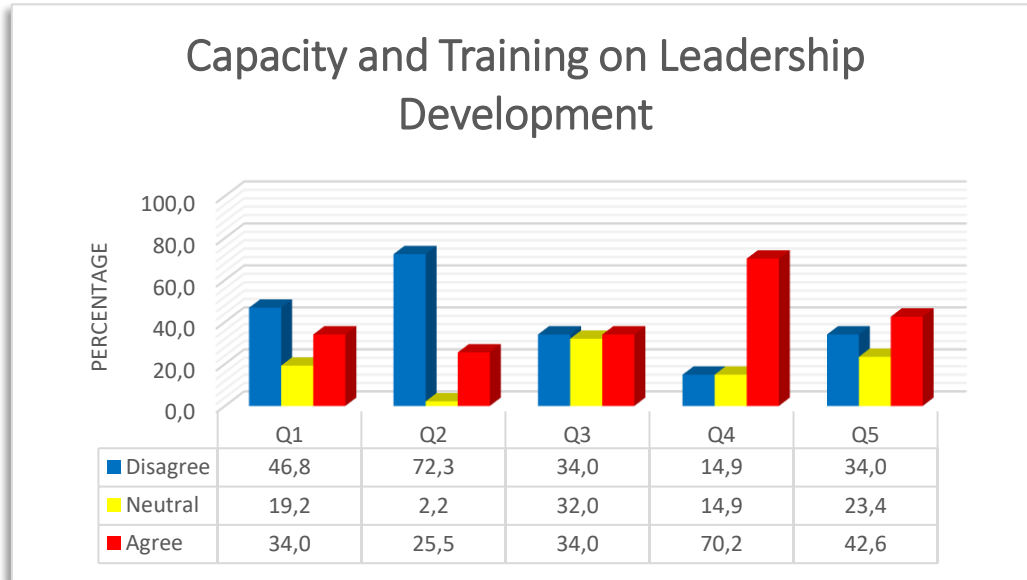
(\*) Represents statistically lower mean. (i.e Lower Than 3)

(\*\*) Represents statistically higher mean. (i.e Higher Than 3)

The tables above (Table 4.7 and Table 4.8) show a strong indication from the data gathered in the study that most respondents agreed that there is collective commitment to organisational goals (mean = 3.38; SD = 1.26;  $t = 2.083$ ;  $p = 0.043$ ). The sample significantly neither agreed nor disagreed on the rest of the items.

#### 4.4.4 Capacity and Training on Leadership Development

**Figure 4.9: Descriptive Statistics on Capacity and Training on Leadership Development**



**Table 4.9: Capacity and Training on Leadership Development**

	Statement	Mean(SD)	N(%)Agree
1	The Department capacitates officials on leadership development programmes.	2.79(1.20)	16/47(34.0)
2	In the past 3 years, Department trained me on Leadership Development courses.	2.32(1.20)	12/47(25.5)
3	I think the managers in the Department have knowledge in Leadership to enhance performance of the department.	2.94(1.13)	16/47(34.0)
4	Leadership Development is an essential tool on the implementation of programmes.	3.81(0.99)	33/47(70.2)
5	Departmental line managers are suitably qualified to take over leadership Roles should the need arise.	3.19(1.21)	20/47(42.6)

N=47, Statistically significant differences (\*  $p < .05$ ). Statements were rated on a 5-point scale from 1 (strongly disagree) to 5 (strongly agree). N Agree is the number of respondents who gave a rating of 4 (agree) or 5 (strongly agree)

Figure 4.9 above shows that the majority of the participants disagreed on the Department capacitating officials on leadership development programmes (46.8%) and that in the past three years the department trained them on Leadership Development courses (72.3%).

The majority only agreed on the item that Leadership Development is an essential tool on the implementation of programmes (70.2%) and that Departmental line managers are suitably qualified to take over leadership roles should the need arise (42.6%). A one sample T-test is presented below to establish the significance of these findings. From the tables (Table 4.9 and 4.10) the sample significantly agreed on Leadership Development as an essential tool on the implementation of programmes but significantly disagreed that in the past 3 years, the department trained them on Leadership Development courses.

**Table 4.10: One Sample T-Tests for the Mean Responses of Capacity and Training on Leadership Development.**

	<b>Statement</b>	<b>Mean(SD)</b>	<b>df</b>	<b>t-value(Sig)</b>
1	The Department capacitates officials on leadership development programmes.	2.79(1.20)	46	-1.219(0.229)
2	In the past 3 years, Department trained me on Leadership Development courses.	2.32(1.20)	46	-3.891(0.000)*
3	I think the managers in the Department have knowledge in Leadership to enhance performance of the department.	2.94(1.13)	46	-0.387(0.701)
4	Leadership Development is an essential tool on the implementation of programmes.	3.81(0.99)	46	5.587(0.000)**
5	Departmental line managers are suitably qualified to take over leadership Roles should the need arise.	3.19(1.21)	46	1.086(0.283)

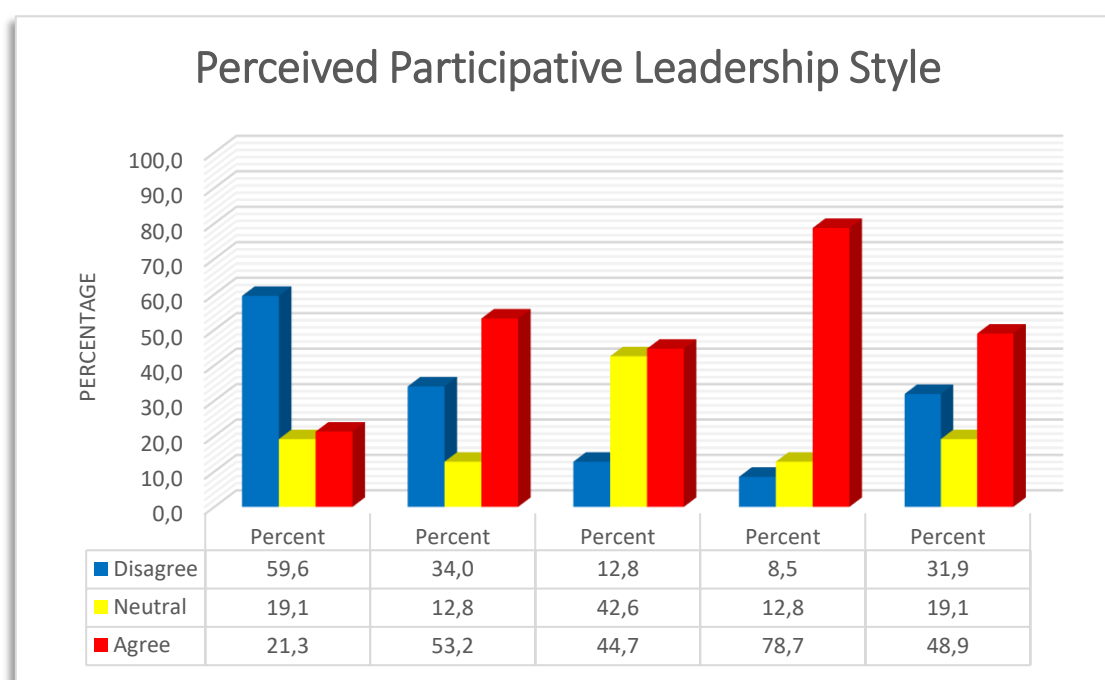
(\*) Represents statistically lower mean. (i.e Lower Than 3)

(\*\*) Represents statistically higher mean. (i.e Higher Than 3)

#### **4.4.5 Perceived Participative Leadership Style**

From the bar graph in Figure 4.10 below it is clear that most of the respondents agreed that in their units, teams are always involved in major decision-making (53.2%), employees know more about their jobs than their managers (44.7%), employees know how to use creativity and ingenuity to solve problems (78.7%) and that the manager gives regular feedback on how the unit is performing (48.9%). Almost half of the respondents neither agreed nor disagreed on the item addressing if employees know more about their jobs than their managers (42.6%). In order to establish the significance of these findings, a one sample T-test is presented in the tables below.

**Figure 4.10: Descriptive Statistics on Perceived Participative Leadership Style**



**Table 4.11: Perceived Participative Leadership Style**

Statement		Mean(SD)	N(%)Agree
1	In my department employees are allowed to determine what needs to be done and how to do it.	2.55(1.10)	10/47(21.3)
2	In my unit, the team is always involved in major decision-making.	3.28(1.31)	25/47(53.2)
3	In my department employees know more about their jobs than their managers.	3.45(0.95)	21/47(44.7)
4	In my unit, employees know how to use creativity and ingenuity to solve problems.	3.89(0.89)	37/47(78.7)
5	In my unit, the manager gives regular feedback on how the unit is performing.	3.17(1.26)	23/47(48.9)

N=47, Statistically significant differences (\*  $p < .05$ ). Statements were rated on a 5-point scale from 1 (strongly disagree) to 5 (strongly agree). N Agree is the number of respondents who gave a rating of 4 (agree) or 5 (strongly agree)

Tables 4.11 and 4.12 shows the summary of the findings on how respondents perceive participative leadership style within the department. There was a significant amount of evidence from the data gathered in the study that most respondents agreed that employees know more about their jobs than their managers (mean = 3.45; SD = 0.95;  $t =$

3.220;  $p = 0.002$ ) and employees know how to use creativity and ingenuity to solve problems (mean = 3.89; SD = 0.89;  $t = 6.881$ ;  $p = 0.000$ ). The sample significantly disagreed on whether employees are allowed to determine what needs to be done and how to do it (mean = 2.55; SD = 1.10;  $t = -2.786$ ;  $p = 0.008$ ).

**Table 4.12: One Sample T-Tests for the Mean Responses of Perceived Participative Leadership Style.**

	<b>Statement</b>	<b>Mean(SD)</b>	<b>df</b>	<b>t-value(Sig)</b>
1	In my department employees are allowed to determine what needs to be done and how to do it.	2.55(1.10)	46	-2.786(0.008)*
2	In my unit, the team is always involved in major decision-making.	3.28(1.31)	46	1.443(0.156)
3	In my department employees know more about their jobs than their managers.	3.45(0.95)	46	3.220(0.002)**
4	In my unit, employees know how to use creativity and ingenuity to solve problems.	3.89(0.89)	46	6.881(0.000)**
5	In my unit, the manager gives regular feedback on how the unit is performing.	3.17(1.26)	46	0.929(0.358)

(\*) Represents statistically lower mean. (i.e Lower Than 3)

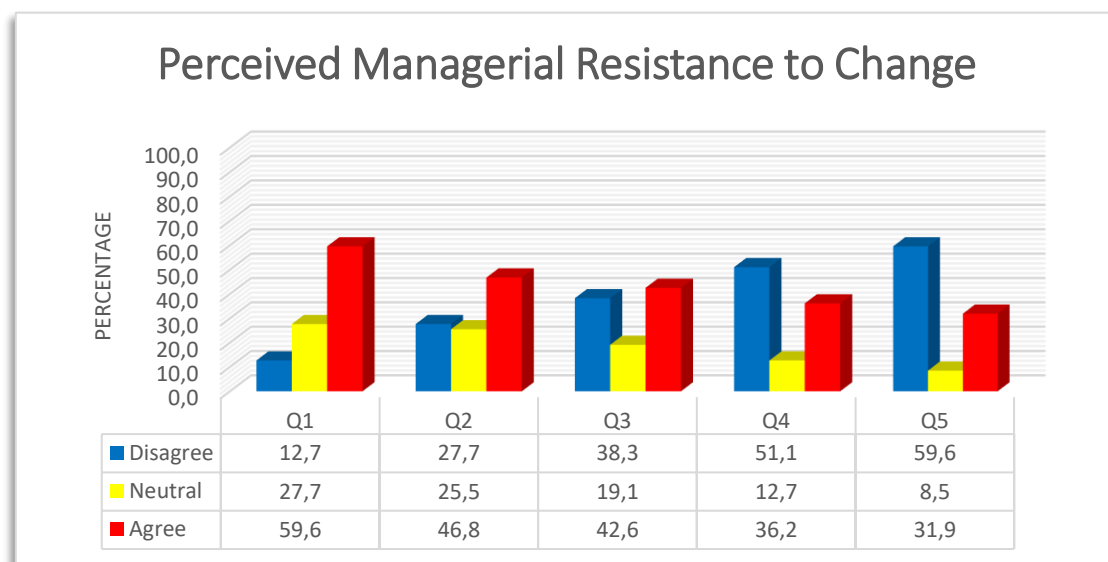
(\*\*) Represents statistically higher mean. (i.e Higher Than 3)



#### 4.4.6 Perceived Managerial Resistance to Change

The graph in Figure 4.11 below shows the summary of the findings on how respondents perceive managerial resistance to change within the Department. From the graph it is evident that most respondents agreed that managers find it difficult to change their way of doing things (59.6%) and that managers often resist the implementation of new ideas (46.8%). It is also clear that, generally, most respondents disagreed that managers do not readily support innovation (51.1%) and that managers often resist the implementation of new policies (59.6%). To further establish the significance of this a one sample T-test is presented in the tables below.

**Figure 4.11: Descriptive Statistics on Perceived Managerial Resistance to Change**



The tables below (Table 4.13 and Table 4.14) show the summary of the findings on how respondents perceive managerial resistance to change within the department. There was a strong indication from the data gathered in the study that most respondents significantly agreed that managers find it difficult to change their way of doing things (mean = 3.64; SD = 1.05;  $t = 4.162$ ;  $p = 0.000$ ) and that managers often resist the implementation of new ideas (mean = 3.40; SD = 1.17;  $t = 9.906$ ;  $p = 0.022$ ). The sample neither agreed nor disagreed that managers have the 'why fix it if it's not broken' attitude as well as that managers do not readily support innovation. However, the respondents significantly disagreed that managers often resist the implementation of new policies (mean = 2.62; SD = 1.23;  $t = -2.142$ ;  $p = 0.038$ )

**Table 4.13: Perceived Managerial Resistance to Change**

	Statement	Mean(SD)	N(%) Agree
1	Managers find it difficult to change their way of doing things.	3.64(1.05)	28/47(59.6)
2	In my department, managers often resist the implementation of new ideas.	3.40(1.17)	22/47(46.8)
3	In my department, managers have the “why fix it if it’s not broken” attitude.	3.19(1.17)	20/47(42.6)
4	In my unit, managers do not readily support innovation.	2.96(1.32)	17/47(36.2)
5	In my unit, the managers often resist the implementation of new policies.	2.62(1.23)	15/47(31.9)

N=47, Statistically significant differences (\*  $p < .05$ ). Statements were rated on a 5-point scale from 1 (strongly disagree) to 5 (strongly agree). N Agree is the number of respondents who gave a rating of 4 (agree) or 5 (strongly agree)

What the above tells is that managers are resistant to change, do not support innovation and have a why fix it when its not broken attitude, which could hinder leadership development.

**Table 4.14: One Sample T-Tests for the Mean Responses of Perceived Managerial Resistance to Change.**

	Statement	Mean(SD)	df	t-value(Sig)
1	Managers find it difficult to change their way of doing things.	3.64(1.05)	46	4.162(0.000)**
2	In my department, managers often resist the implementation of new ideas.	3.40(1.17)	46	2.362(0.022)**
3	In my department, managers have the “why fix it if it’s not broken” attitude.	3.19(1.17)	46	1.119(0.269)
4	In my unit, managers do not readily support innovation.	2.96(1.32)	46	-0.221(0.826)
5	In my unit, the managers often resist the implementation of new policies.	2.62(1.23)	46	-2.142(0.038)*

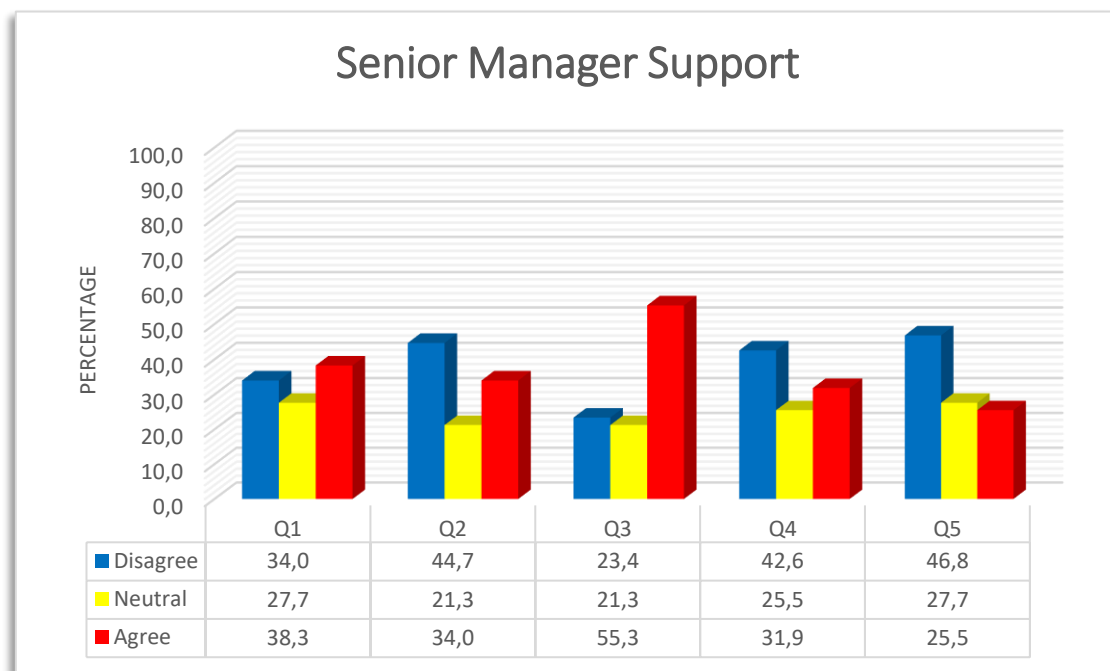
(\*) Represents statistically lower mean. (i.e Lower Than 3)

(\*\*) Represents statistically higher mean. (i.e Higher Than 3)

#### 4.4.7 Perceived views on Senior Manager Support

The bar graph in Figure 4.12 below shows mixed perceived views on senior manager support in terms of involvement in the planning of leadership development programmes. However, a fair number generally disagreed on whether the senior management visibly demonstrate their commitment to leadership development (44.7%), whether senior management encourages people to enrol for leadership development programmes and allocates time for these programmes (42.6%) and whether senior management act as mentors to employees that are enrolled for leadership development programmes (46.8%). The only item where the majority of the respondents agreed was the awareness of senior management on policies that support staff development and placement of suitable employees (55.3%). To substantiate the significance of these findings, a one sample T-test was carried out.

**Figure 4.12: Descriptive Statistics on Perceived views on Senior Manager Support**



The tables below (Table 4.15 and Table 4.16) shows the summary of the findings on how respondents perceive views on senior manager support within the department. There was a strong indication from the data gathered in the study that most respondents significantly agreed that senior management are aware of policies that support staff development and

placement of suitable employees (mean = 3.40; SD = 1.14;  $t = 2.441$ ;  $p = 0.019$ ), and significantly disagreed that senior management act as mentors to employees that are enrolled for leadership development programmes (mean = 2.57; SD = 1.10;  $t = -2.656$ ;  $p = 0.011$ ). The respondents neither agreed nor disagreed on the rest of the items. Results are presented in the tables and figure below.

**Table 4.15: Senior Manager Support**

	<b>Statement</b>	<b>Mean(SD)</b>	<b>N(%)Agree</b>
1	Senior management provides support and involvement in the planning of leadership development programmes.	3.13(1.17)	18/47(38.3)
2	Senior management visibly demonstrates their commitment to Leadership development.	2.91(1.23)	16/47(34.0)
3	Senior management is aware of policies that support staff development and placement of suitable employees.	3.40(1.14)	26/47(55.3)
4	Senior management encourages people to enroll for leadership development programmes and allocate time for these programmes.	2.79(1.14)	15/47(31.9)
5	Senior management acts as mentors to employees that are enrolled for leadership development programmes.	2.57(1.10)	12/47(25.5)
N=47, Statistically significant differences (* $p < .05$ ). Statements were rated on a 5-point scale from 1 (strongly disagree) to 5 (strongly agree). N Agree is the number of respondents who gave a rating of 4 (agree) or 5 (strongly agree)			

**Table 4.16: One Sample T-Tests for the Mean Responses of Senior Manager Support.**

	<b>Statement</b>	<b>Mean(SD)</b>	<b>df</b>	<b>t-value(Sig)</b>
1	Senior management provides support and involvement in the planning of leadership development programmes.	3.13(1.17)	46	0.746(0.459)
2	Senior management visibly demonstrates their commitment to Leadership development.	2.91(1.23)	46	-0.474(0.638)
3	Senior management is aware of policies that support staff development and placement of suitable employees.	3.40(1.14)	46	2.441(0.019)**
4	Senior management encourages people to enroll for leadership development programmes and allocate time for these programmes.	2.79(1.14)	46	-1.279(0.207)
5	Senior management acts as mentors to employees that are enrolled for leadership development programmes.	2.57(1.10)	46	-2.656(0.011)*

(\*) Represents statistically lower mean. (i.e Lower Than 3)

(\*\*) Represents statistically higher mean. (i.e Higher Than 3)

#### 4.4.8 Perceived Leadership Development Success

Below are graphical presentations on the findings of Perceived Leadership Development Success.

**Figure 4.13: Descriptive Statistics on Perceived Leadership Development Success**

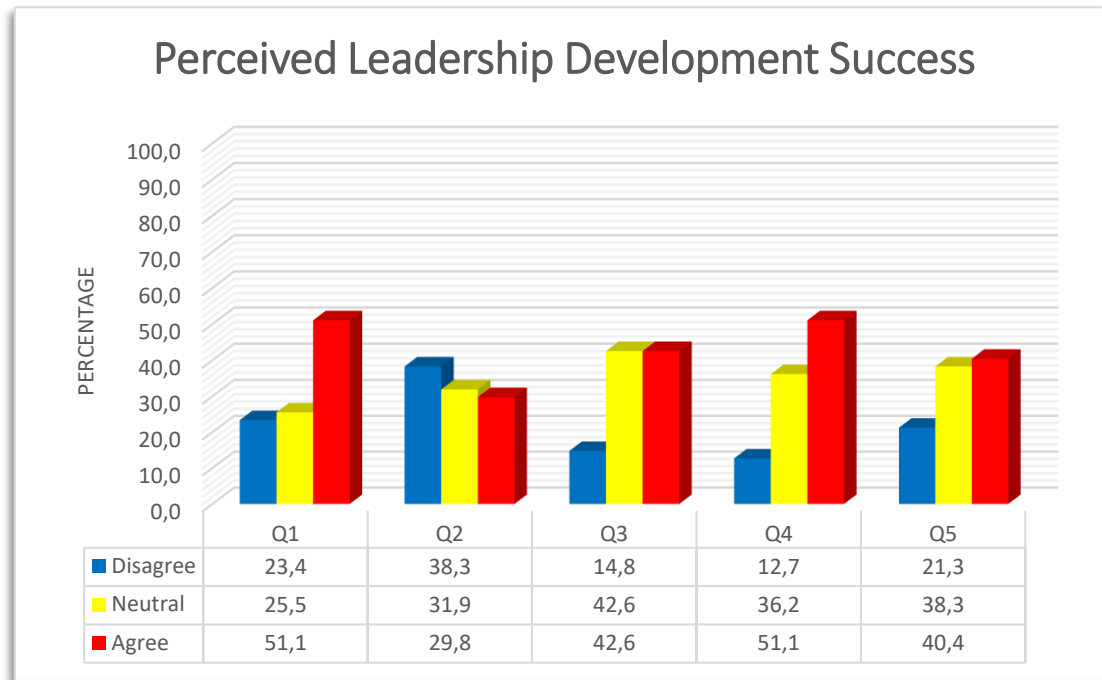


Figure 4.13 above reveals that the majority of the participants agreed that leadership development programmes that employees enrol in, contribute significantly to the growth of leaders in the department (51.1%), and that the leadership development programmes foster the Treasury's ability to execute its Operational Plan better (51.1%). A fair number disagreed that considering the amount of money put into leadership development programmes, Treasury is doing well in achieving leadership goals (38.3%). A one sample T-test is presented below to establish the significance of these findings.

There was a strong indication from the data gathered in the study that most respondents agreed that leadership development programmes that employees enrol in, contribute significantly to the growth of leaders in the department (mean = 3.30; SD = 0.99;  $t = 2.046$ ;  $p = 0.047$ ), leadership development programmes foster the Treasury's ability to execute its Strategic Plan (mean = 3.28; SD = 0.88;  $t = 2.161$ ;  $p = 0.036$ ) and that the leadership development programmes fosters the treasury's ability to execute its Operational Plan better (mean = 3.36; SD = 0.85;  $t = 2.934$ ;  $p = 0.005$ ). Results are presented in the tables below.

**Table 4.17: Perceived Leadership Development Success**

	Statement	Mean(SD)	N(%)Agree
1	Leadership development programmes that employees enroll in, contribute significantly to the growth of leaders in the Department.	3.30(0.99)	24/47(51.1)
2	Considering the amount of money put into leadership development programmes, Treasury is doing well in achieving leadership goals.	2.87(1.04)	14/47(29.8)
3	The leadership development programmes foster the Treasury's ability to execute its Strategic Plan.	3.28(0.88)	20/47(42.6)
4	The Leadership development programmes foster the treasury's ability to execute its Operational Plan better.	3.36(0.85)	24/47(51.1)
5	The support of leadership development is linked to succession planning in the department.	3.13(1.15)	19/47(40.4)

N=47, Statistically significant differences (\*  $p < .05$ ). Statements were rated on a 5-point scale from 1 (strongly disagree) to 5 (strongly agree). N Agree is the number of respondents who gave a rating of 4 (agree) or 5 (strongly agree)

**Table 4.18: One Sample T-Tests for the Mean Responses of Perceived Leadership Development Success.**

	Statement	Mean(SD)	df	t-value(Sig)
1	Leadership development programmes that employees enroll in, contribute significantly to the growth of leaders in the Department.	3.30(0.99)	46	2.046(0.047)**
2	Considering the amount of money put into leadership development programmes, Treasury is doing well in achieving leadership goals.	2.87(1.04)	46	-0.846(0.402)
3	The leadership development programmes foster the Treasury's ability to execute its Strategic Plan.	3.28(0.88)	46	2.161(0.036)**
4	The Leadership development programmes foster the treasury's ability to execute its Operational Plan better.	3.36(0.85)	46	2.934(0.005)**
5	The support of leadership development is linked to succession planning in the department.	3.13(1.15)	46	0.759(0.452)

(\*) Represents statistically lower mean. (i.e Lower Than 3)

(\*\*) Represents statistically higher mean. (i.e Higher Than 3)

## 4.5 INFERENTIAL ANALYSIS: CORRELATION ANALYSIS

First, it was necessary to check whether there was a linear relationship in the data which allowed for a linear regression analysis. To achieve this, the Pearson's Bivariate Correlation coefficient (one-tailed test) was used. Table 4.19 below shows these correlations (r) and significance probabilities for relations of the main theoretical constructs of the study. What these results suggest is that perceived Leadership Development success had substantial relationships with most of the study's hypothetical variables except for perceived Autocratic Leadership Style ( $r = 0.089$ ;  $p = 0.277$ ) and perceived Satisfaction with the Compensation Package ( $r = 0.159$ ;  $p = 0.143$ ). Perceived Leadership Development success had a moderately high positive significant correlation to perceived Organisational Culture ( $r = 0.645$ ;  $p = <0.0001$ ), perceived Participative Leadership Style ( $r = 0.512$ ;  $p = <0.0001$ ), Capacity and Training on Leadership Development ( $r = 0.537$ ;  $p = <0.0001$ ) and Senior Manager Support ( $r = 0.725$ ;  $p = <0.0001$ ). However, perceived Leadership Development Success had a negative and significant lower correlation ( $r = -0.390$ ;  $p = 0.003$ ) to perceived Managerial Resistance to Change.

**Table 4.19: Pearson product-moment correlations (r) and significance probabilities (P) for relations of Perceived Leadership Development Success to theoretical constructs**

Theoretical Constructs	r	p
Autocratic Leadership Style	0.089	0.277
Compensation Packages	0.159	0.143
Organisational Culture	0.645	<0.0001**
Capacity and Training	0.537	<0.0001**
Participatory Leadership Style	0.512	<0.0001**
Managerial Resistance to Change	-0.390	0.003**
Senior Manager Support	0.725	<0.0001**

\*\* Correlation is astonishing when the significant level is 0.01(One-tailed test).

\* Correlation is astonishing when the significant level is 0.05(One-tailed test).



## 4.6 HYPOTHESIS TESTING USING SIMPLE LINEAR REGRESSION MODELS

From the three hypothesised backgrounds, the results of the correlational analysis show that there exists a statistically significant correlation between most of the study variables and perceived Leadership Development Success. It is, therefore, imperative to use simple linear regression models to test these hypothesised frameworks. For evaluating these models, the enter method was utilised. The Durbin-Watson test for auto-correlation was used and to test the assumption of homoscedasticity and normality of residuals special plots (Q-Q plots) were used. Results of the simple linear regression models are presented below.

### Hypothesis 1:

**H1<sub>0</sub>.** Perceived autocratic leadership style does not exert a negative influence on perceived leadership development success.

**H1<sub>1</sub>.** Perceived autocratic leadership style exerts a negative influence on perceived leadership development success.

Seeing that there was no significant relation to Autocratic Leadership and Leadership Development, we do not reject nor accept both hypotheses.

**Table 4.20: Simple Linear Regression Model Fit and Summary for Perceived autocratic leadership style on perceived leadership development success**

Source	df	Sum of Squares	Mean Square	F Value	Pr>F
Regression	1	0.235	0.235	0.356	0.554
Residual	45	29.717	0.660		
Total	46	29.952			
<i>Model Summary</i>					
Observations			47		
R (Est. Standard Error)			0.089(0.81264)		
R <sup>2</sup> (Adjusted R <sup>2</sup> )			0.008(-0.014)		
F Change (Sig. F Change)			0.356(0.554)		
Durbin-Watson Test - Test for auto-correlation			1.650		

\* Significant fit. Note: Independent variables: Constant, Perceived autocratic leadership style; Dependent variable: Perceived Leadership Development Success

To determine whether perceived autocratic leadership style exerts a negative influence on perceived leadership development success, a simple linear regression model was examined. Perceived autocratic leadership style was modelled as an explanatory/independent variable and this resulted in a non-significant model ( $F = 0.356$ ;  $p = 0.554$ ). The model fit and model summary statistics are presented in Table 4.20 above. In this model, perceived autocratic leadership style explained a non-significant amount of the variance in Perceived Leadership Development Success ( $R^2 = 0.008$ ,  $R^2 \text{ Adjusted} = -0.014$ ). The Durbin-Watson  $d = 1.650$ , is between the two critical values of  $1.5 < d < 2.5$  and therefore we can assume that there is no first order linear auto-correlation in our linear regression data.

Table 4.21 below shows that the parameter estimates of the resultant model only the constant term is statistically significant ( $\beta_0 = 2.730$ ;  $t = 3.518$ ;  $p = 0.001$ ) whilst the main effect of perceived autocratic leadership style ( $\beta_1 = 0.123$ ;  $t = 0.597$ ;  $p = 0.554$ ). Since our  $\beta_1$  coefficient not significant, thus there is sufficient evidence at 5% level of significance not to reject the null hypothesis and conclude that perceived autocratic leadership style does not exert a negative influence on perceived leadership development success.

**Table 4.21: Parameter Estimates for the Perceived autocratic leadership style on perceived leadership development success model**

Parameter	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std Error	B		
Constant	2.730	0.776		3.518	0.001*
Autocratic Leadership Style	0.123	0.206	0.089	0.597	0.554

\* Significant effect. Note: Independent variables: Constant, Perceived autocratic leadership style; Dependent variable: Perceived Leadership Development Success

## Hypothesis 2:

**H2<sub>0</sub>.** Perceived satisfaction with the compensation package does not exert a positive influence on perceived leadership development success.

**H2<sub>1</sub>.** Perceived satisfaction with the compensation package exerts a positive influence on perceived leadership development success.

Perceived satisfaction with the compensation package was modelled as an independent variable on perceived Leadership Development Success in order to determine if there exists any statistically significant positive influence on perceived leadership development success. Table 4.22 below shows the simple linear regression model summary and overall fit statistics. We find that the adjusted  $R^2$  of our model is 0.025 which means that the linear regression explains only 2.5% of the variance in the data. However, the resultant model revealed a non-significant fit ( $F = 1.169$ ;  $p = 0.285$ ). The test for auto-correlation shows that there is no first order linear auto-correlation in our data ( $d = 1.611$ ).

**Table 4.22: Simple Linear Regression Model Fit and Summary for Perceived Satisfaction with the Compensation Package on perceived Leadership Development Success**

Source	df	Sum of Squares	Mean Square	F Value	Pr>F
Regression	1	0.758	0.758	1.169	0.285
Residual	45	29.194	0.649		
Total	46	29.952			
<i>Model Summary</i>					
Observations			47		
R (Est. Standard Error)			0.159(0.80546)		
$R^2$ (Adjusted $R^2$ )			0.025(0.004)		
F Change (Sig. F Change)			1.169(0.285)		
Durbin-Watson Test - Test for auto-correlation			1.611		

\* Significant fit. Note: Independent variables: Constant, Perceived satisfaction with the compensation package; Dependent variable: Perceived Leadership Development Success

The parameter estimates in Table 4.23 below reveals that perceived satisfaction with the compensation package has a statistically non-significant positive influence on perceived leadership development success ( $\beta_1 = 0.244$ ;  $t = 1.081$ ;  $p = 0.285$ ). Thus at 5% level of

significance we fail to reject the null hypothesis and conclude that Perceived satisfaction on compensation package does not exert a positive influence on perceived leadership development success.

**Table 4.23: Parameter Estimates for the Perceived Satisfaction with the Compensation Package on perceived Leadership Development Success model**

Parameter	Unstandardized		Standardized	t	Sig
	Coefficients		Coefficients		
	B	Std Error	B		
Constant	2.526	0.623		4.057	0.000*
Compensation Package	0.244	0.226	0.159	1.081	0.285

\* Significant effect. Note: Independent variables: Constant, Perceived satisfaction with the compensation package; Dependent variable: Perceived Leadership Development Success

### Hypothesis 3:

**H3<sub>0</sub>.** Perceived organisational culture does not exert a positive influence on perceived leadership development success.

**H3<sub>1</sub>.** Perceived organisational culture exerts a positive influence on perceived leadership development success.

To determine whether perceived organisational culture exerts a positive influence on perceived leadership development success, a simple linear regression model was examined. The model fit statistics in Table 4.25 below shows that the resultant model was highly significant ( $F = 32.043$ ;  $p = <0.0001$ ). Also in the same table is the model summary statistics which reveal that perceived organisational culture explains 41.6% of the variation in perceived leadership development success ( $R^2 = 0.416$ ; Adjusted  $R^2 = 0.403$ ). We assumed that there is no auto-correlation in our linear regression data since the Durbin-Watson test gave a statistic, which is between the two critical values of  $1.5 < d < 2.5$  ( $d=2.142$ ).

**Table 4.24: Simple Linear Regression Model Fit and Summary Perceived organisational culture on perceived leadership development success**

Source	df	Sum of Squares	Mean Square	F Value	Pr>F
Regression	1	12.457	12.457	32.043	<0.0001*
Residual	45	17.495	0.389		
Total	46	29.952			
<i>Model Summary</i>					
Observations			47		
R (Est. Standard Error)			0.645(0.62352)		
R <sup>2</sup> (Adjusted R <sup>2</sup> )			0.416(0.403)		
F Change (Sig. F Change)			32.043(<0.0001)		
Durbin-Watson Test - Test for auto-correlation			2.142		

\* Significant fit. Note: Independent variables: Constant, Perceived organisational culture; Dependent variable: Perceived Leadership Development Success

Parameter estimates show that both the constant term and perceived organisational culture have a statistically significant effect on perceived leadership development success. The regression coefficients are  $\beta_0 = 1.644$  ( $p = <0.0001$ ) and  $\beta_1 = 0.500$  ( $p = <0.0001$ ), respectively. Since our main effect is positive and statistically significant we therefore reject the null hypothesis and conclude that perceived organisational culture exerts a positive influence on perceived leadership development success. Thus, the resultant unstandardized regression equation is:

$$\text{Perceived leadership development success} = 1.644 + 0.500 * \text{Perceived organisational culture} + \text{residual } \varepsilon$$

**Table 4.25: Parameter Estimates for the Perceived Organisational Culture on perceived Leadership Development Success model**

Parameter	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std Error	B		
Constant	1.644	0.287		5.718	0.000*
Organisational Culture	0.500	0.088	0.645	5.661	0.000*

\* Significant effect. Note: Independent variables: constant, Perceived organisational culture; Dependent variable: Perceived Leadership Development Success

#### Hypothesis 4:

**H4<sub>0</sub>.** Perceived participative leadership style does not exert a positive influence on perceived leadership development success.

**H4<sub>1</sub>.** Perceived participative leadership style exerts a positive influence on perceived leadership development success.

**Table 4.26: Simple Linear Regression Model Fit and Summary for Perceived Participative Leadership style on perceived Leadership Development Success**

Source	df	Sum of Squares	Mean Square	F Value	Pr>F
Regression	1	7.854	7.854	15.994	<0.0001*
Residual	45	22.098	0.491		
Total	46	29.952			
<i>Model Summary</i>					
Observations			47		
R (Est. Standard Error)			0.512(0.70076)		
R <sup>2</sup> (Adjusted R <sup>2</sup> )			0.262(0.246)		
F Change (Sig. F Change)			15.994(<0.0001)		
Durbin-Watson Test - Test for auto-correlation			1.735		

\* Significant fit. Note: Independent variables: Constant, Perceived participative leadership style; Dependent variable: Perceived Leadership Development Success

To determine whether perceived participative leadership style exerts a positive influence on perceived leadership development success, a simple linear regression model was examined. Perceived participative leadership style was modelled as an explanatory/independent variable and this resulted in a significant model ( $F = 15.994$ ;  $p = <0.0001$ ). The model fit and model summary statistics are presented in Table 4.26 above. In this model, perceived participative leadership style explained a significant amount of the variance in perceived leadership development success ( $R^2 = 0.262$ ,  $R^2$  Adjusted=0.246). The Durbin-Watson  $d = 1.735$ , is between the two critical values of  $1.5 < d < 2.5$  and therefore we can assume that there is no first order linear auto-correlation in our linear regression data.

Table 4.27 below shows that the parameter estimates of the resultant model are all statistically significant ( $\beta_0 = 1.063$ ;  $t = 1.964$ ;  $p = 0.046$  and  $\beta_1 = 0.650$ ;  $t = 3.999$ ;  $p =$

<0.0001). Since our  $\beta_1$  coefficient is positive, thus there is sufficient evidence at 5% level of significance to reject the null hypothesis and conclude that perceived participative leadership style has a statistically significant positive effect on perceived leadership development success. The resultant model is:

$$\text{Perceived leadership development success} = 1.063 + 0.650^* \text{ perceived participative leadership style} + \text{residual } \varepsilon$$

**Table 4.27: Parameter Estimates for the Perceived participative leadership style on perceived leadership development success model**

Parameter	Unstandardized		Standardized	t	Sig
	Coefficients		Coefficients		
	B	Std Error	B		
Constant	1.063	0.541		1.964	0.046*
Participative Leadership Style	0.650	0.163	0.512	3.999	0.000*

\* Significant effect. Note: Independent variables: Constant, Perceived participative leadership style; Dependent variable: Perceived Leadership Development Success

## Hypothesis 5:

**H5<sub>0</sub>.** Perceived managerial resistance to change does not exert a negative influence on perceived leadership development success.

**H5<sub>1</sub>.** Perceived managerial resistance to change exerts a negative influence on perceived leadership development success.

Perceived managerial resistance to change was modelled as an independent variable on perceived leadership development success in order to determine if there exists any statistically significant positive effect between the two variables. Table 4.28 below shows the simple linear regression model summary and overall fit statistics. We find that the adjusted  $R^2$  of our model is 0.152 that means that the linear regression explains 15.2% of the variance in the data. The resultant model revealed a highly significant fit ( $F = 8.050$ ;  $p = <0.0001$ ). The test for auto-correlation shows that there is no first order linear auto-correlation in our data ( $d = 1.643$ ).

**Table 4.28: Simple Linear Regression Model Fit and Summary for Perceived Managerial Resistance to Change on perceived Leadership Development Success**

Source	df	Sum of Squares	Mean Square	F Value	Pr>F
Regression	1	4.545	4.545	8.050	<0.0001*
Residual	45	25.407	0.565		
Total	46	29.952			
<i>Model Summary</i>					
Observations			47		
R (Est. Standard Error)			0.690(0.75140)		
R <sup>2</sup> (Adjusted R <sup>2</sup> )			0.152(0.133)		
F Change (Sig. F Change)			8.050(<0.0001)		
Durbin-Watson Test - Test for auto-correlation			1.643		

\* Significant fit. Note: Independent variables: Constant, Perceived managerial resistance to change; Dependent variable: Perceived Leadership Development Success

The parameter estimates in table 4.29 below reveal that perceived managerial resistance to change has a statistically significant negative effect on perceived leadership development success ( $\beta_1 = -0.326$ ;  $t = -2.837$ ;  $p = 0.007$ ). Thus, at 5% level of significance, we reject the null hypothesis in favour of the alternative and conclude that perceived managerial resistance to change exerts a negative influence on perceived leadership development success. The resultant simple regression model is:

$$\text{Perceived leadership development success} = 2.669 + 0.392 * \text{Perceived managerial resistance to change} + \text{residual } \varepsilon$$

**Table 4.29: Parameter Estimates for the Perceived managerial resistance to change on perceived leadership development success model**

Parameter	Unstandardized		Standardized	t	Sig
	Coefficients		Coefficients		
	B	Std Error	B		
Constant	4.218	0.379		11.116	0.000*
Managerial Resistance to Change	-0.326	0.115	-0.390	-2.837	0.007*

\* Significant effect. Note: Independent variables: Constant, Perceived managerial resistance to change; Dependent variable: Perceived Leadership Development Success



## **4.7 CHAPTER CONCLUSION**

Empirical results were discussed in this chapter. The chapter tested the data obtained from the survey that was sent to 85 employees of the Provincial Treasury. The questions were specifically concerned with leadership development success, Autocratic Leadership, Participative Leadership, Compensation Package, Organisational Culture, Resistance to Change and Senior Level Management Commitment. In Chapter 5, the summary, conclusions and recommendations will be presented. Managerial implications of these empirical findings will also be discussed, together with suggestions for possible future research.

## **5. CHAPTER 5: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 INTRODUCTION**

After presenting the results of the research in Chapter 4, the effects of these results will now be debated in the light of the literature reviewed in the first few chapters of this research project. The goal of this chapter is to draw assumptions from the literature and the observed finding about the selected government department and to recommend how the company can improve the overall leadership development and succession planning. Recommendations about building the effective leadership development and further research relating to this study are also made.

### **5.2 DISCUSSION OF RESULTS**

In Chapter 2 Leadership Development determinants were discussed: Autocratic Leadership Style, Satisfaction with Compensation Package, Organisational Culture, Participative Leadership Style, Management Resistance to Change, Leadership Development Success, Senior Management Support and Capacity and Training were selected to improve Leadership Development Success. The section below shows what the findings were in relation to the literature reviewed.

#### **5.2.1 Autocratic leadership style**

Chapter 2 has already mentioned that an autocratic leadership style is considered as crucial to task-oriented leaders, because they place a huge emphasis on getting the task accomplished. Dubrin (2004: 48) supports this and furthermore states that autocratic leaders retain most of the authority. They make their own decisions, assume that group members will obey, and are not concerned with group members' attitudes towards the decision. While autocratic leaders can help their companies be productive, open-minded leaders are likely to help their companies perform even better (Devenish, 2007:30).

The mean (4.19) score indicates that the majority of the respondents felt that the leaders apply an autocratic leadership style. This means that the leaders prefer things done their way; neither for better nor for worse but the task must be done as per their wishes. This

then poses a problem as the times, and how things are done, are constantly evolving and more communication and consultation is needed to keep the people informed. However, the respondents again say managers' pursue the completion of tasks at all costs with a mean of 3.83 and with 76.6% of all respondents agreeing to this statement. Autocratic style of leadership is one area that most leaders in the world of business need to work on in order to influence cross-functional skill and increase productivity through cross-functional teamwork. The primary weakness of the autocratic style of leadership is that it suppresses individual creativity. The primary strength of the autocratic style of leadership is that it stresses prompt, orderly and predictable performance.

One of the appropriate conditions in which to practise an autocratic style of leadership is when the leaders have all the information to solve problems and there is not enough time or when the employees are well-motivated (Swanepoel, Erasmus, Van Wyk and Schenk, 2003:346). Some people tend to think that the autocratic style of leadership leads by threats and abuse of power, and in most cases it is not so. As described earlier, to check the legitimacy of the stated leadership style, respondents were questioned about their leaders' behaviour. Answers derived from the questions were closely aligned with the stated autocratic leadership style. The results were statistically significant to the stated style of leadership, for example; autocratic mean was 4.19 for respondents who stated that they view the leaders as autocratic and task oriented. Although in the correlation ( $r = 0.089$ ;  $p = 0.277$ ), Autocratic Leadership style has no relationship with Leadership Development Success, managers can try to exercise listening to other's views. In conclusion, overall respondents believe that managers in the department use the autocratic style of leadership. Whether a leader is practising the autocratic style, it has no relation to whether future leaders can be groomed or not, but rather leaders with the same style of leadership can be groomed.

### **5.2.2 Satisfaction with the Compensation Package**

Appropriate compensation comparisons should be made with industries with a similar geographic focus, service and general performance. At local level, the best compensation comparisons will come from other organisations in the same city/town and offering the same kind of work. It will be interesting to know if the respondents have taken the above into consideration. It is also important to ensure that the compensation survey is

conducted in an objective, valid and reliable manner. For information to be valid, it must come from a large enough sample size.

In the study, just over half (53,25%) significantly disagreed on pay and benefit packages attracting high-performing employees. A majority (55.3%) also disagreed that the compensation packages retained high-performing employees. On the upside, the same percentage of respondents (55.3%) agreed that the compensation was adequate for their basic living expenses. They also disagree that the fringe benefits are excellent compared to other employers. This then suggests that the respondents might not be happy with what they take home, or with the fringe benefits government gives them. However, the respondents neither agreed nor disagreed in terms of considering the work done and hours put in, the pay as adequate and as what it should be. The data collected suggests that the employees at Treasury are not satisfied with their compensation packages. Again, there is no relationship between Leadership Development Success and Satisfaction with Compensation Package, ( $r = 0.159$ ;  $p = 0.143$ ).

In Chapter 2, it was mentioned that compensation and pay are not the same thing, and that compensation is much more than just the monetary rewards that the employer provides to the employee (Milkovitch and Newman, 2001: 89). It was mentioned that compensation also relates to financial returns, either to the long or short-term incentives such as paid vacation leave, paid sick leave, paid study leave and pension plans that the employee gets from the employer (Kleiman, 2011: 76). As mentioned above, leadership development success is not dependent on Satisfaction with Compensation Package as it is an independent variable.

### **5.2.3 Organisational culture**

Marc and Farbrother (2003; 14) contend that services/products can be seen as the core of any organisation, but culture is the driving engine. Culture influences the engagement and enthusiasm of employees; it further influences direct outputs, efficiency of an organisation as well as the health and flexibility of employees. Campbell, Stonehouse and Houston (2004; 53) are of the opinion that culture is the organisation's equivalent of a human's personality. They further define the culture of any group of people as that set of beliefs, customs, practices and ways of thinking that they have come to share with each

other through being and working together. Culture is a set of traditions people simply accept without questioning as they interact with each other. At the visible level, the culture of a group of people takes the form of ritual behaviour, symbols, myths, stories and sounds.

In the literature review that was conducted by Plotner and Trach (2010: 5) on the topic of organisational culture at organisation level, the intent of the review was to identify an appropriate survey instrument and to gain insight into the cultural assessment of other organisations. The findings in this study regarding the organisational culture within the organisation led to the conclusion that the organisation has cultural diversity, and that there is collective commitment to organisational goals and also that ambiguity or vagueness are not tolerated. The other two questions respondents disagreed with were the statements that Treasury is not transparent towards organisational changes and Treasury did not promote an active contribution of ideas. Although respondents disagreed with the statements (46.8 %), there was not a big enough difference between the number of respondents that agreed and disagreed with the two statements. The percentages were 46.8% disagreeing and 42.6% agreeing to transparency towards organisational changes. Also 44.7% disagreed with the statement that Treasury promoted active contribution of ideas and 36.2% agreed to the statement. With these results, the researcher concludes that the Treasury has a culture of how they do things but also suggests that leaders can learn or teach themselves to be more accepting of employees' ideas and can be more transparent in the manner in which they do things. This leads one to deduce that most of the respondents are aware of cultural diversity in the Treasury and in their respective sections within the organisation. These are good traits as the organisation has more than one group in terms of ethnicity. This shows that employees are aware that they need to understand and respect each other's backgrounds and culture. With all the 5 statements that were presented to the respondents, there was agreement that there was a collective commitment to organisational goals (mean 3.38,  $p = 0.043$ ), but the sample neither agreed nor disagreed on the rest of the items.

The empirical results revealed that organisational culture exerts a positive effect on leadership development success. Organisational culture was measured in the present study as that of an organisation that respects cultural diversity, does not tolerate ambiguity or vagueness and has a collective commitment to its goals, but needed to work on

promoting active contribution of ideas and must learn to be transparent towards organisational changes. By fostering this type of organisational culture and correcting where necessary, this organisation will increase the success of its leadership development programmes. As Plotner and Trach (2010: 5) state, to influence, motivate and inspire culturally diverse people, the leaders need to be aware of obvious and less obvious cultural differences. Ladkin (2009: 33) mentions that an organisation that values creativity, responsiveness and openness might express these through creating space for unstructured thinking and dialogue, conversation, free-flow of thinking and easy communication between layers of the organisation. The respondents mean (2.77) suggests that Treasury does not promote active contribution of ideas and participation.

#### **5.2.4 Participative Leadership style**

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

Devenish (2007: 25) states that participative leadership style favours decision-making by the team, not just by the leader, and such leaders give instruction after referring with the group. Participative style can help leaders to win cooperation by their subordinates and can also help motivate subordinates positively. Dubrin (2010: 114) also states that decision-making by a participative leader is not unilateral as it is with the autocratic leaders because the decisions arise from the participation and consultation with the group members. This style does not mean everything is put to the vote, and there may be instances when the leader is participative but the final decision still remains with him or her after consultation.

There was a significant amount of evidence from the data gathered in the study that most respondents agreed that employees know more about their jobs than their managers, and employees know how to use creativity and ingenuity to solve problems. The sample

significantly disagreed on whether employees are allowed to determine what needs to be done and how to do it. A majority of the respondents (78,7%) agreed that their managers allow them to use their creativity and ingenuity to solve problems whereas on a related issue another majority (53.7%) felt the team is always involved in major decision-making. In this regard, according to the empirical results, the investigated areas already adhere to what was proposed in the literature. This is somehow contradictory to the autocratic findings, indicating that the participative leadership style is effective. Although effective, there is still much room for improvement due to high levels of uncertainty.

The empirical findings showed that participative leadership style is positively related to the leadership development success. Participative leadership style was measured as a leadership style that allows employees to determine what needs to be done and how to do it, allowed teams to have a say in major decision-making, that employees knew more about their jobs than their managers and also that managers gave regular feedback on how the team/unit was performing. Out of the five statements, on only one statement, 'employees are allowed to determine what needs to be done and how to do it', did the respondents disagree (mean = 2.55,  $p = 0.008$ ). It is suggested that managers need to give employees credit as they are capable of knowing what is expected of them, that they can do what is needed and they know how to do what is needed. What is important though is that on all other statements, the respondents felt that a majority of the leaders do practise a participative leadership style. The success of the leadership development programme can be increased if the organisation adopts this type of leadership style.

#### **5.2.5 Management resistance to change**

Employee involvement is more likely to increase leadership development when employees receive adequate training, are sufficiently satisfied with their work context, and have high growth strength. McShane and Von Glinow (2000; 314) state that it may be difficult to introduce employee involvement in an organisation due to incompatible cultural values and various forms of resistance to change. Angloher (2010;17) states that changes must create an environment where people in the change process can open themselves to new ideas and concepts, challenge old assumptions, adopt new assumptions and overcome their hostility and resistance to change. Earlier Maritz (2000;

22) had argued that employees tend to resist any form of change imposed if they were not affected, for their benefit, by the change.

The findings reveal that there is high resistance to change by management, as a majority (59.6%) of the respondents agreed that managers find it difficult to change their way of doing things. The respondents (46,8%) also saw management not to be very resistant to the implementation of new ideas. The other 53,2% was split between being neutral and disagreeing with the statement, making it not very conclusive. It would have been better if the respondents had agreed or disagreed to this statement. Similarly to the third statement, respondents (42,6%) agreed that managers have the “why fix it when it’s not broken” attitude and (38.3%) of respondents disagreed with this statement, which therefore makes it inconclusive as the difference between the two is not even 4%. What also makes these results inconclusive is that again the same respondents, to a great degree (51.6%), disagree with statement Number Four that states that managers in their units do not readily support innovation. Furthermore, in respect of statement Number Five that states that managers often resist the implementation of new policies, a majority (59.6%) of the respondents disagreed with this statement. Hall (2008:1) states that there has to be constant support so that employees can overcome the fear associated with change. When managers themselves are resistant to change, as the sample suggests, there is no support given to employees to accept and adopt change. Hall also says overcoming the fear associated with change is one of the most important responsibilities of a leader.

It is then suggested that managers should display transparency during changes and should involve employees when they think of making changes that will directly or indirectly affect employees as this helps them to understand the changes better. The existing signs of uncertainty about resistance to change, can be diminished by developing organisational change and innovation programmes, which are aimed at ensuring increased employee awareness and efficiency through employee involvement.



### **5.2.6 Senior Management Support for Leadership Development**

In Chapter 2, it was highlighted that management support for leadership development is an obvious necessity. It is imperative that employees have confidence in their work and recognise that management supports them in their development and career advancement. Fulmer and Bleak (2004; 4) argue that to increase the odds of success, an effective leadership development process and succession should include visible support by senior managers and line leaders who are involved in identifying and developing the right candidates, a time frame for achieving planned development actions, a flexibility to change in response to strategic needs or competitive pressures, and the sharing of information with candidates.

Even though management is aware of policies that support staff development and the placement of suitable employees, the results show mixed perceptions on senior manager support in terms of involvement in the planning of leadership development programmes. However, a fair number generally disagreed on whether the senior management visibly demonstrate their commitment to leadership development (44.7%), whether senior management encourages people to enrol for leadership development programmes and allocates time for these programmes (42.6%) and whether senior management acts as mentors to employees that are enrolled for leadership development programmes (46.8%).

The results show that management lacks the commitment to leadership development. Good leadership development requires more than simply knowing policies, but rather needs an active commitment to the employees that enrol on such leadership development programmes. In the literature review (Trinka, 2003: 44) mentions that fewer managers do not agree with notion that they need to spend their time on manager-led development activities.

### **5.2.7 Leadership development success**

Business strategy and leadership development are tightly interwoven. This is the reason that executive involvement and sponsorship is critically important to leadership development success. The best leadership development systems foster an ability to execute strategy (Ninth House, 2006; 14). Organisational effectiveness is critical to the success of any organisation. Johnson (2008: 86) states that in order to achieve increased

and sustainable organisational performance, organisations need to execute strategy and engage employees. He goes on to say that in order to create organisational effectiveness, leaders have a responsibility to keep their focus on aligning and engaging the employees within the strategy.

The questionnaire asked the respondents on attitudes, styles, culture and conditions directly related to the leadership development success of their organisation. It identified five key independent variables or determinants of leadership development success, which indicate if the selected organisation is seen to be efficient and whether participants displayed confidence in it. On the statements that were presented to the respondents, it was inconclusive on whether the leadership development was a success. On statement Number One and statement Number Four, the respondents agreed with a majority of 51,1% on both statements. They agreed that the leadership development programmes that employees enrol in contribute significantly to the growth of leaders in the organisation and that the leadership development programmes foster the Treasury's ability to execute its operational plan better. On the other three statements, the results were all inconclusive as there was no definite number agreeing or disagreeing to the statements, and on all of the three statements, the percentages differed by 2%.

### **5.3 LIMITATIONS OF THE STUDY**

The findings of this study should be viewed with caution in view of certain limitations. One possible limitation of the study was the low response rate. The response rate of the survey was 55%. This may be viewed as acceptable but a higher reply rate was expected, given the time frame in which that the questionnaire was distributed. A possible reason for the other employees who received questionnaires, but did not respond to the study was that others feared that their managers might get their hands on their responses, despite confidentiality being guaranteed. Some felt that certain questions would have the researcher look at them in a different light because it would reveal their true feelings towards management. Others were simply not interested in the study and others felt that the questionnaire would reveal some confidential issues, which added to the difficulty of getting more positive feedback.

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

#### **5.4 SUGGESTIONS FOR FUTURE RESEARCH**

The Eastern Cape Treasury could also endeavour to do a qualitative study to delve deeper into the aspects affecting the success of the current leadership development policy. Based on the results of such a qualitative study, together with this current quantitative study, relevant changes could be made to the existing policy.

#### **5.5 CONCLUSION**

In trying to address the problem of leadership and unemployment, the government departments' first innovation was to further the education of employees through the Human Resources Development programmes. These programmes partner with several specialist training institutions, including the University of Fort Hare, Nelson Mandela University and North West University as education partners. These special projects include external and internal learning strategies. For external learning, employees apply for financial assistance to study courses of their own choice. The internal learning academy programme involves the Human Resources Development Unit, and managers who specialise in those selected programmes. These strategies have shown success in some areas but there are still, however, areas for improvement. According to Lee (2011; 89), modern businesses face the following important challenges that hinder leadership development in businesses:

- Effective succession management that ensures the organisation has the right executive, in the right job, at the right time.

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

The present study, therefore, assessed the determinants of successful leadership development in a selected Provincial Department in the Eastern Cape, the Eastern Cape Treasury.

The changing workplace requires a new kind of leader with a new set of skills. Nowadays it is not enough to be a manager, but managers need to learn to lead with humility and practise a participative style of leadership. Leaders should exhibit the correct combination of non-technical and technical skills to manage and lead effectively in the modern workplace. This study has shown that four variables are key to achieving and increasing leadership development success: organisational culture, participative leadership, management resistance to change and senior management support. Implementing the recommendations in Sections 5.2.3, 5.2.4, 5.2.5 and 5.2.6 above will go a long way towards securing success in the organisation's leadership development programme.

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## 7. ANNEXURES

### 7.1 ANNEXURE A: RESEARCH QUESTIONNAIRE

**Research Topic: South African Youth Taking on a Leadership role in Business, Society and in Government: A succession planning and Leadership Development study**

Kindly take note that the information obtained through this questionnaire will be used only for research purposes and no names or any identifying data regarding the participant will be revealed. These questions will provide insights into how Leadership Development and Succession planning are viewed, and assist in assessing if the Leadership Development training initiatives are assisting in enhancing organisational performance with reference to the Eastern Cape Provincial Treasury. Furthermore, participation is voluntary. Please answer the questionnaire with a cross (x) in the boxes provided.

#### SECTION A: BIOGRAPHICAL INFORMATION

A1	Gender	Male	Female			
A2	Age Group	21-30	31-40	41-50	51-60	60+ above
A3	Educational Status	Matric	National Diploma	Degree	Post Graduate	Other
A4	Years of Experience in government	0-5	5-10	10-15	15-20	20+
A5	Occupation	Asst. Director	Deputy Director	Director	Chief Director	Other



## SECTION B: AUTOCRATIC LEADERSHIP STYLE

Please indicate the extent to which you agree or disagree with each of the following statements below. **CODES:** 1= Strongly Agree (SA); 2= Agree (A); 3= Neutral (N), 4= Disagree (D); 5= Strongly Disagree (SD)

No		SA	A	N	D	SD
B1	In my department, managers are very task oriented and they place a strong emphasis on getting the task at hand done					
B2	In my department, managers closely monitor employees					
B3	Managers pursue the completion of tasks at all costs					
B4	Managers make decisions without involving subordinates					
B5	Managers are very assertive in getting the task done					

## SECTION C: COMPENSATION PACKAGES

Please indicate the extent to which you agree or disagree with each of the following statements below. **CODES:** 1= Strongly Agree (SA); 2= Agree (A); 3= Neutral (N), 4= Disagree (D); 5= Strongly Disagree (SD)

No		SA	A	N	D	SD
C1	The department's pay and benefit packages attract high-performing employees					
C2	The department's pay and benefits package retain high-performing employees					
C3	My pay is adequate to provide for the basic things in life					
C4	Considering the work done and hours put in, the pay is adequate and it is what it should be					
C5	The fringe benefits are excellent compared to other employers.					

## SECTION D: ORGANISATIONAL CULTURE

Please indicate the extent to which you agree or disagree with each of the following statements below. **CODES:** 1= Strongly Agree (SA); 2= Agree (A); 3= Neutral (N), 4= Disagree (D); 5= Strongly Disagree (SD)

No		SA	A	N	D	SD
D1	In our organisation, cultural diversity is very important					
D2	In our organisation, there is transparency towards organisational changes					
D3	Our organisation promotes active contribution of ideas and participation is expected from all members of staff					
D4	In our organisation, ambiguity (vagueness and or uncertainty) is not tolerated					
D5	In my department there is collective commitment to organisational goals (what the Treasury wants to achieve)					

## SECTION E: CAPACITY AND TRAINING ON LEADERSHIP DEVELOPMENT

Please indicate the extent to which you agree or disagree with each of the following statements below. **CODES:** 1= Strongly Agree (SA); 2= Agree (A); 3= Neutral (N), 4= Disagree (D); 5= Strongly Disagree (SD)

No		SA	A	N	D	SD
E1	Department capacitate officials on leadership development programs					
E2	In the past 3 years, department trained me on Leadership Development courses					
E3	I think that the managers in the department have sufficient knowledge in Leadership as a mechanism to enhance performance of the department					
E4	Leadership Development is an essential tool on the implementation of programmes					
E5	Departmental line managers are suitably qualified to take over leadership Roles should the need arise (they are suitably trained)					

## SECTION F: PARTICIPATORY LEADERSHIP STYLE

Please indicate the extent to which you agree or disagree with each of the following statements below. **CODES:** 1= Strongly Agree (SA); 2= Agree (A); 3= Neutral (N), 4= Disagree (D); 5= Strongly Disagree (SD)

No		SA	A	N	D	SD
F1	In my department employees are allowed to determine what needs to be done and how to do it					
F2	In my unit, the team is always involved in major decision-making					
F3	In my department employees know more about their jobs than their managers					
F4	In my unit, employees know how to use creativity and ingenuity to solve problems					
F5	In my unit, the manager gives regular feedback on how the unit is performing					

## SECTION G: MANAGERIAL RESISTANCE TO CHANGE

Please indicate the extent to which you agree or disagree with each of the following statements below. **CODES:** 1= Strongly Agree (SA); 2= Agree (A); 3= Neutral (N), 4= Disagree (D); 5= Strongly Disagree (SD)

No		SA	A	N	D	SD
G1	Managers find it difficult to change their way of doing things					
G2	In my department, managers often resist the implementation of new ideas					
G3	In my department, managers have the “why fix it if its not broken” attitude					
G4	In my unit, managers do not readily support innovation					
G5	In my unit, the managers often resist the implementation of new policies					

## SECTION H: SENIOR MANAGER SUPPORT

Please indicate the extent to which you agree or disagree with each of the following statements below. **CODES:** 1= Strongly Agree (SA); 2= Agree (A); 3= Neutral (N), 4= Disagree (D); 5= Strongly Disagree (SD)

No		SA	A	N	D	SD
H1	Senior management provides strong support and involvement in the planning of leadership development programs					
H2	Senior management visibly demonstrate their commitment to Leadership development					
H3	Senior management are aware of policies that support staff development and placement of suitable employees					
H4	Senior management encourages people to enrol for leadership development programmes and allocate time for these programs					
H5	Senior management act as mentors to employees that are enrolled for leadership development programmes					

## SECTION I: LEADERSHIP DEVELOPMENT SUCCESS

Please indicate the extent to which you agree or disagree with each of the following statements below. **CODES:** 1= Strongly Agree (SA); 2= Agree (A); 3= Neutral (N), 4= Disagree (D); 5= Strongly Disagree (SD)

No		SA	A	N	D	SD
I1	Leadership development programs that employees enrol in, contribute significantly to the growth of leaders in the department					
I2	Considering the amount of money put into leadership development programs, Treasury is doing well in achieving leadership goals					
I3	The leadership development programs fosters the Treasury's ability to execute its Strategic Plan					
I4	The Leadership development programmes fosters the treasury's ability to execute its Operational Plan better					
I5	The support of leadership development is linked to succession planning in the department					

**THANK YOU!**