

THE ROLE OF SELF-MANAGEMENT IN FEMALE LEADERSHIP

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ABSTRACT

Male stereotyping together with perception of women as inferior is hindering recognition of women in senior managerial positions.

Through previous studies regarding female leadership, conducted all over the world, the theme of women being treated differently than males is fundamentally central to all the conclusions. Not many studies relating to this topic have been conducted in South Africa and yet we are in the forefront when it comes to identifying the need to develop women into positions where they can add value on various levels. Some of the issues have even been captured in legislation.

However, despite government's intervention, it is crucial that women take ownership of their own destiny. Unless women can prove that they can add value in the positions that they are appointed, they will not be seen as leaders.

To be a successful leader an individual must have certain skills and traits. Some of these can be developed over time, however the individual must first admit that there is a need and identify the area in which personal growth must take place, before a plan can be implemented. Once this point has been reached, a self-management plan can be developed by the individual to align his / her objectives. There are various components to the self-management plan and such a plan cannot always be duplicated, but the focus areas can overlap. If an individual can identify a mentor and enter into a mentoring program, it can give such an individual a huge advantage.

Internal and external factors play a role in the development and implementation of a self-management plan. The problem is that one does not always have much control over these elements. Some of these elements include the corporate culture of the organisation in which females function and the manner in which a female is able to balance work-life.

This study determined that males and females agree that female managers add as much value as male managers. Further to the above, it has become evident that

males have different perceptions relating to the issues of how women are experiencing the work environment and the implementation of policies that relate to employment equity. The impact of perception must not be excluded since it can have the effect that people distinguish between leadership skills and traits on different levels. Unless female leaders can make male leaders realise that they experience the work environment and the implementation of policies that relate to employment equity differently than the manner in which males perceive it, they will not be able to get males to change the situation, since males believe that there are nothing wrong with the current situation. This brings one back to the change in culture and the issue that as a result of male dominance in the work place, it is also the males that determine the current culture.

It is therefore important for females to take responsibility of the situation and where necessary change the perceptions of males to ensure that as women they are not hindered from receiving the recognition that they deserve.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	II
ABSTRACT.....	III
TABLE OF CONTENTS.....	V
LIST OF FIGURES.....	IX
LIST OF TABLES	X
1 CHAPTER 1: ORIENTATION TO THE STUDY OF SELF-MANAGEMENT IN RELATION TO FEMALE LEADERSHIP	1
1.1 Introduction	1
1.2 Purpose of the Research	4
1.3 Statement of the problem and the sub-problem.....	5
1.4 Definitions.....	6
1.4.1 Self management	6
1.4.2 Leadership.....	6
1.5 Delimitations of the study	7
1.6 Importance of the study.....	8
1.7 Outline of the Research report.....	9
2 CHAPTER 2: LEADERSHIP.....	10
2.1 Leadership approaches	10
2.2 A conceptual overview of leadership	16
2.3 Leadership as a foundation.....	17
2.4 Essential leadership functions.....	18
2.5 Four pillars of leadership	19
2.5.1 Relationships.....	19
2.5.2 Equipping	20
2.5.3 Attitude	20
2.5.4 Leadership.....	20
2.6 Leadership as a double storey building versus Management as a single storey building	21
2.7 Leadership effectiveness	24

2.8	Characteristics of leaders	25
3	CHAPTER 3: GENDER DIFFERENCES AND SIMILARITIES IN LEADERSHIP STYLE.....	29
3.1	Gender and leadership	29
3.1.1	The relationship between gender and leadership as neighbours	29
3.1.2	Generational differences	31
3.2	Female leadership	32
3.2.1	Keeping a clear vision of the Glass Ceiling	33
3.3	Culture.....	43
3.3.1	Culture as part of an architectural plan of an organisation	43
3.3.2	Corporate Culture	43
4	CHAPTER 4: DRAFTING THE BUILDING PLAN OF SELF-MANAGEMENT TAKING VARIOUS COMPONENTS INTO CONSIDERATION.	48
4.1	The Importance of self-management.....	48
4.1.1	Self-management as a window of opportunity.....	48
4.2	The pathway to a Work-life balance.....	54
4.2.1	Culture	56
4.3	Mentorship	57
4.3.1	General	57
4.3.2	Mentoring as a barrier	58
5	CHAPTER 5: RESEARCH METHODOLOGY	60
5.1	General.....	60
5.2	Research proposition	61
5.3	Method of study.....	61
5.4	Research design.....	61
5.5	Population.....	62
5.5.1	Population: Individual interview schedule	62
5.5.2	Population: Leadership survey	62
5.6	Sampling design.....	63
5.6.1	Sample: Individual interview schedule.....	63
5.6.2	Sample: Leadership survey	64
5.7	Data collection process, methods and analysis.....	65
5.7.1	Design strategy	65
5.7.2	Data collection design	65
5.7.3	Data collection: Instrument design	68
5.7.4	Method of primary data collection.....	70

5.8	Data analysis and measurement techniques	72
5.8.1	Methods of analysing the data.....	72
6	CHAPTER 6: RESEARCH RESULTS	75
6.1	Nature of results.....	75
6.2	Research results relating to individual interview schedules	76
6.2.1	Demographic profile of top females	76
6.2.2	Discussion of interview target questions	77
6.3	Research results relating to leadership survey.....	82
6.3.1	Demographic data of participants.....	84
6.3.2	General discussion relating to leadership skills / competencies	90
6.3.3	Analysis and discussion of specific questions relating to leadership skills / competencies	91
6.3.4	General discussion relating to the need for policy changes in respect of specific themes.....	113
6.3.5	Analysis and discussion of specific questions relating to the need for policy changes in respect of specific themes	114
6.3.6	General discussion relating to how each participant viewed certain issues that can be linked back to leadership	117
6.3.7	Analysis and discussion on how each participant viewed certain issues that can be linked back to leadership	117
6.3.8	General discussion relating to how each participant viewed him- or herself as a leader.....	135
6.3.9	Analysis and discussion on how each participant viewed him- or herself as a leader.....	135
7	CHAPTER 7: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.....	154
7.1	Discussion	154
7.1.1	Individual interview schedule.....	154
7.1.2	Leadership survey	158
7.1.3	Defining the turning point in relation to the comparisons.....	174
7.2	Conclusions.....	176
7.3	Recommendations	178
7.3.1	Narrowing down the subject area	178
7.3.2	Research in same / various industries to enable comparisons.....	178
7.3.3	Corrective actions that have worked in other countries	178
7.3.4	Changing research approach by including males in top positions	179
7.3.5	Changing research approach by taking race into consideration	179
7.3.6	Making it practical.....	179
8	REFERENCES.....	180
9	ANNEXURE 1: CASUAL RELATIONSHIP IN PATH GOAL THEORY OF LEADERSHIP	187
10	ANNEXURE 2: REPRESENTATION OF FEMALES ON BOARDS	188

11	ANNEXURE 3:RESEARCH INSTRUMENTS	189
	11.1 Individual interview survey	189
	11.2 Leadership survey questionnaire	190
12	ANNEXURE 4: DISSECTION OF SAMPLE IN RELATION TO RACIAL GROUPS.....	198
13	ANNEXURE 5: RESULTS OF INDIVIDUAL INTERVIEW SCHEDULES	200
14	ANNEXURE 6: RESULTS OF LEADERSHIP SURVEY QUESTIONNAIRE (QUESTION 75 – 80)	206

LIST OF FIGURES

Figure 2-1: An integrated conceptual framework of leadership	16
Figure 3-1: Corporate culture as depicted by Edgar Schein	44
Figure 3-2: The manner in which corporate culture develops.....	44
Figure 3-3: Filters and influences of culture.....	45
Figure 4-1: Integrated competency model	51
Figure 4-2: Tools to be used by females in leadership positions	53
Figure 4-3: Five dimensions of organisational work-life culture that account for the gap between work-life policy provision and utilisation	55
Figure 6-1: Response received from males and females	82
Figure 6-2: Response rate for females	83
Figure 6-3: Response rate for males	83
Figure 6-4: Participants in various age groups	84
Figure 6-5: Marital status of participants	85
Figure 6-6: Parental status of participants.....	86
Figure 6-7: Educational level of participants.....	87
Figure 6-8: Average years employed	88
Figure 6-9: Years in current job	89
Figure 6-10: Reporting to a male or female	90
Figure 6-11: The mean of various competencies	145
Figure 6-12: The mean of various leadership competencies	146
Figure 6-13: The mean of various leadership qualities.....	148
Figure 6-14: The mean of various global leadership competencies	149
Figure 6-15: The mean of various mental characteristics of global leaders.....	151
Figure 6-16: The mean of various behaviour level global leadership competencies.....	152
Figure 7-1: Levels of participation	157

Table 6-3: Age analysis of participants.....	84
Table 6-4: Marital status of participants.....	85
Table 6-5: Parental status of participants	86
Table 6-6: Educational level of participants	87
Table 6-7: Analysis of the participants based on years employed.....	88
Table 6-8: Analysis of the participants based on years employed in current managerial position	89
Table 6-9: Reporting line of participants.....	90
Table 6-10: The ten highest <i>means</i> (Question 11 – 44)	91
Table 6-11: Significant differences identified by using the t-test (Question 11 – 44) .	92
Table 6-12: Statistically significant differences based on ANOVA (years employed)	93
Table 6-13: Significant differences identified by using the t-test (Question 45 and 46)	114
Table 6-14: Statistically significant differences based on ANOVA (years employed)	115
Table 6-15: The five highest <i>means</i> (Question 47 - 63)	118
Table 6-16: The five lowest <i>means</i> (Question 47 – 63)	118
Table 6-17: Significant differences identified by using the t-test (Question 47 - 63)	119
Table 6-18: Statistically significant differences based on ANOVA (years employed)	120
Table 6-19: Statistically significant differences based on ANOVA (educational level)	122
Table 6-20: The five highest means (Question 64 - 74)	136
Table 6-21: The five lowest means (Question 64 - 74).....	136
Table 6-22: Significant differences identified by using the t-test (Question 64 - 74)	137
Table 6-23: Statistically significant differences based on ANOVA (years employed)	138
Table 6-24: Ranking of competencies (Question 75)	144
Table 6-25: Ranking of leadership competencies (Question 76).....	146
Table 6-26: Ranking of leadership qualities (Question 77)	147
Table 6-27: Ranking of global leadership competencies (Question 78)	149
Table 6-28: Ranking of mental characteristics of global leaders (Question 79).....	150

Table 6-29: Ranking of behaviour level global leadership competencies (Question 80)	152
Table 7-1: Highest <i>mean</i> (general) in respect of questions 11 - 44	159
Table 7-2: Highest <i>mean</i> (female) in respect of questions 11 - 44	160
Table 7-3: Highest <i>mean</i> (male) in respect of questions 11 - 44	160
Table 7-4: Lowest <i>mean</i> (general) in respect of questions 11 - 44	161
Table 7-5: Lowest <i>mean</i> (female) in respect of questions 11 - 44	162
Table 7-6: Lowest <i>mean</i> (male) in respect of questions 11 - 44	162
Table 7-7: <i>Mean</i> in respect of questions 45 and 46	163
Table 7-8: Highest <i>mean</i> (general) in respect of questions 47 - 63	164
Table 7-9: Highest <i>mean</i> (females) in respect of questions 47 - 63	165
Table 7-10: Highest <i>mean</i> (males) in respect of questions 47 - 63	165
Table 7-11: Lowest <i>mean</i> (general) in respect of questions 47 - 63	166
Table 7-12: Lowest <i>mean</i> (female) in respect of questions 47 - 63	167
Table 7-13: Lowest <i>mean</i> (male) in respect of questions 47 - 63	167
Table 7-14: Highest <i>mean</i> (general) in respect of questions 64 - 74	168
Table 7-15: Highest <i>mean</i> (female) in respect of questions 64 - 74	169
Table 7-16: Highest <i>mean</i> (male) in respect of questions 64 - 74	169
Table 7-17: Lowest <i>mean</i> (general) in respect of questions 64 - 74	170
Table 7-18: Lowest <i>mean</i> (female) in respect of questions 64 - 74	171
Table 7-19: Lowest <i>mean</i> (male) in respect of questions 64 - 74	171

1 CHAPTER 1: Orientation to the study of self-management in relation to female leadership

1.1 Introduction

“The challenges and opportunities we have in our country surpasses anything that I have seen anywhere in the world. The resilience of ordinary women, who, against all odds raise children, holds families and communities together and generate so much energy. The generosity of our people, and our ability as a nation to overcome the inhumanity and cruelty of apartheid and focus on our common humanity, it is our people, our leaders and our ability to draw on a proud history of struggle that makes us unique.” – Maria Ramos (Erasmus-Kritzinger: 2003).

Females are becoming increasingly economically empowered and active in South Africa. This empowerment is directly linked to the broader empowerment of women in our society since the advent of democracy in South Africa.

The World Competitive Yearbook reflected that South Africa's female labour force consisted of 48.16% of the total labour force during 2003. The effect of the finding is that South Africa has the second biggest penetration in the labour market out of 60 countries that were measured (IMD World Competitive Yearbook: 2004:65).

In Africa there is currently a huge focus on females and some of the main focus areas include poverty alleviation, advancement in literature as well as access to basic social services. As a result, the empowerment of females has been addressed in respect of legislation and government initiatives (Mathur-Helm, 2004:58). These are listed below:

- ❖ the Women's Charter for Effective Equality (1993);
 - ❖ the Interim Constitution of the Republic of South Africa (1993);
 - ❖ the Vienna Declaration and Platform for Action from the International Conference on Human Rights (1993);
 - ❖ the National Report of the Status of Women in South Africa;
 - ❖ the Reconstruction and Development Programme (1994);
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- ❖ the Cairo Declaration and Platform for Action from the International Conference on Population and Development (1994);
 - ❖ Commitment 5 of the platform for Action of the World Summit for Social Development held in Copenhagen (1995);
 - ❖ the Convention on the Elimination of Discrimination Against Women which was ratified by the Government of National Unity on 15 December 1995;
 - ❖ the Platform for Action of the Fourth World Conference on Women held in Beijing in September 1995;
 - ❖ South African Women on the road to Development, Equity and Peace, Beijing Conference Plan of Action, 1995.

In South Africa legislation such as the Employment Equity Act 55 of 1998 directly provides for the economic empowerment of females. This Act includes measures for combating any unfair discrimination on the grounds of race, gender and disability as well as hate speech and harassment. Other unrelated legislation that has a positive effect on the protection and support of females includes the Social Assistance Bill and the Domestic Violence Act 116 of 1998 and Maintenance Act 99 of 1998.

According to the Commission for Employment Equity's annual report (2002/2003), the real representations of females at all levels of the workforce was rather trivial. It revealed the following statistical information regarding the representation of females in certain positions:

Table 1-1: Women representation in certain positions

26%	Legislators
14%	Top management positions
21%	Senior management positions

Source: Commission for Employment Equity's annual report (2002/2003)

Although women are becoming more economically empowered at this stage, it is important to ensure that they also move up in the business value chain. Government is supporting females in their initiatives through support programmes. Some of these programmes include Technology for Women in Business (TWIB), through which women are encouraged to use technology, and The South African Women

Entrepreneurs' Network (SAWEN), to assist women on a provincial level to network with other entrepreneurs and focus on information sharing and training. These programmes are initiatives from the Department of Trade and Industry. There is also some non-government support by means of associations in several sectors across the economy (Top women in business and government, 2004:9).

The recent Corporate Leadership Census 2004 (Bolowana Pretoria News, 7 February 2005) made for some interesting reading. Although the research was only conducted in South Africa, some of the topics that were researched correlated with previous research conducted in other countries and as a result some useful comparisons could be made. A comparison between South Africa and other countries relating to female representation in the workforce revealed the figures presented in Table 1-2.

Table 1-2: Women representation in workforce

	South Africa	Australia	USA	Canada
Women as a % of the workforce	41%	44.6%	46.1%	46.5%
Women as a % of directors	7.1%	8.4%	13.6%	11.2%
Women as a % of executive managers	7%	8.8%	15.7%	14%

Source: Corporate Leadership Census 2004

From the information presented in the table above it is clear that South Africa is not on par with the global average representation of females in the workforce. This was confirmed in the Commission for Employment Equity report 2002/2003, as well as the Catalyst census 2005.

It is important that companies recognise their responsibility in this regard and ensure that they do not only appoint people from previously disadvantaged communities but that they also invest resources in equipping newly appointed staff with skills and knowledge. Although there will always be a large focus on new employees, it is very important that companies train and develop employees who are currently employed by the company so that current employees can broaden their knowledge and through their present expertise add tremendous value to the company.

1.2 Purpose of the Research

The primary purpose of this research is to identify and analyse the issues preventing females from being perceived as competent and equal contenders in the corporate leadership community. It will further attempt to identify the key traits and skills women require to succeed in the South African corporate environment.

By identifying the traits and skills that females (who are already in top positions) have, it can give an indication of what is required from females to be perceived as leaders. Once these traits and skills have been identified, females who want to follow in the footsteps of females in top positions can “learn” these traits and skills to build a personal brand and thus promote themselves in such a manner.

Women need to use self-management as a tool to their advantage, develop the traits and skills that are associated with successful females, and then they might be perceived as leaders.

The purpose of this research is to place the researcher in a position to gather results from the male and female participants on management level and use the information to determine what competencies and leadership qualities each group identifies as the most important. Once this information has been gathered, a comparison can be made between the information gathered from the males and the females. By making this comparison, the researcher can try to determine whether males and females rank certain competencies and leadership qualities differently. From this information a list of competencies and leadership qualities identified by the participants can be drawn and this can be used by females to develop themselves and put a self-management plan in place to achieve the objective of being perceived as a leader.

Unless a woman can brand herself and be perceived, as a good leader the possibility is high that she will not enjoy the status that is associated with a top position, if appointed in such a position for any reason other than her skills and competencies.

“The way you build relationships is critical to the way people perceive you in the long term. As you craft your brand, think about how other people feel about themselves

when they are with you. This is actually much more important than creating a perfect impression of yourself.” – Juliet Newton (Erasmus-Kritzinger: 2003).

1.3 Statement of the problem and the sub-problem

Due to the fact that women and previously disadvantaged groups did not form part of top management in corporate organisations, they did not get the exposure to these positions and were not always developed to the extent that they could function effectively in such positions. As a result of the changes in South Africa over the past ten years, more focus has been placed on advancing females to top positions. However, from the study conducted and the results displayed above, it is clear that South Africa is still not on par with the rest of the world when it comes to female representation in the workforce and the various facets thereof (Mathur-Helm, 2004:59).

According to Mathur-Helm (2004), notwithstanding all the attempts that government is making to empower females, women are still employed into the less important positions, which results in the under-utilising of their resources in the market place.

Mathur-Helm (2004:60) goes further and states that the “transformation in South Africa has raised awareness about gender inequality ... hence few women are seen holding top positions. This confirms that while gender equity and affirmative action legislation have been implemented in South Africa, inequality in career advancement and job segregation still remains”.

It is, therefore, important to determine what are the perceived skills and traits of a leader to ensure that as a woman one does have those qualities, and is therefore perceived as a leader.

If a female can identify the qualities that are important in a leader, then she can align herself with that and develop within herself those qualities to the extent that people perceive her as a good leader.

1.4 Definitions

For the purpose of this research it is important that some terms be defined at this stage to ensure that, if reference is made to a specific term, the reader will have the same departure point as the researcher. These definitions are presented below.

1.4.1 Self management

Self-management sets out the strategies a person uses to influence and improve his or her own behaviour. Behavioural self-management strategies are useful when an individual needs to give him/herself a push to do something, which that person would otherwise be reluctant to do. Cognitive self-management strategies help a person to build self-confidence and optimism about doing a difficult task (Yukl, 2002:14).

1.4.2 Leadership

Hemphill and Coons (1957) defined leadership as “behaviour of an individual ... directing the activities of a group toward a shared goal”. In 1978 Burns said leadership is “when persons... mobilize... institutional, political, psychological, and other resources so as to arouse, engage, and satisfy the motives of followers”. A new definition as formulated by Richards and Engle during 1986, claimed leadership “is about articulating visions, embodying values, and creating the environment within which things can be accomplished”.

In 1992 Schein defined leadership as “ability to step outside the culture... to start evolutionary change processes that are more adaptable. Also during the nineties House defined leadership as “ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization” (Gregoire, 2004:396).

“Leadership is the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objective” (Yukl, 2002:7).

1.5 Delimitations of the study

Due to the nature of this research, the number of qualitative personal interviews was limited. Key individuals (female) in top positions were identified. The ideal would have been for these key individuals to be from different industries and preferably from different provinces. However since the centre of South Africa's economy is in Gauteng province, this was a focus point.

Although the ideal would have been to have females across all sectors of the industry, in practice this was not possible.

A further delimitation of this study was the fact that, at no stage, did the researcher interview males in top positions and compare the results of that to those results of the females in top positions. However, males on a managerial level were surveyed with a self-administered questionnaire.

A self-imposed delimitation was the fact that the researcher did not address the issue of sexual harassment in the study. The reason for this was that, because of the researchers current position, she is exposed to females confiding in her regarding this issue. The researcher was of the opinion that if that issue were to be addressed it might have a negative influence on the relationship of trust that she has established in her current work environment.

Another methodological delimitation that was expected was the low response rate on the self-administered questionnaire. This questionnaire was submitted to males and females on the managerial level. However this was not experienced in this instance, and as a matter of fact the response rate was much higher than expected. More detail regarding the response rate is discussed in Chapter 5.

This research only focused on the role of self-management in female leadership. This in itself was already a delimitation since there might have been many other factors that could influence female leadership, but which were not investigated during this research.

1.6 Importance of the study

Previous research in this field conducted in South Africa by Booysen (1999, 1999c, 1999d) focused on white and black female leaders, and female leadership relative to male leadership.

By profiling successful women of various cultural and racial backgrounds in leadership positions in South Africa it will be possible to develop a model which will identify the successful qualities, traits and skills these leaders possess, and will, through its application, empower aspiring female leaders to be successful in corporate leadership positions in South Africa.

As previously mentioned, the study will ultimately address social injustices by revealing proven methods and supplying guidelines and inspiration to young woman in South Africa, who aspire to follow in the footsteps of South African female pioneers.

Not a great deal of research has been conducted in South Africa in respect of this topic. Due to Government legislation, as mentioned in the introduction, companies are almost forced into a situation where they have to appoint females in leadership positions whilst faced with a limited pool of resources. Most of these individuals are capable of doing the job and in some instances even outperform their male counterparts, but due to the male stereotyping and perception of females as inferior, this is not always easily achieved.

As mentioned previously, section 187 of the Constitution, a Commission on Gender Equality has been set up to protect and promote democracy and gender equality in South Africa. The Constitution demands that men and women are treated equitably in all spheres, but particularly in respect of succession to leadership positions, access to justice and access to opportunities.

If a winning recipe can be determined, as identified by participants, then it will be so much easier for females to conduct their business in such a manner that they change the perceptions of males and then be branded as successful leaders. In Chapter 3 of

the research document this issue relating to “think manager – think male” will be discussed in more detail.

1.7 Outline of the Research report

This research report first set out the leadership theories that might be applicable and then specific topics that were relevant to the research question were discussed. Once the basis has been laid, the focus turned to current literature on this topic and other relevant topics that were considered for this report to be considered complete. The logical flow of the chapters that follow will include gender and leadership (Chapter 3), female leadership (Chapter 3), culture (Chapter 3), the importance of self-management (Chapter 4), work-life balance (Chapter 4) and mentorship (Chapter 4). Most of the literature relating to this topic and relevant topics is in respect of research that has been conducted abroad. The research methodology will be discussed in Chapter 5 and the copies of the questionnaires have been attached as appendices to this report. Based on the research done a discussion follows in Chapter 6 as well as the conclusions that were drawn based, on the outcome of the research. Certain recommendations will also be made at this point in the report and have been set out in Chapter 7.

2 CHAPTER 2: Leadership

Leadership has different meanings for different people. For the purpose of this research, leadership is defined in an academic sense and formulated as mentioned in paragraph 1.5.2, namely: “Leadership is the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objective” (Yukl, 2002:7). From this definition it is clear that leadership is focused around influence and performance in relation to a collective task and leadership can be seen as the driver of organisational wellness.

2.1 Leadership approaches

Various approaches to leadership have developed over time. Gregoire & Arendt summarised these approaches in their study that was conducted during 2004. Table 2-1 below sets out the leadership approaches with a short summary of the traits identified for each of the leadership approaches.

Table 2-1: Summary of leadership research

Leadership approaches	Summary of traits identified for leadership approach
Trait	
<u>Effective leader traits</u>	Identifies traits of effective leaders as: intelligence, alertness to needs of others, understanding of tasks, initiative and persistence in dealing with problems, self-confidence, desire to accept responsibility, and interest in occupying a position of dominance and control: (1904-1948).
<u>Successful leader traits</u>	Suggests that successful leaders had the following traits: a strong drive for responsibility and task completion, exhibited vigor and persistence in pursuit of goals, used originality in problem solving, were self-confident, showered a willingness to accept consequences of their decision and actions, display readiness to absorb interpersonal stress, and were able to tolerate frustration and delay; demonstrated an ability to influence the behaviour of other, had a high energy level, were adaptable, worked cooperatively with others, and were achievement orientated: (1948-1973).
<u>Big five model</u>	Categorised leadership personalities traits into five group: surgency

Digman (1990) Hough (1992)	(includes traits such as energy, assertiveness and extroversion), conscientiousness (includes traits such as dependability, integrity, and need for achievement), agreeableness (includes traits such as optimism, helpfulness, and affiliation), adjustment (includes traits such as emotional stability, self-esteem and self-control) and intelligence (includes traits such as inquisitiveness, open mindedness and learning orientated).
Behaviour <u>University of Michigan leadership studies</u> Katz, Maccoby & Morse (1950) <u>Ohio State University leadership studies</u> Fleishman (1953) Halpin & Winer (1957) Hemphill & Coons (1957) <u>Managerial grid/leadership grid</u> Blake & Mouton (1964)	<p>Categorizes leadership behaviour as employee orientated and task orientated. Employee and relationship orientated behaviours suggest a focus on and concern for subordinates and included acting friendly and being considerate toward employees, helping develop subordinates, keeping employees informed, and recognizing and appreciating the contributions of others. Production or task orientated leadership behaviours emphasise performance and the technical aspects of a job.</p> <p>Suggests leadership behaviour consists of two separate and distinct dimensions: consideration and initiating structure. Consideration includes behaviours that showed friendship toward employees, developed mutual trust and respect, and exhibited strong interpersonal relationships. Initiating include behaviours that defined the work to be done, performance expectations, and relationships among employees. Displayed as a grid with consideration on the vertical axis and initiating and initiating structure on the horizontal axis.</p> <p>Views leadership as a two-dimensional grid: concern for production on the horizontal axis and concern for people on the vertical axis. Each axis has nine points and managers are categorised using numbers.</p>
Power/Influence <u>Power</u> French & Roven (1959) <u>Influence</u> Kipnis, Schmidt & Wilkonson (1980)	<p>Suggests leaders have several different types of power including: reward, coercive, legitimate, expert, referent, information control, and ecological control.</p> <p>Identifies 11 proactive influence tactics used to influence subordinates, peers, and superiors: rational persuasion, apprising, inspirational appeals, consultation, exchange, collaboration, personal appeals, ingratiation, legitimating tactics, pressure and coalition tactics.</p>
Contingency/situational <u>Situational leadership</u> Evans (1970) House (1971)	<p>Suggests that forces in the manager, the subordinates and the situation all affected the leadership that is appropriate in a given situation. According to Yukl (2002:34) some of the elements that might have an influence on the behaviour of managers when approaching a certain situation includes: Level of management, Size of organisation unit, Lateral interdependence,</p>

<p><u>LPC contingency model</u> Fiedler (1967)</p> <p><u>Path goal theory</u> Evans & House (1970 – 1971)</p> <p><u>Leaders substitutes theory</u> Kerr & Jermier (1978)</p> <p><u>Multiple linkages model</u> Yukl (1981, 1989)</p> <p><u>Cognitive resource theory</u></p>	<p>Crisis situations, Stage in organisational life cycle.</p> <p>Describes how the situation moderates the relationship between leadership effectiveness and least preferred co-worker (LPC) score. The variables believed to be related to leader effectiveness include: leader-member relations, task structure, and position power.</p> <p>Indicates that behaviour of the leader influences the satisfaction and performance of subordinates by offering rewards for achieving goals, clarifying the path to goals, and removing obstacles from the path. The effect of the leader's behaviour depends on the situation. This theory describes the way that leaders encourage and support their subordinates in achieving the goals as set by the leader and by making the path that should be taken clear to those followers (Changing minds, 2004).</p> <p>According to House (1996:323) "this theory is that leaders, to be effective, engage in behaviours that complement subordinates' environment and abilities in a manner that compensates for deficiencies and is instrumental to subordinate satisfaction and individual and work unit performance".</p> <p>Thus to explain how the behaviour of a leader influences the satisfaction and performance of subordinates. According to Yukl (2002:212) the behaviour of the leader can be defined as follows: Supportive leadership, Directive leadership, Participative leadership, and Achievement-orientated leadership. Annexure 1 indicates the relationship between the variables in respect of the Path-goal theory.</p> <p>This type of leadership style will mostly be used in situations where the task is unstructured and motivation plays an important role in the process to achieve the goal.</p> <p>Includes two kinds of situational variables, substitutes and neutralisers, which reduce the importance of leadership. Various attributes of the subordinates, task, and organisation may serve as substitutes and or neutralisers for leader behaviour.</p> <p>Includes four types of variables: managerial, intervening, criterion and situational. In the model managerial behaviour and situational variables interact with intervening variables to determine the performance of a work group.</p> <p>Suggests that performance of a leader is determined by complex interaction among leader traits (intelligence and experience), one type of</p>
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Fiedler (1986) Fiedler & Garcia (1987)	leader behaviour (direct leadership) and two aspects of the leadership situation (interpersonal stress and the nature of the group's task).
Reciprocal <u>Transactional leadership</u> Bass & Avolio (1990a)	Proposes that leaders set conditions and use contingent rewards, incentives and punishment to motivate employees. Through the creation of structures the subordinates are informed what is expected from them. If they follow orders they are rewarded and if not then there are formal systems of discipline in place. Usually managers and not leaders use this form of leadership style. According to Yukl (2002:253) "transactional leadership involves an exchange process that may result in follower compliance with leader requests but is not likely to generate enthusiasm and commitment to task objectives". Some of the transactional behaviours include: Contingent reward, Active management by exception, and Passive management by exception. The effect of this leadership style might not be as powerful on its own but by combining it with another leadership style it might have the required result.
<u>Transformational leadership</u> Burns (1978) Bass (1985, 1996)	Suggests that followers feel admiration, loyalty, trusts, and respect toward leader and thus are motivated to do more than originally expected to do. Transformational leadership behaviours include: idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration. Transformational leadership fosters change and innovation. This leader cares about his / her followers and would like to see them succeed in their actions. The following usually forms part of their actions: articulate a clear and appealing vision; explain how the vision can be attained; act confidently and optimistically; express confidence in followers; use symbolic actions to emphasize key values; lead the charge – commitment and empower people to achieve the vision. These leaders make use of ceremonies and ritual to sustain motivation. They are people orientated and will do everything possible to ensure sustained commitment. According to Eagly and Carli (2003), other aspects of transformational leadership include the following: Charisma, Individualised consideration, Intellectual stimulation. Pollitt goes further and states that according to him Bernard Bass added a fourth component to the three as listed by Eagly and Carli, namely inspiration. If one considers that basis of this theory, it makes sense due to the fact that "inspiration is based on behaviours espoused by the leader to such things as communicating high expectations, the use of symbols to gain the focus of followers and modeling the appropriate behaviour" (Pollitt, 2005:36).

	<p>According to Yukl (2002:253) this type of leader “transforms and motivates followers” by: making them aware of the importance of task outcomes, including them to transcend their own self-interest for the sake of the organisation or team, activating their higher-order needs.</p> <p>To be successful with this leadership style Yukl (2002) points out that the leader might reflect the following in his/her behaviour: idealised influence, individualised consideration, inspirational motivation, intellectual stimulation. Yukl also highlights that through this leadership style both the leader and the follower will change and that they will focus on what is good for the organisation and community, instead of focusing on themselves.</p>
<p><u>Full-range of leadership model</u> Bass (1985)</p>	<p>Combines concepts of both transactional leadership and transformational leadership and suggests that leaders generally possess both types of leadership behaviours.</p>
<p><u>Servant leadership</u> Greenleaf (1970)</p>	<p>Defines a servant leader as a servant to others first and a leader second; describes five ways of being a servant leader: authentic, vulnerable, accepting, present and useful.</p>
<p><u>Relational leadership</u></p>	<p>Proposes that leadership is about relationships and focuses on five components: inclusion of people with diverse points of view, empowering those involved, purposefully building commitments, ethics and the realisation that the accomplishment of the other four components are done through a process-orientation.</p>
<p><u>Emotional intelligence</u> Goleman (1995)</p>	<p>Suggests that leaders use self-awareness, self-regulation, self-motivation, empathy and social skills, all components of emotional intelligence to lead effectively. Six emotional leadership styles as described by Goleman, Boyatzis and McKee (Changing minds, 2004) are listed below:</p> <p>The visionary leader - This leader has a vision and all shares the vision. He / she tell the people where to go but not how to get there.</p> <p>The coaching leader - Help people identify their strengths and weaknesses and tying this to career aspirations and actions.</p> <p>The affiliative leader - This leader creates people connections to ensure harmony within the organisation.</p> <p>The democratic leader - This leader values inputs from stakeholders (good and bad) and encourage participation.</p> <p>The pace-setting leader - This leader builds challenges and goals for subordinates and expects excellence. If they identify poor performance they demand and expect increased results.</p>

<p><u>Primal leadership</u></p>	<p>The commanding leader - This leader gives clear direction by way of his / her powerful stance and expects full compliance.</p> <p>A leader can also combine the different styles to ensure that his/her actions are more effective in a specific situation.</p>
<p><u>Charismatic leadership</u> Conger & Kannungo (1998)</p>	<p>Indicates that leader moods and behaviours drive the moods and behaviours of others in the organisation and will impact information sharing, trust, risk taking and learning within the organisation.</p> <p>This theory is based on the assumption that the leader has charismatic qualities that such a person projects in situations where there is interaction with followers. Usually this type of leader uses charm to influence his / her followers. Some of the behavioural attributes of such a leader might include the following: vision and articulation, sensitivity to the environment, sensitivity to member needs, personal risk-taking, performing unconventional behaviour.</p> <p>Some traits and skills of such a leader might include the following: self-confidence, strong convictions, poise, speaking ability, dramatic flair.</p> <p>Kets de Vries (2001:264) is of the opinion that effective charismatic leaders must be able to convey the following: articulate and communicate the vision; empower colleagues and followers, energise subordinates for positive action. According to Yukl (2002:266) these leaders can definitely have a huge influence on any organisation but in some instances the consequences are not to the advantage of the organisation.</p>

Source: Adapted from Gregoire & Arendt (2004:397)

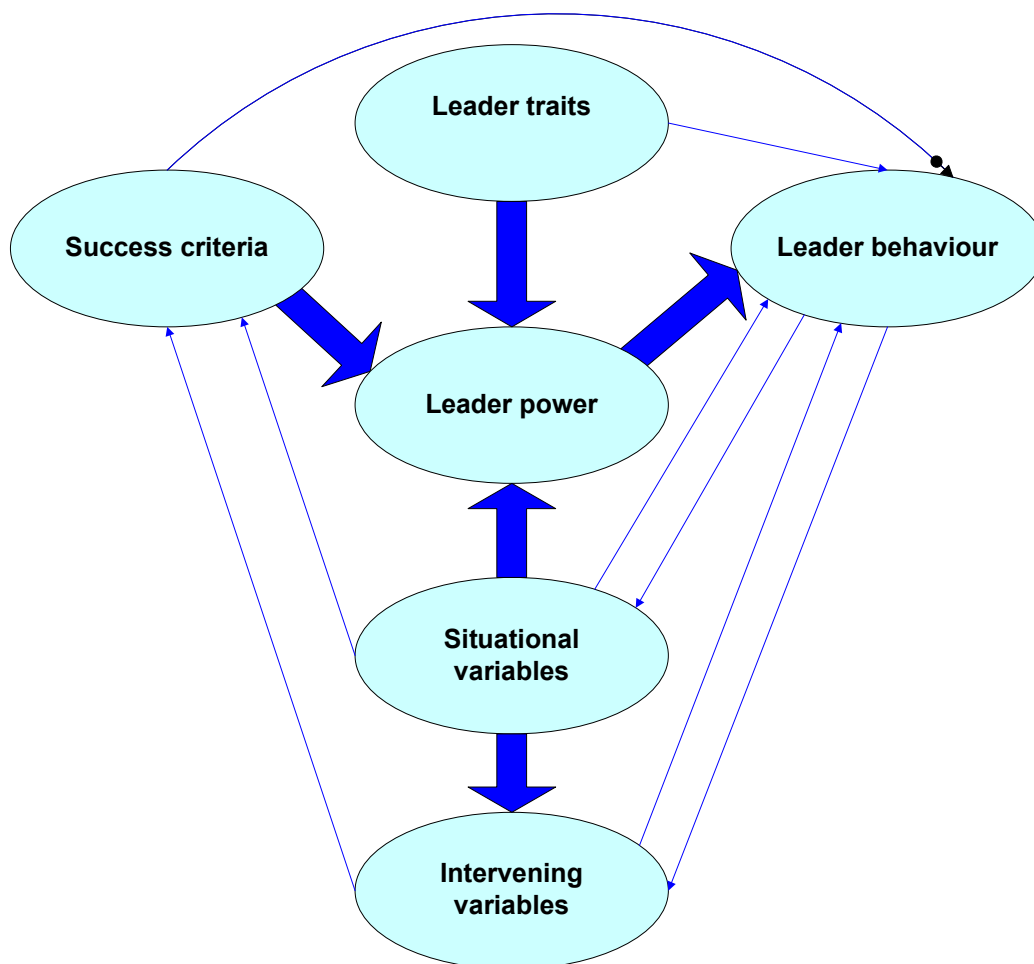
The table above presents a comprehensive summary of the leadership theories over the past 100 years. As people evolve, so will leadership styles evolve and leadership theories will be adapted to stay in pace with all the changes. It is however important to take cognisance of the fact that various elements have an impact and influence on leadership styles. Some of these elements are skills, traits, competencies and even the situation. Based on a person's beliefs, values, preferences, organisational culture and norms, a leadership style will be determined and implemented. As a result it is evident that the above table will expand over time.

2.2 A conceptual overview of leadership

Colwill and Townsend (1999) hold the opinion that the leadership of modern organisations needs to be coercive, based on teamwork and most importantly be adept at building relationships.

Yukl (2002) postulates that expert power is task-relevant knowledge or skills, and is a major source of personal power in organisations. To be a leader can be very demanding and also very satisfying. It is important for a leader always to have a long-term goal but not to lose focus of the current situation, because it will be daily successes that add to the credibility of such a leader. Figure 2-1 below depicts an integrated conceptual framework of leadership and demonstrates the elements that play a role in leadership.

Figure 2-1: An integrated conceptual framework of leadership



Source: Yukl (2002:430)

Yukl clearly states that this figure “provides an integrated conceptual framework that encompasses each set of variables. The proposed conceptual framework is based on the assumption that a core set of intervening variables (e.g. follower task commitment, skills and self-efficacy, mutual trust and cooperation) mediate the effects of leadership behaviour on end-result criteria of leadership success” (Yukl, 2002:429).

2.3 Leadership as a foundation

As previously defined, “leadership is the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objective” (Yukl, 2002:7).

To be successful in leadership it is crucial that a person is able to influence a group of followers, as the focus is on teamwork as specified above. Yukl points out that leaders can influence the effectiveness of a group or organisation through the ways set out in Table 2-2 below.

Table 2-2: Ways through which leaders can influence the effectiveness of a group

The interpretation of external events by managers
The choice of objectives and strategies to pursue
The motivation of members to achieve the objectives
The mutual trust and cooperation of members
The organisation of work activities
The development of member skill and confidence
The learning and sharing of new knowledge by members
The enlistment of support and cooperation from outsiders

Source: Yukl (2002:7)

He goes further and identifies three variables that according to him are relevant for understanding effective leadership (Yukl, 2002:10). These three variables are 1)

characteristics of the leader, 2) characteristics of the followers and 3) characteristics of the situation. These three variables, with some examples, are depicted in Table 2-3 below.

Table 2-3: Scope of leadership processes

Characteristics of the leader	Characteristics of the followers	Characteristics of the situation
Traits	Traits	Type of organisational unit
Confidence and optimism	Confidence and optimism	Size of unit
Skills and expertise	Skills and expertise	Position power and authority
Behaviour	Attribution about the leader	Task structure and complexity
Integrity and ethics	Trust in the leader	Task interdependence
Influence and tactics	Task commitment and effort	Environmental uncertainty
Attribution about followers	Satisfaction with leader and job	External dependencies

Source: Yukl (2002:7)

In view of the above one can now understand why leadership must be viewed from a multilevel perspective which starts with the individual and moves to a dyadic approach (this relates to the leader and another individual e.g. follower) which grow to the group and ends at the organisation.

2.4 Essential leadership functions

According to Yukl (2002) power involves the capacity of one party (the agent) to influence another party (the target). There are several sources of such power, but the most important to note for a subordinate/manager relationship is legitimate power. Yukl considers all the theories and then lists with the 10 functions that, according to him, are the “essential leadership functions” (Yukl, 2002:439). These functions are listed as a series of actions.

- i. Help interpret the meaning of the events.
- ii. Create alignment in objectives and strategies.
- iii. Build task commitment and optimism.
- iv. Build mutual trust and cooperation.
- v. Strengthen collective identity.

-
- vi. Organise and coordinate activities.
 - vii. Encourage and facilitate collective learning.
 - viii. Obtain necessary resource and support.
 - ix. Develop and empower people.
 - x. Promote social justice and morality.

As a departure point, a woman must take note of these functions and depending on what level she is functioning, start implementing them and always keep them in mind to ensure that she does not lose focus. Male leaders on various levels will act accordingly and therefore the actions of male and females will be aligned.

It is important that the basic structure is in place before the construction begins and, therefore, elements like relationships, equipping, attitude and leadership must form part of the construction plan.

2.5 Four pillars of leadership

According to Maxwell, (2004) leadership relies on four pillars. These pillars he identifies as: relationships, equipping, attitude and leadership. Each of these pillars will be briefly discussed.

2.5.1 Relationships

Positive relationships are important in all aspects of life, but it is a focus point in one's role as a leader. Maxwell states the five most important characteristics in one's relationships should be the following:

- ❖ respect (the desire to place value on other people);
- ❖ shared experiences (get to know and understand people);
- ❖ trust (believe in people);
- ❖ reciprocity (ensure that there is a give and take situation to ensure all parties benefit);
- ❖ mutual enjoyment (make it an enjoyable experience).

To build successful relationships a leader needs to care, encourage, connect, listen, build trust, serve and lead others.

2.5.2 Equipping

Teamwork is very important. As an individual one cannot achieve the successes that one would be able to achieve if one forms part of a team. Being part of a team actually improves a person. Ensure that the people that one chooses as a team have the qualities that one would like to see in a leader. These qualities include: character, influence, positive attitude, excellent people skills, evident gifts, proven track record, confidence, self-discipline, effective communication skills and discontent with the status quo. A leader must be in a position to mentor team members and inspire them to excel.

2.5.3 Attitude

It is about being positive or negative and it determine the leaders actions. One's attitude is often also closely related to one's potential and therefore it can determine success or failure. The following elements can play a role in determining one's attitude: Inherent personality (who I am), environment (what's around me), word expressions (what I hear), adult acceptance / affirmation (what I feel), self-image (how I see myself), exposure to new experiences (opportunities for growth), association with peers (who influences me), physical appearance (how we look to others) and marriage, family and job (our security and status).

2.5.4 Leadership

Once a person's leadership ability increases in relation to his/her success, his/her effectiveness as a leader becomes so much greater. If one needs to make a real impact on an ineffective organisation one needs to get rid of the current leaders, since they are in most instances the reason for the state in which the organisation finds itself. To be a leader one must have influence. Further to the above it is also important to realise that there are five levels of leadership. These levels are set out in Table 2-4 below.

Table 2-4: Levels of leadership

1	Personhood	Respect: People follow because of who you are and what you represent.
2	People Development	Reproduction: People follow because of what you have done for them.

3	Production	Results: People follow because of what you have done for the organisation.
4	Permission	Relationships: People follow because they want to.
5	Position	Rights: People follow because they have to.

Source: Maxwell (2004:148)

At all times one has to remember that trust is the foundation of leadership. When a leader's followers trust him/her they also trust his/her ability to release their potential and empower them.

A leader is also expected to be a manager in some instances. To function as a manager might come more easily for a natural leader than for a person who does not have leadership skills. This issue is explored in more detail in the next portion of this document.

2.6 Leadership as a double storey building versus Management as a single storey building

The biggest difference between managers and leaders is the way in which they motivate people who work for them. However one can be both a manager and a leader.

Kotter (1990) differentiated between management and leadership in terms of their core processes and intended outcomes. Management seeks to produce predictability and order by (1) setting operational goals, establishing action plans with timetables, and allocating resources within the working environment; (2) organising and staffing (this will include setting up a structure and assigning individuals to specific jobs); (3) monitoring results and outcomes and solving problems as and when they occur.

Leadership, on the other hand, seeks to produce change within an organisation by (1) developing a vision of the company's future and identifying strategies for implementing all necessary changes; (2) communicating the vision of the organisation to the employees and all other relevant role-players; (3) motivating employees to share the same vision.

Managers have subordinates and have the title of manager because of the position of authority given to them by the company. The management style used in most instances is transactional due to the relationship and the reward (salary) that is promised. These people focus on their work to ensure that things are completed within the parameters of timelines and budgets. Managers are usually risk-averse due to their background.

Leaders have followers. They do in some instance also fulfill the position of a manager because of the authority given to them by the company. Due to the fact that they use a charismatic and / or transformational leadership style, they inspire people to follow them. They tend to create loyalty among their followers and are achievement-focused. Leaders are risk seeking and are realistic when it comes to pursuing their vision. They see opportunities where others see risk.

“The answer to leadership development lies in creating parallel personal and business skills development paths” (Pinnacle, 2004: 40). It is important for leaders to empower their followers since it is no longer a question of working one’s way up to the top.

Gilliam Stamp and Luc Hoebeke (Changing minds, 2004) created the “Ladder of Leadership” and it reflects some skills and behaviour needed to be successful. In the table below the Ladder of Leadership is displayed and it sets out the elements that are associated with each level of management.

Table 2-5: Ladder of leadership

Executive management	Understanding of trends; Company leadership;	Enabling individual charisma in line with company vision; Actively developing an outward perspective.
Middle management	Strategic thinking; Identification of career / life ambition; Company leadership and business creativity; Personal and company networking;	Self-management that incorporates a heightened self-awareness; Negotiation and selling ideas; Innovation management

Supervisory level	Understanding change; Personal productivity and motivation; Participative decision-making; Emotional control; Creative thinking; Team building;	Motivating others; Conflict handling; Facilitation; Effective presentation skills; Negotiation; Goal setting.
Lower leadership	Use of initiative / individual thinking; Skills in the specific areas of focus; Reliability;	Able to clarify and follow instructions; Timely decision-making; Self-management.

Source: Gilliam Stamp and Luc Hoebeke (Changing minds, 2004).

As already mentioned there is a clear distinction to be drawn between leaders and managers. Some of the obvious subjects are listed in Table 2-6 below.

Table 2-6: Summary of some differences between managers and leaders

Subject	Leader	Manager
Essence	Change	Stability
Focus	Leading people	Managing work
Have	Followers	Subordinates
Seeks	Vision	Objectives
Detail	Sets directive	Plans detail
Power	Personal charisma	Formal authority
Appeal to	Heart	Head
Energy	Passion	Control
Dynamic	Proactive	Reactive
Persuasion	Sell	Tell
Style	Transformational	Transactional
Exchange	Excitement for work	Money for work
Risk	Takes risks	Minimises risk
Rules	Break rules	Makes rules
Conflict	Uses conflict	Avoids conflict
Direction	New roads	Existing roads

Source: Changing minds (2004).

Leading is all about initiating action and, unless one achieves the right balances in all the necessary areas, the effectiveness of such action will be compromised (Pinnacle, 2004). It is also important to communicate one's vision to the team and ensure that one has their support and that people take ownership of their decisions.

To be successful in management it seems clear that a person must evolve into a leader and reflect leadership qualities. It is also important for an organisation to allow a person to integrate the two processes and for that personal growth to bring about leadership effectiveness.

2.7 Leadership effectiveness

The measurement used to determine the effectiveness of a leader is usually the extent to which the organisational division, which falls under that leader's control, performs its task successfully and attains its goals. Another indicator that might be used is the attitude of the followers towards that specific leader.

Leader effectiveness is occasionally measured in terms of the leader's contribution, as perceived by followers (Yukl, 2002:8). Goleman's view (2004) is that IQ and technical skills are important, but that emotional intelligence is twice as important as technical skills or cognitive abilities, and that emotional intelligence is the *sine qua non* of leaders. Six emotional leadership styles as described by Goleman, Boyatzis and McKee are set out in Table 2-1. According to Kets de Vries (2001:30) the three primary components of emotional intelligence are:

- ❖ getting to know your own emotions;
- ❖ learning to manage those emotions;
- ❖ learning to recognize and deal with the emotions of others.

It is important that a leader combine different components as well as different characteristics to ensure effectiveness.

2.8 Characteristics of leaders

Rowley (1997) writes that the change in leadership styles is influenced by the following: 1) leader's values and beliefs, 2) leader's confidence in colleagues, 3) leader's tolerance for uncertainty, 4) ability to contribute to the task, and 5) stress experienced by the leader.

According to studies conducted by Emilliani (2003:905), some of the leadership qualities and competencies that can be identified are set out in the table below.

Table 2-7: Leadership qualities and competencies

Management recognises reality	Commitment
Create value for customer	Mutual problem solving
System improvement	Discipline
Question traditional views/assumptions	Avoid repeating mistakes
Use root cause analysis to understand problem	Cooperation
Respond to customer demand	Stable employment
Invest in people	

Source: Emilliani (2003:905)

Jokinen (2005) gave consideration to global leadership competencies. She proceeds to divide the competencies into various areas as listed below in Table 2-8.

Table 2-8: Global leadership areas

The core of global leadership competencies	Self-awareness Inquisitiveness	Engagement in personal transformation
Desired mental characteristics of global leaders	Optimism Self-regulation Social judgment skills Motivation to work in an international environment Cognitive skills	Acceptance of complexity and its contradictions Social skills Networking skill Knowledge Experience

Source: Jokinen (2005)

The researcher used this information contained in Tables 2-7 and 2-8 when drafting questionnaires relating to this topic.

In addition, there was also research done in South Africa and, according to the Leadership Survey by the Corporate Leadership Council during 2001, the findings reflected the information set out in Table 2-9.

Table 2-9: Leadership competencies

People management	Personal characteristics	Process management	Strategic management
<ul style="list-style-type: none"> • Clearly communicate expectations • Correctly evaluate the potential of others • Hold people accountable • Inspire others • Persuade and encourage others to move in a desired direction • Put the right people in the right roles at the right time • Recognise and reward achievement • Strong commitment to diversity • Strong commitment to staff development 	<ul style="list-style-type: none"> • Accept responsibility for success and failures • Committed to continuous personal development • Confident • Honestly and integrity • Intelligent • Negotiate effectively • Open to new ideas • Original • Passion to succeed • Perseverance • Sensitive to the needs of others • Think analytically • Years of experience in positions of management 	<ul style="list-style-type: none"> • Appropriately handle crises • Break down a project into manageable components • Correctly allocate resources across competing priorities • Create clear work plans and timetables • Creatively solve problems • Encourage and manage innovation • Measure results • Properly manage budgets and timelines • Translate long-term vision into a step-by-step plan 	<ul style="list-style-type: none"> • Adapt to changing circumstances • Correctly assess the risk and return of decisions • Deep understanding of markets, competitors and customers • Global perspective • Identify and articulate long-term vision for future • Properly manage relationships with third parties • Understanding strengths and weaknesses of company

Source: Corporate Leadership Council 2001 Leadership Survey

Kouzes and Posner (Changing minds, 2004) conducted a survey over a period of 20 years and, based on this survey, they have determined that the preferred characteristics of leaders (in this order) are as listed below.

Table 2-10: Characteristics of leaders as identified by Kouzes and Posner

1	Honest	11	Cooperative
2	Forward-looking	12	Determined
3	Competent	13	Imaginative
4	Inspiring	14	Ambitious
5	Intelligent	15	Courageous
6	Fair-minded	16	Caring
7	Broad-minded	17	Mature
8	Supportive	18	Loyal
9	Straightforward	19	Self-controlled
10	Dependable	20	Independent

Source: Changing minds, 2004

Some of the characteristics listed in the table above correlate with the leading competencies, which are required from a transformational and transactional leader.

According to Dulewics and Higgs (2005), the following elements as listed below in Table 2-11, form part of each of the dimensions (e.g. Intellectual dimension, Managerial dimension and Emotional and Social dimension).

Table 2-11: Elements of Intellectual, Managerial and Emotional and Social dimensions

Intellectual dimension	Managerial dimension	Emotional and social dimension
Critical analysis and judgment	Resource management	Self-awareness
Vision and imagination	Engaging communication	Emotional resilience
Strategic perspective	Empowering	Intuitiveness
	Developing	Interpersonal sensitivity
	Achieving	Influence
		Motivation
		Conscientiousness

Source: Dulewics and Higgs (2005:111)

The researcher used this information, to draw up a survey questionnaire to determine whether the participants agreed with the previous studies.

Based on the leadership theories set out, the researcher took cognisance of the other elements that will be discussed in the following chapters (e.g. gender and leadership and female leadership) to see if there was any possibility of drawing up a new model that could include all elements when considering what a female must take into consideration when devising a self-management plan.

Another aspect that must be taken into consideration is the fact that people live in a global community and although South Africans might think they are isolated here at the bottom tip of Africa, most of the issues dealt with in this report are so generic that they apply to people all over the world. The issue relating to the relationship between gender and leadership is a controversial one that creates a centre of attention in various countries (on different level of development) and from the studies conducted (some of which are discussed in this document) it seems that everybody is still searching for the right answer. The generation issue is also attracting more attention and this might actually give some perspective as to what the current leadership approach should be. But due to the fact that there is a direct correlation between leadership and people (who have emotions) it is a evolving science and it will keep on changing as long as people form part of the equation. Some of the aspects as mentioned, will be taken into consideration in the next section of the report.

3 CHAPTER 3: Gender differences and similarities in leadership style

3.1 Gender and leadership

“Through general education and management training, managers - and indeed all employees – should be educated to realise the value of feminine values and the importance of gender equality. Our deeply ingrained socialised mindset need to change” – Lize Booysen (Erasmus-Kritzinger: 2003).

3.1.1 The relationship between gender and leadership as neighbours

In South Africa women make up 52% of the total adult population. Despite this figure, it is alarming that they only represent 14.7% of executive managers. According to Magau (Bolowana, 2005), current president of the Businesswomen’s Association, the representation does not correspond meaningfully to the proportion that women form part of the total adult population. She goes further and states that organisations need to place females into their workforce and at the same time ensure that these females are in a position to achieve higher levels. She points out that it would be the responsibility of each organisation to train and develop the females to enable them to achieve success in the positions in which they are appointed.

As mentioned previously there is a perception that women are associated with the ‘soft’ support functions as against the ‘hard’ value focused roles directly related to the bottom line. It is important to remember that leadership may differ for men and women (Elmuti, Lehman, Harmon, Lu, Pape, Zhang & Zimmerle: 2003) and that leadership in whichever form does not take place in a genderless vacuum. It is part of reality that a leader cannot declare that he/she only wants a certain gender to report to him/her. As a leader one has to be able to lead males and females irrespective of one’s own gender. With this in mind one needs to take into consideration that each gender might have different criteria when measuring effective leadership.

Eagly and Johnson (1990) found during their studies that men lead more in a task-orientated style, whereas women lead more in a interpersonal orientated style. They further found that in an organisational structure men were more autocratic and / or directive whereas women were more democratic and / or participative. Osman (1991) believes that strong differences exist between male and female leaders and that they excel in different competencies. Females did better in enthusiasm, optimism and decisiveness, while males scored better in self-esteem, confidence and enjoying challenges. Jorstad (1996) describes the stereotypical male as perceiving himself to be more rational, logical and objective than women.

According to Appelbaum, Audet and Miller (2002), leadership is a key ingredient for achieving corporate success and unless, organisations identify these potential in their female employees, they might suffer since females have “unique talents” and the company have already spent money on training these individuals. Booysen (1999) states that the females in South Africa “are not only under represented in management but also in management training”.

Appelbaum, Audet and Miller (2002) go further, saying that if women are seen to be more androgynous, then they might actually stand a better chance at being successful as a leader. Booysen (1999:46) is of the opinion that females can be more effective in a leadership role because they “listen, motivate, empower and provide support to their staff” in a far more natural way than their male counterparts.

In a further study conducted by Booysen (1999:24) she clearly sets out the need to change management’s mindsets. Some of the critical objectives are to bring about the changes listed below.

- ❖ “Think manager, think male paradigm to “think manager, think competence” (this should be done outside any boundaries relating to gender);
- ❖ “Look like a lady, act like a man and work like a dog” to “look like a lady, act like a lady and work effectively”.

From the above it is clear that there is a relationship between gender and leadership, and it can be a huge challenge for organisations to realise that they need to combine the genders in leadership positions to reach achieve what is best for the organisation.

From further discussion it will become apparent that the new generation can relate better to females in leadership positions than to males in the same positions due to the former values.

3.1.2 Generational differences

Shepard (2004:2) defines generations as “collections of people born over a single period of time who share a common place in history and a collective persona”. According to Arsenault (2003), each generation views leadership in a different way due to that specific generation’s attitudes, values and believes. He classifies people into four generations and identifies the preferred leadership for each generation. Table 3-1 sets out the different generations as well as specific leadership elements with which each generation identifies.

Table 3-1: Classes of generations and preferred leadership styles

Generation	Birth years	Core values	Preferred Leadership Style	Admired leadership traits
Veterans	1922 – 1943	Dedication, hard work, respect for authority	Tend toward a directive style that is simple/clear.	1 Honesty 2 Loyalty 3 Competence
Baby boomers	1944 – 1960	Optimism, personal gratification and growth	Prefer a collegial and consensual style. Passionate about participation in the work place.	1 Honesty 2 Competence 3 Loyalty
Generation Xers	1961 – 1980	Diversity, techno literacy, fun, informality	Tend to be fair, competent and straightforward. Like to be challenged and thrive in change.	1 Honesty 2 Competence 3 Determination
Generation Nexters	1981 - 2000	Optimism, civic duty, confidence, achievement	Prefer a polite relationship with authority. Like leaders who pull people together.	1 Honesty 2 Determination 3 Loyalty

Source: Adapted from Arsenault (2003: 130)

As a result of the fact that each generation has a different approach to leadership, it is important that companies adjust accordingly. Organisations must consider appointing female leaders in situations where they best fit the profile in relation to the generation that forms the followers. From the study conducted by Adapted from Arsenault (2003), it is clear that the “generation nexters” relate more to female leadership styles than male leadership styles. It will be important for companies to recognise this and ensure that they align their internal structures to ensure that once these individuals do enter the work market organisations will receive optimal support from them as a result of the fact that they are comfortable with the reporting structure and that they can relate to their leader.

Females in leadership positions bring another dimension to an organisation. Unless organisations pre-determine the value that these individuals can add, the change will not take place effectively.

3.2 Female leadership

Due to the fact that women tend to fill the “softer” positions e.g. communication and human resources portfolios, they are generally not exposed to the experience required to be able to fill a top position in an organisation (Olsson & Walker, 2003).

According to Appelbaum, Audet and Miller (2002) female leadership styles involve the following four factors:

- ❖ encouraging participation;
- ❖ sharing power and information;
- ❖ enhancing self-worth of others;
- ❖ energising others.

They (Appelbaum, Audet and Miller, 2002) also identified factors that “potentially undermine a woman’s leadership effectiveness” and list them as set out in the table below.

Table 3-2: Factors that potentially undermine a woman's leadership effectiveness

Women's attitude	Masculinity is still relevant when it comes to leadership. Due to the fact that females do not always receive the support and encouragement that their male counterparts receive, it might create a problem.
Self-confidence	The relative deprivation theory is used to explain why females are prepared to do the same job for less money. This characteristic might be because of a lack of self-confidence.
Women's prior work experience	Experience is important if you want to add value as a leader. As a result it is therefore important that females form part of an organisation and get the necessary exposure, to the extent that they are not seen as incompetent.
The corporate environment	"Organisations typically favour stereotypical masculine values and reward practices that conform to sex-based values" (Appelbaum, et al., 2002). Due to this females don't always feel welcome in a work environment and they became almost unfeminine just to fit into the corporate environment. By changing the leadership style to ensure that a woman is not rejected as a leader, it might be that she loses some of the critical skills that made her the good leader she is and she might even be considered as being less of women.
The old boys' network	Due to these networks that form part of an organisation, it is quite difficult for females to advance and excel in some organisations since men that form part of these "cliques" usually "sexualise, threaten, marginalize, control and divide women" (Appelbaum et al: 2002.).

Source: Adapted from Appelbaum, Audet and Miller (2002)

Although most of the factors listed above play a big role in the perception of female leadership effectiveness there are also other factors that have an impact. Some of these other factors will be discussed later in this document.

3.2.1 Keeping a clear vision of the Glass Ceiling

"While there are a lot of strides that have been made, due to many, many good intentions all round, there are still ceilings – glass ceilings, stiletto ceilings or women's own self-esteem ceilings, that mean that there are still not the results one would expect and still not a single country in the world where women earn as much as men" – Niven Postma (CEO of Businesswomen's Association) (Erasmus-Kritzing: 2003).

The glass ceiling is a global phenomenon and refers to the invisible barriers that prevent females from reaching senior positions in an organisation. Due to the attitudes of society at large, women are generally not considered for a position that has always been seen as a “men’s job”. Unless the culture of an organisation changes to the extent that it accommodates women in these positions, this barrier will always be a reality (Mathur-Helm: 2004).

According to Maclaran, Stevens and Catterall (1997:310) some of the organisational barriers that constitute the glass ceiling include the following:

- ❖ non-supportive working environments;
- ❖ differences being treated as weaknesses;
- ❖ exclusion from group activities;
- ❖ lack of organisational insider knowledge.

Women can also be their own worst enemy. When females engage in self-limiting behaviour to the extent that they are not confident in themselves and have no ambition to achieve more, then they put limitations on their own advancement, even if there are opportunities. Unless women take ownership and start managing their own careers they will not be able to break through the glass ceiling. Once in a top position, females must assist other females to follow in their footsteps, by mentoring them and pulling them up. It should be important for females to be placed in positions due to their knowledge and skills and not because they are females.

Yukl (2002) identifies the following as possible reasons for the glass-ceiling phenomenon:

- ❖ lack of opportunity to gain experience and visibility in types of positions that would facilitate advancement;
- ❖ higher standards of performance for women than for men;
- ❖ exclusion of women from informal networks that aid advancement;
- ❖ lack of encouragement and opportunity for developmental activities;
- ❖ lack of opportunities for effective mentoring;
- ❖ difficulties created by competing family demands;
- ❖ lack of strong action by top management to ensure equal opportunity;

-
- ❖ intentional efforts made by some men to retain control of the most powerful positions for themselves.
-

According to Eagly and Carli (2003), the effect of the glass ceiling can sometimes be positive to the extent that females may become more skilled due to the double standards being imposed by organisations. Nkomo (2004) goes further and states that one of the barriers is breaking through the glass ceiling, but another barrier that relates to the same concept is to sustain the position once a female has been successful in breaking through the glass ceiling. In view of the changing environment in South Africa one would think that the “glass ceiling” is not hampering females. However, if one considers some of the statistical information regarding female directors as discussed in the introduction it seems that the glass ceiling is turning into an unbreakable ceiling. According to a study conducted, which was published in the Business Report of the Star (Bonorchis & Crotty, 2005:4), it is clear that even in some of the biggest listed companies in South Africa, females are not really represented on the Boards.

Table 3-3: Representation of females on Boards in South Africa

The Top 10 Rankings					
Rank	Biggest Board	Most female directors	Number of female directors	Fewest female directors	Number of female directors
1	Bidvest	Primedia	4 (15)	Anglo American	0 (15)
2	AngloGold	Sanlam	5 (18)	ABSA	0 (17)
3	Standard Bank	MTN	3 (12)	Caxton	0 (11)
4	Anglo Plat	Naspers	3 (13)	Datatec	0 (7)
5	Sanlam	Implats	3 (15)	Didata	0 (14)
6	Kumba	Pick 'n Pay	3 (12)	Ellerines	0 (10)
7	ABSA / Nedcor	Edcon	2 (13)	Gold Fields	0 (13)
8	Barloworld	Massmart	2 (13)	Mittal Steel	0 (16)
9	Imperial	Bidvest	5 (34)	Nedcor	0 (17)
10	Tiger Brands	FirstRand	2 (14)	Shoprite	0 (11)

Source: Adapted from Catalyst 2004/2005 and Bonorchis & Crotty (2005:4)

In Annexure 2, a table is presented with specific details regarding the percentage of female representation on various Boards.

Furthermore, in the study conducted by Catalyst (2004) it was found that only 19.8% of women who are employed are operating on an executive manager's level. Some more statistics relating to the representation of females employed in South Africa are set out in Table 3-4 below.

Table 3-4: Representation of females employed in South Africa

52.1%	Women as a % of total South African population
41.3%	Women as a % of employed population
19.8%	Women as a % of executive managers
10.7%	Women directors
6.2%	Women CEO's and board chairs

Source: Adapted from Catalyst (2004:9)

Some of these findings were compared with other countries (on the same basis) and the statistics make for some interesting reading. In comparison to other countries, this is how South Africa rates with regard to the percentage of board directors who are women.

Table 3-5: Percentage of board directors who are women

Australia (2004)	8.6%
South Africa (2005)	10.7%
Canada (2003)	11.2%
United States (2003)	13.6%

Source: Adapted from Catalyst (2004:9)

Even though the actual percentage is not very high and there is clearly room for improvement, it must be noted that the current situation is a great improvement for South Africa's previous position, which was 7.1%.

According to Booysen (1999), white males are predominant in management positions in South Africa. It will be important for managers to take advantage of the female

leadership values (that will provide the competitive advantage for the next generation, as mentioned previously) and ensure that all managers, irrespective of gender, adopt this new approach to management. Unless there is this paradigm shift (especially under white males), the value of female leadership will not be appreciated.

The leadership style of women are more “interactional, transformational and relationship-orientated” (Booyesen, 1999d: 22) that has the effect that they manage in their own manner and try to be like their male counterparts. Booyesen goes further by stating that the value of the female leadership style is that it brings much more variety to the organisation and this can lead to a competitive advantage as a result of the implementation of a more female leadership style (Booyesen, 1999d: 22).

Same feminine characteristics may even give women an advantage over men. Some of these characteristics identified through previous studies done by Helgesen (Eagly & Carli, 2003) are:

- ❖ heightened communication skills;
- ❖ advanced intermediary skills (negotiation skills and conflict resolution);
- ❖ well-developed interpersonal skills
- ❖ soft approach to handling people.

It is important that females acknowledge these qualities and use them to improve their current situation and ensure that they add the type of value to the organisations so that their leadership abilities can not be ignored and even to the extent that organisations identify the need for these values in their various industries. If women were to achieve this then the glass ceiling would forever be a phenomenon of the past, but until then females will have to continue finding ways to shatter the glass ceiling.

Appelbaum, et al., (2002), goes further and tables a variety of descriptors attributed to males and females (see Table 3-6). These differences can lead to different approaches to leadership.

Table 3-6: A variety of descriptors attribute to males and females

Male	Female
Structured	Considerate
Transactional	Transformational
Autocratic	Participative
Instruction-giving	Socio-expressive
Business-orientated	People-orientated

Source: Appelbaum, et al. (2002:46)

In this study the researcher will also address this issue through the interview schedule and determine if females in South Africa agree with previous research conducted in the area.

According to the study conducted by Eagly and Carli (2003), it is apparent that even though female leaders may have some advantages, they might experience some disadvantages in especially male dominated organisations. The authors are of the opinion that the nature of a task and the characteristics of one's followers can have an effect on the effectiveness of any leader. Further to the above they "emphasize that leader roles are changing to meet the demands of greatly accelerated technological growth, increasing workforce diversity, intense competitive pressures on corporations and other organisations, and a weakening of geopolitical boundaries" (Eagly & Carli, 2003).

Motivated by the statement "Executive leadership is constituted as a predominantly male domain, placing women in an antithetical position of executive power", Olsson and Walker (2003) conducted their research in New Zealand. They came to the conclusion that there is a change in the culture since women have been appointed to more leadership positions recently. The importance of mutual support among women was also re-iterated.

During the research conducted in England by Oshagbeni and Gill (2003), it was found that "although women are relatively similar to men in behaviour and effectiveness, women leaders tend to be more participative and less autocratic".

They used the leadership behaviour dimensions as mentioned below to conduct their research.

- | | |
|----------------------------|--------------------------------|
| * Laissez-faire | * Management by exception |
| * Contingent reward | * Individualised consideration |
| * Intellectual stimulation | * Inspirational motivation |
| * Idealised influence | |

It is important to note that from this study it is clear that there are similarities between the leadership styles used by both genders and in some instances certain leadership characteristics posed by females were actually more advantageous in certain situations.

An observation made by Eagly and Carli (2003) is that if a man works in a male-dominant environment increases that male's chances for promotion whereas females in those situations increase their chances to leave their jobs (male dominance). They also come to the conclusion that transformational leadership may be to the advantage of female leaders since it reflects some typical female behaviour. It is also important to note that females tend to be more focused on change and adapt more easily to changes accompanying their situation. Jorstad (1996) believes that female leaders sometimes tone down their femininity to appear more effective.

Kark (2004) focuses on the feminist perspective and also expands on the role that transformational leadership plays in the empowering of females as leaders, due to the fact that the elements of this style fall within a female's framework. Diversity and espoused change can be some of the advantages that an organisation experiences when appointing females in top positions, according to Olsson and Walker (2003).

However, through their studies, Rindfleish and Sheridan (2003) challenge the fact that females in top positions will bring change about and will use their roles and position to pave the way for other women. Through their research they found that the following issues, as set out in Table 3-6 would increase the number of females in top positions.

Table 3-6: Issues increasing the number of females in top positions

Issues	%
By increasing child care	42
It will come naturally	36
By increasing AA programmes	27
By introducing quota systems	4

Source: Rindfleish and Sheridan (2003:303)

From the information contained in the table above it is clear that the issue of work-life balance heads the list, as a very important consideration. They further come to the conclusion that it is also the responsibility of the organisation and society to uplift females and ensure changes in the gender structure of organisations. It should be noted that this research was conducted in Australia.

It is clear that in a male dominant domain there are various barriers that have an influence on the possibility of females reaching top positions and actually being perceived as successful in those positions. Some of these include the male dominance, glass ceiling and work-life balance. Unless females can break successfully through these barriers, they will not be able to add value. It will take a change in mindset (an individual and organisational level) to accomplish this. These barriers will be discussed in more detail later.

Vinnicombe and Singh (2002) reached some of the same conclusions when doing their study. They agree that females tend to adjust their management style to ensure that males are comfortable with it, and that women are excluded from the networks and there is not sufficient access to mentors. They found that in some instances women's male counterparts did not take them seriously, to such an extent that organisations put formal guidelines in place to ensure effectiveness. It became apparent that even females characterises successful managers as male and / or using a masculine leadership style. It would, however, be interesting to see if the results will still be the same if the composition of the top structure changes to the extent where it is dominated by female leaders and not male leaders as was the case at the time when the study was conducted.

In reality one must keep in mind that “South Africa ... simply does not have enough women ... in managerial positions to form the critical mass to bring about a paradigm shift” (Booyesen: 1999b: 50). She states that it is because of this situation that it is of the utmost importance for organisations to train and develop females in leadership positions and also to ensure that all leaders assimilate some “feminine” leadership values.

For any person it is important to be successful in his/her career and to ensure that he/she as a person do achieve that, he/she needs to work hard, be determined, be persistent and do not lose focus. Three core strands essential to women in leadership are set out below.

- ❖ Understanding self

Before one can be a good leader to others one first needs to understand who one is and what is important to one.

- ❖ Accessing the true feminine

This is a man's world. Women must use their natural strengths, authority and motivation to find their true sense of power.

- ❖ Authentic leadership

Start leading in a more humane way, commonly known as the triple bottom line – planet, people, and profit. As female leaders women can easily relate to these criteria.

Clearly this is a softer approach on a personal level, but it can easily form the bases of the building blocks to follow.

The situation in South Africa is such that the Government has taken some initiatives and is currently implementing policies supporting and promoting women's status and welfare. But the responsibility cannot only left to the government. As mentioned earlier it is also the responsibility of each organisation to take ownership of this problem and address it in such a manner that each individual and employee becomes involved and makes a positive contribution to ensure a better future for future female employees, managers and leaders.

As Mathur-Helm (2004:68) concludes, “South African men will have to learn to accept their women counterparts as professional business women and as leaders by

changing their perceptions regarding women's traditional roles as housewives. Simultaneously, women themselves must review their perceptions regarding their professional roles, and accept themselves as competent professional women".

Maclaran, Stevens and Catterall (1997:312) clearly identify "the dominant male culture in its many manifestations as the crucial barrier for women in business to overcome". From their study it is clear that this culture is almost recognised as the norm and as a direct result women are perceived as having less value than males for any specific organisation. It is as a result of these perceptions that females will not fit into the "mould" and will be regarded as outsiders by male colleagues and peers.

Using this as a departure point one comes to realise that even though people are so different they are so much alike. In some situations the fact that one is a female might be the precise reason why the staircase will lead one up and in other situations it might lead one down. The important part is it is essential for a woman to develop herself to ensure that her career does not end in a blind staircase.

Eagly & Carli (2003:825) came to the conclusion that "transformational leadership may be especially advantageous for women because it encompasses some behaviours that are consistent with the female gender role's demand for supportive, considerate behaviours".

The appointment of females in leadership positions clearly shows that there is a realisation that these appointments brings new leadership styles to the organisations and that there also needs to be a change within the organisation to allow for this to bring about more effectiveness and synergy (Eagly & Carli, 2003).

It is thus clear that in the current organisational climate it is very important for organisations to take cognisance of the elements playing a role in their successes and acknowledge that there needs to be a change in management. Due to the fact that research has shown that the new generation identifies better with a transformational leadership style (the style which females mostly use), it will be crucial that organisations appoint more females in leadership positions as they are more attuned to the organisation's goals.

3.3 Culture

It has been determined that the corporate environment is dominated by males, and thus the organisational culture in which females must function is one crafted by males.

3.3.1 Culture as part of an architectural plan of an organisation

Geert Hofstede (Hoppe, 2004) has defined culture as “the collective programming of the human mind that distinguishes the members of one human group from those of another. Culture in this sense is a system of collectively held values”. Culture has also been defined by other authors as “a system of values (abstract ideas about what a group believes to be good, right and desirable) and norms (social rules and guidelines that prescribe appropriate behaviour in particular situations) that are shared among a group of people and that when taken together constitute a design for living”

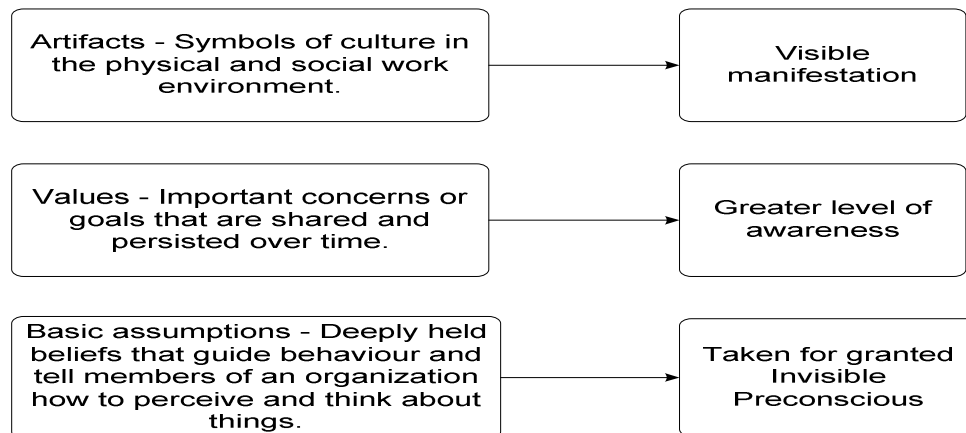
Coutu (2004) is of the opinion that the link between leadership and culture is very complex. Kustin and Jones (1995) concluded in a study that Japanese and American educated CEOs differed markedly in their preference for leadership styles as a result of culture differences. A cross-cultural study by Jackson (2000) confirms that there is very little deviation across corporate policy, management decision-making and national culture.

3.3.2 Corporate Culture

“Corporate culture can be referred to as a set of beliefs, values and behaviour patterns that form the core identity of organisations, and help in shaping the employees’ behaviour. Corporate culture also acts as a cognitive map that influences the way in which the context is defined, for it provides the selection mechanisms or norms and values by which people enact events. It is also a pattern of beliefs, symbols, rituals, myths and practices that have evolved over time in an organisation. Corporate culture is also the dominant values espoused by an organisation or a set of values and assumptions that underlie the statement: ‘this is how we do things around here’ (Rashid, Sambasivan and Johari, 2003:711).

Corporate culture can provide a sense of belonging to employees. According to Schein the elements that form part of corporate culture are artifacts, values and basis assumptions. Figure 3-1 below reflects these elements.

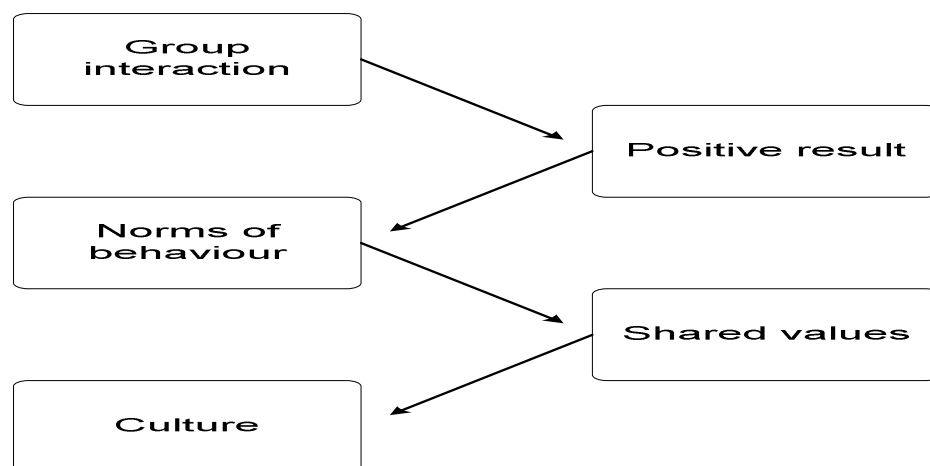
Figure 3-1: Corporate culture as depicted by Edgar Schein



Source: Nkomo (2004)

It is also important to consider the manner in which corporate culture develops. Corporate culture develops over time and the leaders and employees help build and develop this culture that is unique to an organisation. Corporate culture is developed through a learning process and can also have a direct effect on the success of an organisation (Nkomo, 2004). Figure 3-2 below shows the process through which corporate culture develops taking different elements into account.

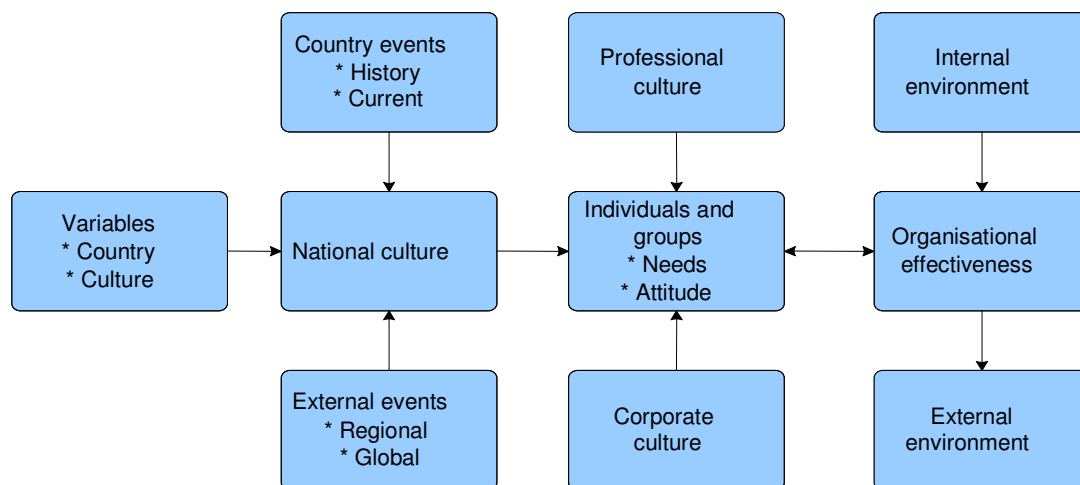
Figure 3-2: The manner in which corporate culture develops



Source: Booysen (2004)

Corporate culture is not something that just happens. There are factors that have a direct influence on an organisation's culture. These factors do not necessarily relate to elements that occur within the company. Usually there are elements on a national level that filter through a country and can have a direct influence on a company's culture. This might relate to historical and/or current issues. In extreme instances there might even be a global influence. Other factors that may play a role in forming a culture within an organisation are set out in Figure 3-3 below. **Error!**

Figure 3-3: Filters and influences of culture



Source: Thompson (2002)

Company culture plays a considerable role in individual leadership style. If top management have a particular leadership style that they use then this will set the tone for other leaders in the organisation. Due to Black Economic Empowerment and Employment Equity, a great deal of diversity is brought into the local organisations and this adds to flexibility and change in corporate culture.

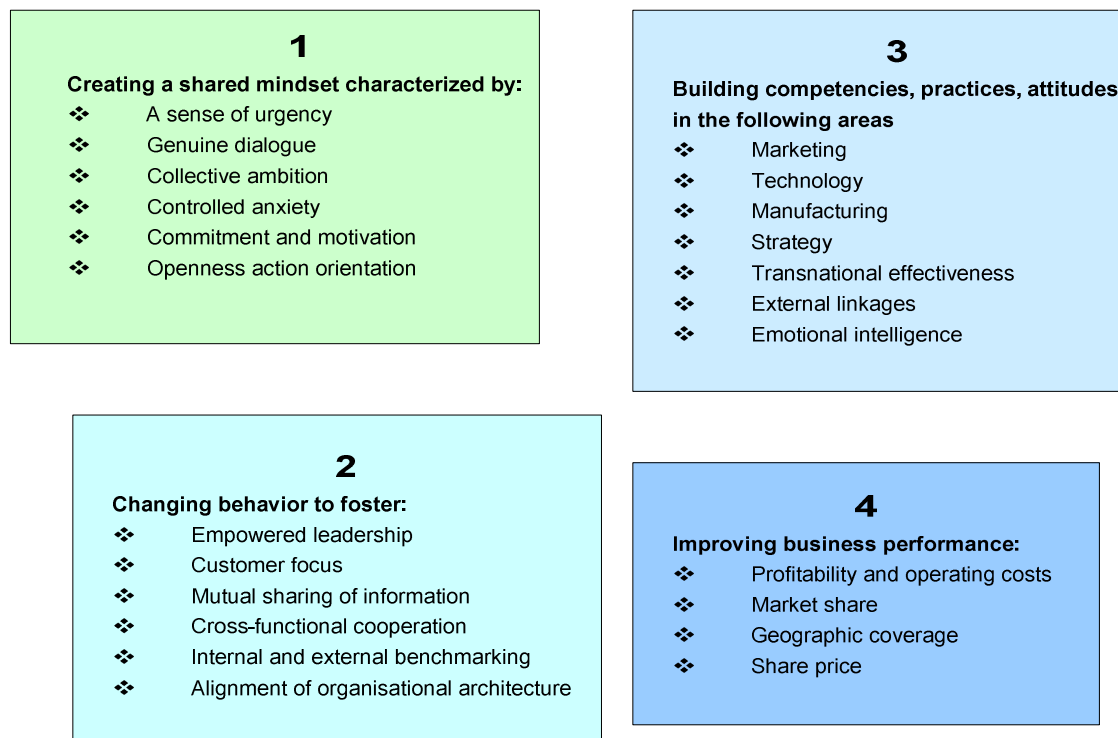
Internal elements that can further from part of, or can have a direct influence on, corporate culture include the following:

- ❖ pay structures;
- ❖ board composition;
- ❖ staffing and development of philosophy and processes;
- ❖ promotional opportunities both horizontal and vertical.

“If you change at the top, the rest will filter” (Olssen and Walker, 2003). If one takes the above theories on corporate culture into consideration then the statement made by Olssen makes sense because corporate culture is evolving and top management is in a position to influence the elements that make up the corporate culture of an organisation. Therefore it is important for top management to be responsible in their actions and to ensure that their behaviour and values do represent the corporate culture of the organisation.

The study conducted by Belle (2002:155) found that corporate culture has an influence on a woman's professional and personal life. In the study conducted by Jackson (2001:33) she postulates, “male dominant organisations still appear to have perspective that are incompatible with the advancement of women into upper managerial levels ... readdressing the organisational culture ... should help organisations to retain highly talented women”. Kets de Vries (2001:197) depicts the steps that need to be taken to change the organisation's culture as set out in Figure 3-4, below.

Figure 3-4: Steps in organisational change process (relative to corporate culture)



Source: Kets de Vries (2001:197)

The above figure sets out the steps that the leadership of an organisation must take to ensure that the corporate culture changes to one where there is balance and that the corporate culture is not a male culture. Therefore, it will also be very important to involve the females, which occupy top positions in the organisation when implementing the process. The organisation will also have to gain support from male and female employees on lower levels, although they will not necessarily be actively involved with the change in culture.

Rashid, Sambasivan and Johari (2003:725) also concluded in their study “as corporate culture seems to have an impact on employees’ behaviour, managers may need to shape and develop corporate cultures that are more conducive to the employees and organisational setting”.

Taking the above into consideration, organisations might want to make a concerted effort to ensure that they have a corporate culture that portrays the beliefs, values and behaviour of the organisation and that the employees share and believes in the culture.

This part of the study clearly depicted some of the differences and similarities in leadership styles as a result of the gender differences. Due to the fact that females are faced with unique challenges in their careers it is important for them to identify these challenges and ensure that they have a plan to address them. Some of these challenges might actually lead to huge barriers in a female’s career. Another female might view the same barrier as an opportunity, and she needs to act accordingly. Unless a woman equips herself to address these issues it might hamper her in reaching a position in the top structure.

It is important for females to make a difference in their own lives as well as those of other females. Unless the individual is going to take ownership of the challenge, she is not going to achieve the desired results and therefore the responsibility will rest upon each individual female.

4 CHAPTER 4: Drafting the building plan of self-management taking various components into consideration.

4.1 The Importance of self-management

“Women face the challenge of overcoming stereotypical views, other than that I see only major opportunities for women in business. I believe that women make effective leaders because they don’t only rely on their IQ’s, they also use their EQ to read situations, make effective decisions and ultimately motivate and inspire their people”.

– Santi Botha (MTN Group Executive Director) (Erasmus-Kritzinger: 2003).

Bennis and Thomas (2002) claim that great leaders possess four essential skills: 1) The ability to engage others in a shared meaning, 2) a distinctive and compelling voice, 3) a sense of integrity and 4) adaptive capacity. Goleman (2004) cites motivation as a character trait that all effective leaders have. Prentice (2004) says that effective leaders take an interest in the long-term development of their employees. Bennis and Thomas (2002) came to believe through their research that one of the most reliable predictors and indicators for leadership is an individual’s ability to find meaning in negative events and to learn from the most trying circumstances.

4.1.1 Self-management as a window of opportunity

Self-management is a term that is not often used but, in relation to the research that was conducted, it will become apparent why this concept is of the utmost importance to this report. Self-management sets out the strategies a person uses to influence and improve his or her own behaviour. Behavioural self-management strategies are useful when an individual needs to give him/herself a push to do something that that person would otherwise be reluctant to do. Cognitive self-management strategies help a person to build self-confidence and optimism about performing a difficult task (Yukl, 2002:14).

The first step of self-management is for one to determine where through self-assessment and then to ask oneself where one wants to be. Once the point between these two points has been determined then one can set a development plan in place to ensure that one reaches the desired point. Two important components of self-management are personal insight and self-awareness.

One of the ways to address self-management is through positive action training. This also relates to personal development. Some of the advantages that may be experienced, that are associated with positive action training, include the following actions.

- ❖ Become more assertive.
- ❖ Increase their self-esteem.
- ❖ Improve their focus.
- ❖ Cope with stress more effectively.
- ❖ Improve their management skills.
- ❖ Understanding the issues surrounding teamwork and team building.
- ❖ Increase their awareness of the organisation.
- ❖ Understand and learn how to manage within a context of organisational change.

Once a female has the necessary knowledge, she will easily become more confident and portray a more professional demeanor. It is at this point that she becomes a great asset to herself and her organisation. Some of the challenges that a female can use to improve her job performance are through (Changing minds, 2004):

- ❖ becoming more productive;
 - ❖ becoming more confident;
 - ❖ becoming more marketable;
 - ❖ turning problems into growth opportunities;
 - ❖ time management;
 - ❖ getting work done more effectively;
 - ❖ handling change by creating change oneself;
 - ❖ increasing one's motivation;
 - ❖ raising one's self-confidence;
 - ❖ strengthening one's relationships;
-

-
- ❖ communicate more effectively;
 - ❖ handling stress better.

Through improving on these features and focusing on the development of interpersonal skills (through feedback and sharing), an individual is positively addressing self-management, to the extent that it can make a difference in that person's career and life.

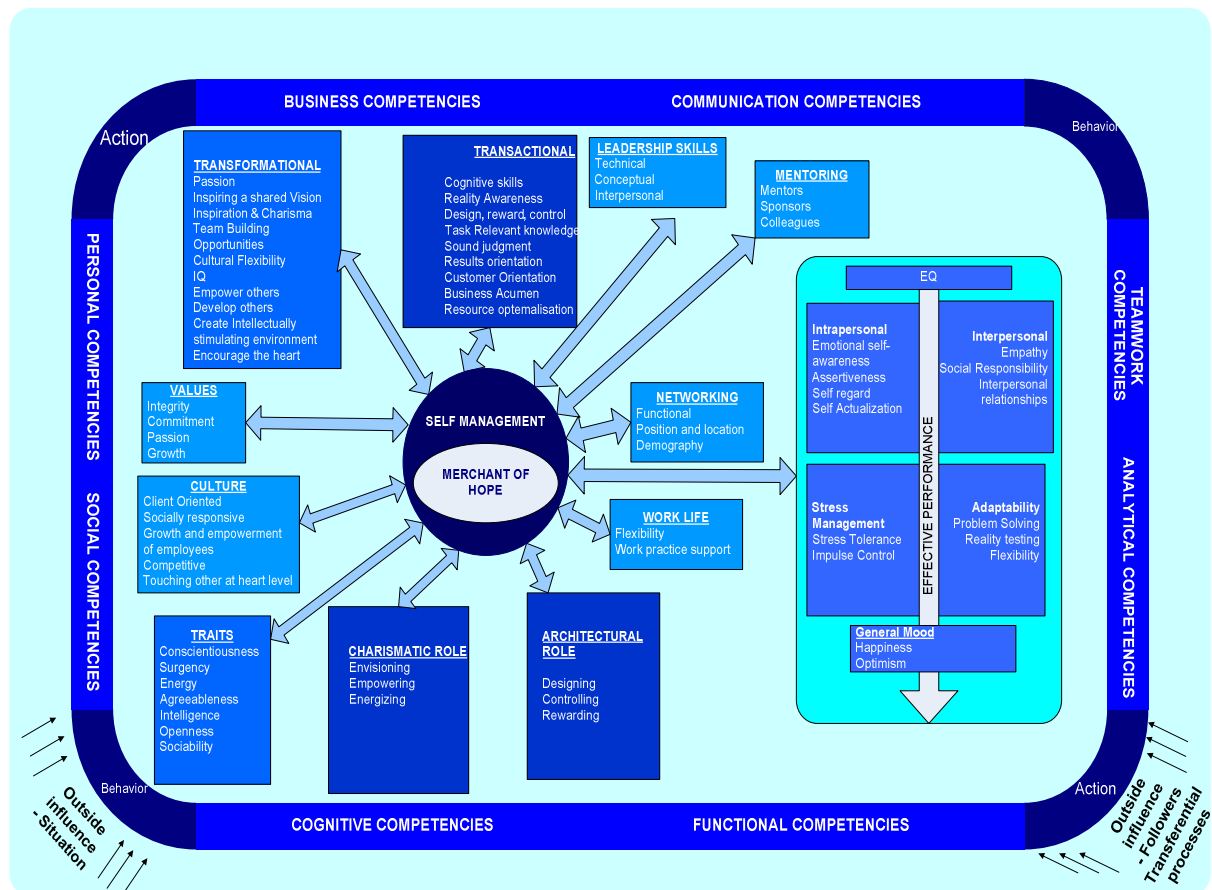
At this point there must be a paradigm shift based on self-understanding and self-management. Due to the qualities that this individual has adopted, it is important now to focus on personal branding. Through good communication skills one can enhance one's effectiveness and build one's reputation. Identify the qualities and characteristics that one has and that distinguish one from one's "competitors" and build one's own brand. Once one has a good brand one will use marketing principles to take advantage of situations that occurs. It will however be very important to sustain one's performance even if one has achieved one's goal.

The integrated competency model is set out in Figure 5-1 below. From the model it is clear that there are various outside forces that have an influence on leadership styles. These influences mostly affect the individual's leadership style in a more indirect manner. It is important for females to manage themselves and therefore, as leaders, they need managing competencies, leading competencies, business competencies and interactive competencies. All of these competencies form part of the integrated competency model (de Vries, 2001).

At this stage the study begins to focus on the individual and areas on which she needs to concentrate. Own *values* e.g. integrity and commitment play an important role in self-management. As a result of certain values, the individual will portray specific *traits* (some of which might include: surgency and openness). One will find that women have a more *charismatic* flair than their male counterparts. Females might tend to focus more on empowerment of others and more energising. Other key areas that need specific attention (most of which have already been discussed) include: *culture* (paragraph 3.3), *leadership skills* (paragraph 2.5), *work-life balance* (paragraph 4.2), *mentoring* (paragraph 4.3.2) and *networking* (paragraph 4.1).

This model has been adapted to address specifically female leadership and therefore include the transformational and transactional leadership approaches since, as determined through the research (as discussed earlier), these approaches are typical of female leaders. The last part of the model stresses the importance of emotional intelligence and the various themes attached to it. Emotional intelligence as a reciprocal leadership approach was discussed in Chapter 1 of this document. This is unquestionably an element that enhances leadership effectiveness as mentioned in paragraph 2.7. The model has been adjusted and therefore it might have some limitations but for this study there might be some merit in it. The model must also not be viewed in isolation because of the fact that the elements discussed in the model are interactive with each other as well as some other external elements that have not been mentioned. This model is merely a tool that can be used by women to identify specific areas that need some attention or focus on an individual level.

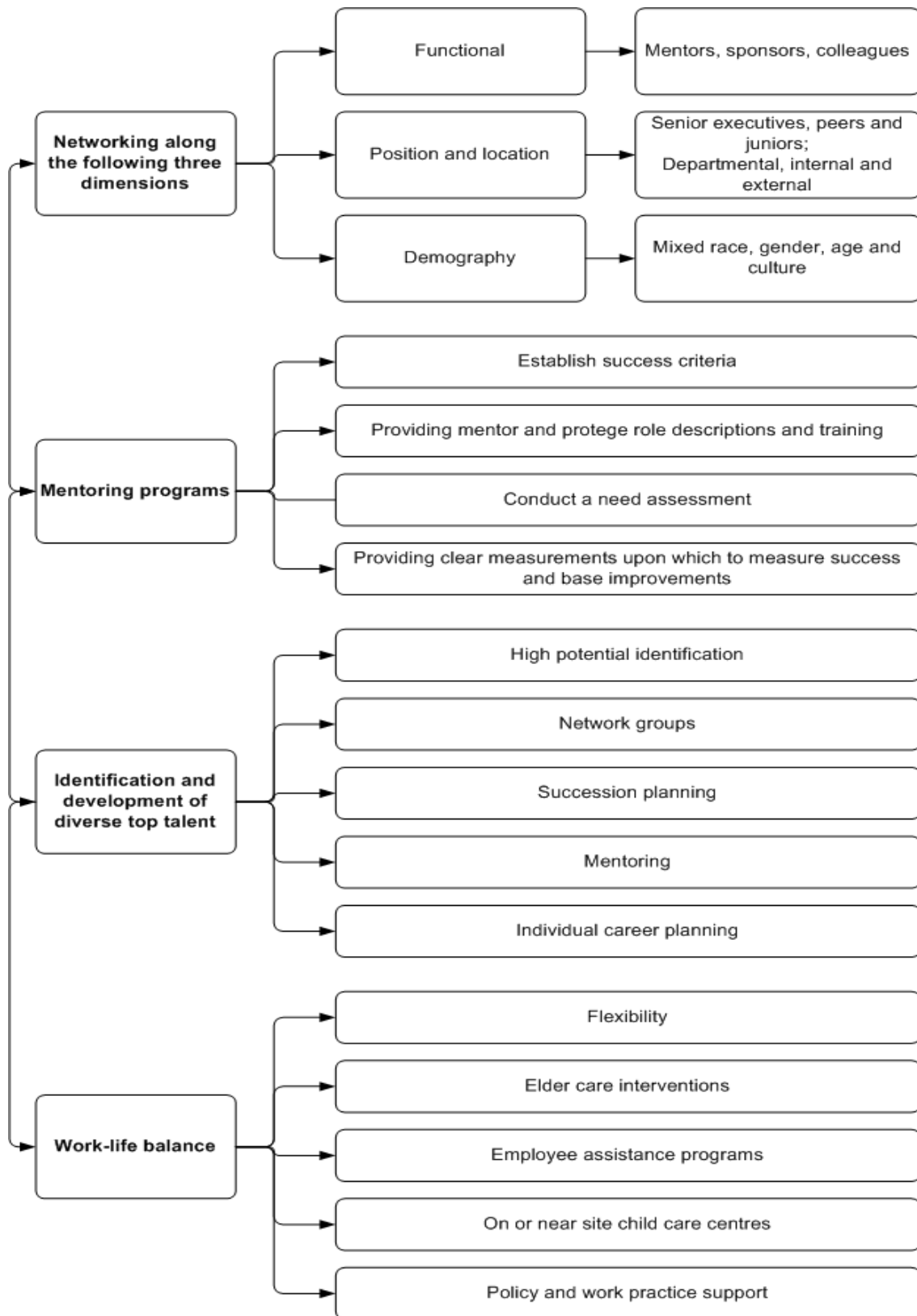
Figure 4-1: Integrated competency model



Source: Adapted from de Vries (2001)

According to Kilian, Hukai and McCarty (2005:162) there are specific tools that individuals, and in this instance females, must use. In some instances the organisation will have to provide assistance and co-operate. Some of these include: networking, mentoring programmes, identification and development of potential individuals and work-life balance. These tools are set out schematically in Figure 4-2 below. This is also a model that has been adjusted for this specific research and it is important that the model must not be viewed in isolation.

The model sets out the tools that females must consider using once they are in leadership positions or on a path to such a position. A woman must be able to *network* along the following dimensions: function, position and demography. From this it is apparent that she must not function in a cocoon but engage across the spectrum in which she operates. The other tools are *mentoring programmes* (which will be discussed in paragraph 4.3), *identification and development of diverse top talent* and finally the focus turns to the *work-life balance* (which will be discussed in paragraph 4.2).

Figure 4-2: Tools to be used by females in leadership positions

Source: Adapted from Kilian, Hukai and McCarty (2005:162)

This figure sets out the focal points for females relating to tools that they can use on their path to the top. If possible such a female must identify individuals in her career who can assist her in setting this plan into place and ensures that it does actually help that person to achieve the final goal. Females need to make a conscious decision to become a leader and enjoy a fulfilling career whilst doing so. They need to operate from a place of authenticity, innate power and have good self-esteem. They also need to inspire and lead in their work, life and in the world.

4.2 The pathway to a Work-life balance

According to McCuiston and Wooldridge (2003), “the challenge of leaders of a diverse workforce is to develop strategies that both support employees and develop their organisation.” Due to the fact that the economy of South Africa almost demands that both parties of a household and / or single parent work, it is important that the culture of a company must be of such nature that people are happy about meeting their demands at work as well as outside of work.

A study conducted by Vinnicombe and Singh (2002) found that some females were not prepared to start a family whilst employed by a certain firm and those females that were prepared to start a family were not prepared to have more than one child. This is a clear indication of the pressure under which females are when considering their career future. Eagly and Carli (2003) found that females do not avoid occupational leadership because they are married or have family obligations.

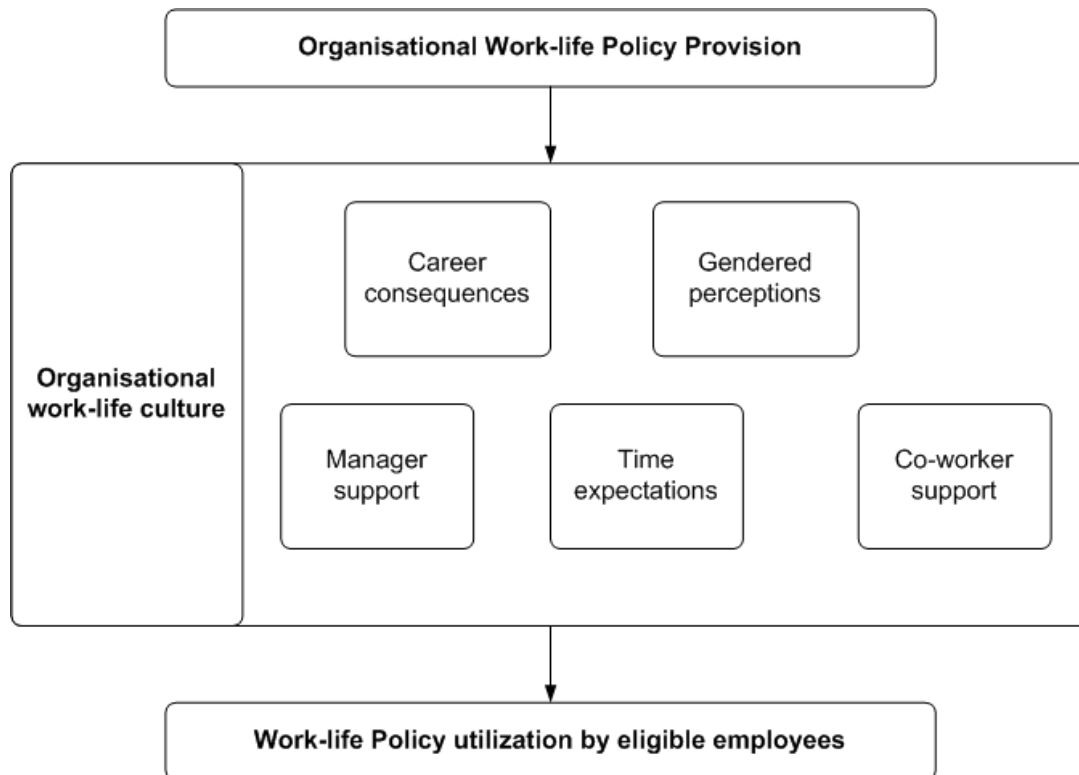
According to a study conducted by McDonald, Brown and Bradley (2005), there are three types of work-family balances that need to be distinguished between, namely:

- ❖ time balance (equal time devote to work and family);
- ❖ involvement balance (equal involvement in work and family);
- ❖ satisfaction balance (equal satisfaction with work and family).

Based on their study, they also created a model that reflects five “dimensions of organisational work-like culture which accounts for the gap between work-life policy provision and utilization” (McDonald, Brown and Bradley, 2005:49). They did indicate

that this model has not been tested as yet, but may be used as a departing point for organisations.

Figure 4-3: Five dimensions of organisational work-life culture that account for the gap between work-life policy provision and utilisation



Source: McDonald, Brown and Bradley (2005:49)

They conclude by saying that, if there is more awareness within an organisation regarding work-life policies and a better understanding of the cultural basis of an organisation, then the implementation of such policies can have a huge advantage for the organisation as well as the employees.

Clearly this is something that women need to balance with extreme caution. Unless the balance is almost perfect, something is bound to be neglected and there might be severe consequences. The problem is also that the elements that need to be balanced relate to people and emotions. Unless this forms part of a female's self-management plan, she might just realise that she is not successful in any of the fields in which she is operating (family / work / social).

Gatta and Roos (2004) were able to demonstrate that there is a “subtle discrimination” against women as a result of the work-life conflict that exists. They went further and stated that, due to the fact that more married females and males form part of the working force, this problem is not necessarily only confined to females but that males are also experiencing the effects nowadays. For the authors it is important that organisations must determine its work-life policy on a strategic level. These policies should include issues like paid family responsibility leave, elderly-, child- and infant care.

For an organisation to have a more productive and effective employee, it is important that it pays attention to these issues because they can have a direct effect on the organisation and its operations.

It is important for a female to build a support system round her by investing in others and herself. This can assist her when she is confronted with problematic work-life situations. Part of her focus must be to develop a personal set of goals to ensure that she does achieve her professional as well as personal objectives. A strategic component of these goals must be time-management. If time-management is not a focus point and priority then any other plans will fall by the wayside. Time-management must almost become a habit, and, together with the development of other habits, it will lead to exceptional performance.

4.2.1 Culture

Although this topic was discussed in Chapter 3, it is important also to mention it in this part of the document, since it is directly related to the impact of female leadership on corporate culture. It has been suggested by studies conducted by Olssen and Walker (2003) that corporate culture is changing due to the increase of females in leadership positions. They state that it is also important for females to change their own perspective to ensure that, if they get the opportunity, they must position themselves to be equal. Once females are appointed in top positions they must proceed to encourage and support other females to reach the same heights. It must almost be seen that females have a competitive edge when it comes to leadership due to their alternative approach. Females must also make themselves available to other females in mentoring programmes.

4.3 Mentorship

“I found so much value in the work I did with my mentors and the personal development work I did, that I build a business around it. My work is my passion, and there is no better strength than to do what one is passionate about”. Marianne Roux (Erasmus-Kritzinger: 2003)

4.3.1 General

Bennis (2004) is of the opinion that one mark of a future leader is the ability to identify and win over the mentors who will change his or her life. According to Headlam-Wells (2004), mentoring is one of the elements that female managers need to develop in their careers. “Research has confirmed that women who have a mentor do better, as they gain reflected power, feedback, and access to resources and senior managers through their mentor” (Headlam-Wells, 2004:212). She states that, according to Kram (1985), mentors might have an impact on nine different levels based on both career development functions and psychosocial functions as set out in Table 4-1.

Table 4-1: Different levels on which mentor might have an impact

Career development functions	Psycho-social functions
Sponsorship	Acceptance and Confirmation
Coaching	Counselling
Protection	Role modelling
Challenging assignments	Friendship
Exposure	

Source: Adapted from Headlam-Wells (2004:213)

She goes further and states that mentoring can also be through electronic technology. This is quite a new concept that has huge potential as a tool for females who want to develop their careers. Due to the fact that females have not been exposed to this option there might be some reluctance to use it at first, but surely this is definitely something that female leaders in South Africa must consider.

Some of the benefits of e-mentoring (Headlam-Wells, 2004) are set out below.

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- ❖ It can be formal or informal.
 - ❖ Contact is not restricted by office hours.
 - ❖ The methods of communication allow time for mentors to reflect on questions and issues before providing a response.
 - ❖ Communication tends to be more focused and business-like.
 - ❖ It is flexible enough to fit around family commitments.
 - ❖ It allow mentees to take some initiative for their learning instead of being restricted to the passive role, as is so common in larger organisations.
 - ❖ It provides the opportunity to record discussions for later analysis and to document any agreed objectives and action plans.
 - ❖ It can save in the inconvenience, time and costs involved with organising and travelling to meetings.
 - ❖ It can forge working relationships that continue long after the mentoring process has finished.

A person taking part in such a programme will be exposed to mentors who have global experience. This type of programme will also allow an individual to have more than one mentor. Due to the comprehensive mentoring that such an individual will be exposed to, she will have a competitive advantage, even against her male counterparts.

4.3.2 Mentoring as a barrier

In those instances where females face the challenges in an organisation it will almost become a necessity to move into a mentoring programme with an individual on a higher level. It will be crucial that this individual can add value on various levels to the specific female. It is known that most of the individuals in these positions are not females, so the person might end up having to identify a male as a mentor.

One of the biggest problems for female leaders is that they do not have mentors as often as men. Bennis (2004) claims that one mark of a future leader is the ability to identify, woo, and win the mentors who will change his or her life. Most of the females who were interviewed by Olsson and Walker (2003) identified with the need to have mentors both in their past careers as well as their present careers. Another problem is that people identify leadership as masculine and there is no sense that females

can be leaders. A further possible problem is the issue of not being taken seriously as a female.

“Mentors create safe, protective environments for learning and give specific feedbacks, view problems from a different angle and stretch the thinking of those who seek their advice” (Elmuti, Lehman, Harmon, Lu, Pape, Zhang & Zimmerle: 2003:8).

According to Burke (2003), females in top positions in organisations can serve as mentors and role models to other women in an organisation. These women can also create aspirations for other women on lower levels. One of the most important influences that women in top positions can have is to influence the organisation’s policies and procedures that relate to the appointment and support of females. At this point it is also important to note the balance that women must find between work (career) and life (family responsibilities). Burke came to the conclusion that gender proportions had little impact on work experiences and satisfaction. This topic was also mentioned and briefly discussed in Chapter 2 when addressing leadership versus management.

There are not necessary many female mentors in South Africa as a result of the few women occupying these top positions. This creates a new challenge for females who specifically want to relate to a female mentor.

Females must take cognisance of all the elements mentioned above and include them in their self-management plan to determine how they are going to deal with each specific element when faced with it on the way to the top. Various alternatives might be considered and at the end it is important to have an individualised plan, since one woman’s plan may be ineffective for another female.

This leads to a point where the need for a self-management plan can be determined, and it was therefore important to conduct some research on the specific topic. The researcher did not only focus on the views of females but also took the male approach on leadership into consideration during this process. The research methodology is set out in the next chapter.

5 CHAPTER 5: Research Methodology

5.1 General

During this research it was important to determine whether self-management has an influence on female leadership, and to identify if there are some skills or traits that a woman can develop to ensure that she is perceived as a good leader.

The primary purpose of this research, as mentioned previously was to identify and analyse the issues preventing females from being perceived as competent and equal contenders in the corporate leadership community. Through the research the researcher attempted to identify the key traits and skills women require to succeed in the South African corporate environment.

By identifying the traits and skills that females (that are already in top positions) have, it can give an indication of what is required from females to be perceived as leaders. Once these traits and skills have been identified, females who want to follow in the footsteps of females in top positions can “learn” these traits and skills to build a personal brand and thus promote themselves.

The researcher was in a position to gather results from the male and female participants on management level and use the information to determine what competencies and leadership qualities each group identified as the most important. At this point a comparison could be made between the information gathered from the males and the females. By making this comparison the researcher was able to determine whether males and females rank certain competencies and leadership qualities differently. From this information a list of competencies and leadership qualities identified by the participants could be drawn up and this could be used by females to develop themselves and put a self-management plan in place to achieve the objective of being perceived as a leader.

To be in a position to answer this question it was important that the research took on a certain format and to use a method that could test the research thesis question.

Firstly an instrument design strategy (Cooper & Schindler, 2003:356) had to be developed in respect of the investigative questions. Thereafter a communication approach (Cooper & Schindler, 2003:319) was selected. This could include personal, phone, electronic mail or even a combination of these. It was important to determine if a structured, unstructured or a combination process had to be followed. In the section below the combination of communication approaches is set out in more detail.

5.2 Research proposition

Male stereotyping together with perception of women as inferior is hindering recognition of women in senior managerial positions.

5.3 Method of study

This study will ultimately address social injustices by exposing proven methods and supplying guidelines and inspiration to young women in South Africa, who aspire to follow in the footsteps of South African pioneers.

The study was done by combining quantitative and qualitative methodologies. Which ensured that the study was more precise. The qualitative study was done on females in top positions and the quantitative study on males and females at management level.

5.4 Research design

“The research design constitutes the blueprint for the collection, measurement and analysis of data. It is the plan and structure of investigation so conceived as to obtain answers to research questions. The plan is the overall scheme or programme of the research”(Cooper & Schindler, 2003:146).

The qualitative study was conducted in the form of in-depth, semi structured, individual interviews. “Quality is the essential character of something... quality is the what ... qualitative refers to the meaning, the definition or analogy or model or

metaphor characterising something” (Cooper & Schindler, 2003:152). This was an interrogation / communication study and therefore the method that was used for the collection of the data for the females in top positions was in the format of personal interviews conducted with each individual person identified.

With regards to the leadership survey, a qualitative study was done where males and females on various management levels participated. “Quality is the amount ... the how much ... quantitative assumes the meaning and refers to a measure of it ...” (Cooper & Schindler, 2003:152). Using a rating scale similar to the Likert Scale a questionnaire was compiled and used to do the research.

5.5 Population

“A population is the total collection of elements about which we wish to make some inferences” (Cooper & Schindler, 2003:152).

5.5.1 Population: Individual interview schedule

In this instance the population was all females in top positions and thus an infinite population. As a result 10 individuals were approached to take part in this study. The fact that these individuals were already in top positions meant that they were representative of the population. To ensure that they were all regarded as being in top positions the researcher only included females who were on executive level and higher in this group. A snowball design was used, as it was difficult to identify these individuals. The sample consisted of individuals to which the researcher had access to as a result of her own networking capabilities.

The individuals who that were approached came from various industries but most of them functioned within the telecommunications industry. The individuals were mostly on a managerial level, and reported directly to the CEO of the company. Some of the individuals were the CEO of a company. Several of the individuals were also board members.

5.5.2 Population: Leadership survey

The population for the self-administrative questionnaire was all employees at a managerial level employed by Telkom SA Ltd a total of 1865 males and 471 females.

Telkom is one of the largest registered companies in South Africa and is the largest telecommunications service provider on the African continent, based on operating revenue and assets. In the table below a breakdown of the population is given based on the gender and management level.

Table 5-1: Population of Telkom employees on managerial level

Management level	Total employees on level	Total males on level	Males as a % of total employees	Total females on level	Females as a % of total employees
M2	12	8	66.67%	4	33.33%
M3	94	77	81.91%	17	18.09%
M4	280	229	81.79%	51	18.21%
M5	878	743	84.62%	135	15.38%
S4	54	38	70.37%	16	29.63%
S5	1018	770	75.64%	248	24.36%
Total	2336	1865	79.84%	471	20.16%

Source: Telkom SA Ltd (2005)

From the above it is clear that the total percentage of males in relation to the employees on managerial level is 79.84% and the total percentage of females in relation to the employees on managerial level is 20.16%.

5.6 Sampling design

According to Cooper & Schindler (2003:179), the idea of sampling is that “by selecting some of the elements in a population, we may draw conclusions about the entire population”.

5.6.1 Sample: Individual interview schedule

Although the sample size was only six individuals, it was regarded as sufficient for the research project. Due to the fact that these individuals were already successful in their positions it was easy to identify the common factor that they identified as being critical skills or traits in being successful as females in these positions.

5.6.2 Sample: Leadership survey

In this instance the population was divided between male and female employees on managerial level, and then a random sample of 349 males and 349 females was drawn using computer software. The results of the sample are displayed in Table 5-4 below, after which a brief discussion of the male and female sample follows.

Table 5-2: Random sample of Telkom employees on managerial level

Management level	Total number of male employees on each level used in sample	Sample representation as a % of total male population	Total number of female employees on each level used in sample	Sample representation as a % of total female population
M2	0	0	0	0
M3	13	16.88%	12	70.58%
M4	47	20.52%	39	76.47%
M5	153	20.59%	103	76.30%
S4	9	23.68%	9	56.25%
S5	127	16.49%	186	75.00%
Total	349	18.71%	349	74.10%

Male sample

The male sample represents 18.71% of the total population of males on managerial level employed by Telkom. The male sample was further dissected into racial groups, although this was not a criterion when doing the sample. The results of the research will also not be analysed with this in mind. However it is an interesting factor to consider. The information relating to this detail is contained in Annexure 4.

Female sample

The female sample represents 74.10% of the total population of females on the managerial level employed by Telkom. From this percentage it is already clear that there are far fewer females on managerial level in Telkom than males on the same level. As with the male sample the female sample was also further dissected into racial groups, although this was not a criterion when doing the sample. The results of

the research will also not be analysed with this in mind, however it is an interesting factor to consider. The information relating to this detail is contained in Annexure 4.

The tables below give a summary of the male and female population and sample.

	Male		Female	
	Population	Sample	Population	Sample
M2	8	0	4	0
M3	77	13	17	12
M4	229	47	51	39
M5	743	153	135	103
S4	38	9	16	9
S5	770	127	248	186
Total	1865	349	471	349

Due to the fact that the individual females on the M2 level were identified as being in top positions, managers on that level were not included in the sample for the leadership survey.

5.7 Data collection process, methods and analysis

5.7.1 Design strategy

The researcher decided to conduct a formal study to the extent that the research question could be answered. The study started with a research question so the process involved precise procedures and data source specifications. The data was collected via an interrogation / communication study.

The researcher had no control over the variables and could only report on the results. This was considered a cross-sectional study in view of the fact that the study carried out only represented a snapshot of one point in time. The research was conducted under the actual environmental conditional that existed at the time of the research.

5.7.2 Data collection design

Due to the fact that this study consisted of two components, both qualitative and quantitative methods were used to collect data.

5.7.2.1 Individual interview schedule

Some of the advantages and disadvantages of interviews (Cooper & Schindler, 2003:324) are listed in the table below. The researcher had to take cognisance of these elements when considering the specific approach.

Table 5-3: Advantages and disadvantages of interview

Advantages of interview	Disadvantages of interview
Good cooperation from respondents	High cost
Interviewer can answer questions about the survey	Long period needed in the field collecting data
Interviewer can pre-screen respondents to ensure that she fits the profile	Consideration should be given to geographic dispersion

Source: Cooper & Schindler (2003:324)

The format of an individual interview schedule for the females in top positions was used because the researcher needed to have open-ended questions answered by them. Due to the fact that the researcher first needed to identify certain skills and traits of females who were already in top management positions it was important that this group be handled separately from the rest of the group. By using open-ended questions the sensitive nature of behaviour could be measured and natural modes of expression could be encouraged. The questions were of a personal nature and by making an appointment and setting up a consultation, it ensured that the interviewee was more responsive.

In those instances where the person was willing to participate but due to logistical or geographic reasons, a personal interview was not possible a telephonic interview was used. These females were in top positions so the researcher did not want to waste their time and therefore it was important to send them a copy of the questionnaire prior to the meeting to enable them to prepare for the interview. Time was of the essence for all parties concerned and therefore it was important to restrict the appointment to 30 – 45 minutes. The questionnaire as set out in Annexure 3 consists mainly of questions used by Erasmus-Kritzing (2003) in her research and therefore it can be regarded as valid, practical and reliable.

This individual interview schedule was divided into two parts. The first part of the individual interview schedule consisted of general questions relating to background and business experience. The second part of the individual interview schedule was in the format of open-ended questions, which related specifically to the topic of this research.

5.7.2.2 Leadership survey questionnaire

The advantages and disadvantages of self-administered questionnaires (Cooper & Schindler, 2003:324) are listed in the table below. The researcher had to take cognisance of these elements when considering the specific approach.

Table 5-4: Advantages and disadvantages of self-administered questionnaires

Advantages of self-administered questionnaires	Disadvantages of self-administered questionnaires
Allows contact with otherwise inaccessible respondents	Low response rate
Requires minimal staff	No interviewer intervention available for probing or explanation
Perceived as more anonymous	Cannot be too long or too complex
Rapid data collection	Accurate mailing list required
Allows respondents time to think about questions	Directions needed for progression through the instrument

Source: Cooper & Schindler (2003:324)

The questionnaire for the men and women on management level was a self-administered survey done via the email. The questions posed to the males and females were not open-ended questions, so this was the ideal manner in which to conduct the research. It consisted of 80 questions. It started with the administrative questions and then moved on to the target questions relating to the topic. These target questions were in the format of the Likert scale summated rating. The last part of the questionnaire required the individual to rank certain elements relating to the topic.

Part 2 of Annexure 3 of this document contains this questionnaire. It was important that the questionnaire had to be easy to complete and must not take a person more than 20 minutes to finalise. Once completed it has to be easy to submit.

This leadership survey was developed based on a previous questionnaire compiled by Don Clark. Some of the questions were adapted to make provision for this specific research topic. These questions have not been tested previously and therefore it was very important for the researcher to ensure that most of the elements as identified in the literature review were addressed. From the information received, a clear comparison could be made between the feedback received from males and those received from females. This placed the researcher in a position to determine their different viewpoints. Based on the comparisons made the researcher was in a position to make some findings and proposals.

Once the communication approach was finalised, the construction and refining of the measurement questions (questions the researcher actually asked respondents) could be fine-tuned. These included administrative questions (identification of the participant, the interviewer, location and conditions), target questions (address the investigative questions of this specific study – structured / unstructured) and classification questions (usually sociological demographic variables, allowing participants' questions to be grouped so patterns could be revealed and studied). It was very important that the questions were based on the literature relating to the relevant sub-sections of the research to ensure that the research question was answered. The next step was to draft and refine the instrument. To ensure that the instrument was adequate it had to comply with the following criteria as suggested by Cooper & Schindler (2003): validity (content validity, criterion related validity and construct validity), reliability (stability, equivalence and internal consistency) and practicality (economic, convenience and interpretability). At this stage the research could be conducted.

5.7.3 Data collection: Instrument design

According to (Cooper & Schindler, 2003:391), instrument design consists of three phases namely: developing the instrument design strategy, constructing and redefining the measurement questions, drafting and refining the instrument. This process was followed when designing the instrument that was used for the research. The process for each of the questionnaires used is set out below.

Individual interview schedule

This questionnaire was designed to make provision for the following:

Table 5-5: Characteristics and type of questions (Individual interview schedule)

Characteristics	Types of questions
Face to face interview	Target questions
Semi-structured questions	Classification questions
Open-ended responses	Administrative questions

When designing this questionnaire some of the questions as posed in Erasmus-Kritzinger (2003) were used as a basis. However some of the questions were adapted to make provision for this specific research topic. These questions have been tested previously and therefore the researcher had confidence in using this as a basis. The researcher further used the literature review to guide the basis of the individual interview schedule. It also became apparent during the study that no other method would have been as effective this. The greatest advantage for the researcher was the fact that the questions that were used were previously beentested and complied with the criteria from an academic point of view.

When considering the questions for this questionnaire the following were taken into consideration (Cooper & Schindler, 2003:392):

- ❖ question content
- ❖ question wording
- ❖ response strategy

This questionnaire consisted of 24 (twenty-four) open-ended questions. In this instance the questionnaire was tested before implementation (pilot testing). The researcher identified two female volunteers and had a mock meeting with each individual and went through the complete questionnaire. This enabled the researcher to determine if the questions were clear and well understood. It also allowed for time keeping and gave the researcher a clear indication at what pace the interview must be handled. These individuals did not form part of the population or the sample that was used to do the research.

Leadership survey

This questionnaire was designed to make provision for the certain factors.

Table 5-6: Characteristics and type of questions (Leadership survey)

Characteristics	Types of questions
Self-administrated questionnaire	Target questions
Clearly structured questions	Classification questions
Structured responses from which the participant can choose	Administrative questions

In this instance the questionnaire was also tested before implementation (pilot testing). The person who assisted the researcher to do this questionnaire electronically arranged with some employees within his domain to answer the questionnaire electronically. This allowed the researcher to identify any changes that had to be made to the questionnaire. The individuals who participated in the pilot testing did not form part of the sample that was used to do the research.

As previously mentioned there were various reasons why the method relating to the survey questionnaire was used. The biggest advantage for the researcher was the fact that this method produced an extremely high response rate. If any other method had been used this might not have been the case.

5.7.4 Method of primary data collection

Individual interview schedule

An interview schedule was drawn up and these individuals were interviewed in the beginning of September 2005. Many of logistical problems were experienced by the researcher in finalising these interviews since these individuals were extremely busy and in some instances their travelling schedule necessitated rescheduling of various appointments.

The researcher first contacted the individuals telephonically and informed them about the topic of the research and the scope of the questionnaire. At this stage they were also informed about the time needed for the interview. It was also important to inform them that the interviews were confidential and their identity would not be revealed.

The time for such an interview did not exceed 45 minutes. In those instances where it did exceed the timeline it was by “invitation” and not forced.

When the individual agreed to the interview, an appointment was confirmed. At that stage a copy of the questionnaire was also forwarded to the individual electronically prior to the interview. This allowed individuals to prepare for the interview to the extent that they knew what questions to expect.

The questions addressed to this group of individuals were partly structured to the extent that the first section of the questionnaire consisted of general questions. It was possible to obtain the information regarding the first part of the questionnaire from such an individual's Curriculum Vitae. In some instances this information was obtained prior to conducting the interview. By conducting the research in this manner, the researcher saved time during the interview and was also more prepared for the interview.

The questions were not too narrow to ensure that the interviewee did have the opportunity to answer the question as she saw fit. This also allowed the interviewee to give more information than required. Questions were prioritised to ensure that if there was not enough time to finish the interview, the most important questions were answered. The researcher was able to complete the full questionnaire in all instances. All the participants completed the same questionnaire and therefore it was possible to compare the results with each other.

By profiling successful women of various cultural and racial backgrounds in leadership positions in South Africa, it was possible to develop a model which exposed the successful qualities, traits and skills these leaders possess, and through its application empower aspiring female leaders to be successful in corporate leadership positions in South Africa.

Leadership survey

A group of males and females on management level was identified to participate in this part of the research. As previously mentioned, the total population consisted of 1865 males and 471 females. The researcher approached 349 males and 349

females to complete a self-administrated questionnaire that was sent to each individual via e-mail (sample). The population for the survey were all managers within Telkom. The sample was randomly drawn and the only criteria were that the managers in this instance were operating on a managerial level and not an operational managerial level. All the participants had the same survey and therefore it was possible to compare the results with each other.

5.8 Data analysis and measurement techniques

Through data analysis the researcher reduced the accumulated data to a manageable size, developed summaries and looked for patterns (Cooper & Schindler, 2003).

5.8.1 Methods of analysing the data

Due to the fact that the researcher used two different methods of data collection it was important to differentiate between how the data obtained from each exercise was analysed.

Individual interview schedule – qualitative data analysis

Since the information obtained from this method was answered based on open-ended questions the researcher used content analysis to measure the semantic content of each answer.

Leadership survey – quantitative data analysis

The questionnaire was divided into different divisions and it was important to analyse the different groupings of information together and then come to conclusions in relation to each portion of the questionnaire. Once those conclusions were reached then they were integrated and compared with the results from the individual interview schedule.

The data obtained from the leadership survey were converted into a Pivot table report. This provided the researcher with a summary of the data obtained from the results. From this information the researcher was able to customise queries and obtain easy comprehensible results. Some of these results were captured on Excel and used to calculate percentages and this enabled the researcher to make comparisons. Using the percentages assisted the researcher to simplify the data by

reducing all numbers to a range between 0 – 100. It further enabled the researcher to translate all values in relative comparison due to the fact that not the same number of males and females responded (Cooper & Schindler, 2003:506).

To ensure consistency, the researcher first reflected the amount (actual count) of individual participants who exercised a specific option and then reflected the participants as a percentage of the particular gender.

In respect of the questions where the participants had to exercise the options as set out below (question 11 – 74), the researcher allocated a value to each answer. Due to the nature of the questionnaire the values were allocated as follows:

❖ Strongly agree	5
❖ Agree	4
❖ Neither agree/disagree	3
❖ Disagree	2
❖ Strongly disagree	1

The researcher was then in a position to give a percentage value to each option based on the number of participants who exercised a specific option. These values were expressed as a percentage, so the researcher was able to make comparisons between the genders and even give an average weight to each question, based on the answers obtained. Although this manner of determining averages is not very scientific, it did manage to add value to the discussion. The average of the score for each participation group (based on gender) was reflected as a percentage next to the actual count in respect of each question. The researcher then when further and calculated the average for male and female, as well as a total average for each question in total. These percentages are reflected in the headings of each table relating to a specific question. Thus, the numerical percentage reflected against females (in total) would mean that is the average of the female response, based on the values allocated (as set out above).

A descriptive statistical analysis of each question was done according to scientific guidelines and comparisons were made between the results as regards male and female participants, years employed, educational level and marital status.

T-test

The t-test for independent samples is appropriate to investigate differences in mean scores between two independent groups. The t-test was used in this study to investigate the significance of differences in mean scores on all the questions between gender groups as well as between those reporting to male and female managers.

One-way ANOVA

The One-way analysis of variance (ANOVA) is appropriate to investigate differences in mean scores between more than two independent groups. A one-way ANOVA was used in this study to investigate the significance of differences in mean scores on all the questions between biographical groups constituted by differences in years of employment, parental status and marital status.

Through these methods the researcher was able to reduce accumulated data to a manageable size, develop summaries and determine patterns. In the next chapter the results will be projected and once the results are defined the researcher will be in a position to determine if the results consistent with the hypotheses.

6 CHAPTER 6: Research results

6.1 Nature of results

Once all the results from the research were received it was important to explain the data rather than to draw conclusions.

In respect of the data gathered from the females in top positions, the researcher was able to determine what skills and traits these individuals had. At this point the researcher was also able to compare the different skills and traits that these individuals had identified and thus make a comparison in this regard.

The results gathered from the male and female participants on a managerial level could be used to determine what competencies and leadership qualities each group identified as the most important. At this point a comparison could be made between the information gathered from the males and the females. By making this comparison the researcher was able to determine if males and females ranked certain competencies and leadership qualities differently. From this information a list of competencies and leadership qualities identified by the male and female participants can be drawn and this can be used by women to develop themselves and put a self-management plan in place to achieve the objective of being perceived as a leader.

The list of competencies and leadership qualities identified by the male participants could at this point be compared to the actual skills and traits identified by the females in top positions. The same comparison could be drawn between the list of competencies and leadership qualities identified by the female participants. The interesting part of the research was to determine whether the females in top positions do have the competencies and leadership qualities identified by the male and female participants on a managerial level.

6.2 Research results relating to individual interview schedules

The profiles of individual top females who were interviewed as compiled from the information obtained in questions 1 – 7 of the interview are set out below in a summary. The complete answers relating to questions 8 – 24 are captured in Annexure 5 of this document.

6.2.1 Demographic profile of top females

In the table below, the demographic profiles of the female participants who are already in top positions are reflected.

Table 6-1: Demographic profile of the top female participants

	Individual 1	Individual 2	Individual 3	Individual 4	Individual 5	Individual 6
Age	42	39	36	40	36	32
Marital status	Married with 2 children	Married with 1 child	Divorced with 1 child	Married with 5 children	Single – no children	Married with 2 children
Education	MBA, currently busy with DBL	HDE, currently busy with Masters of Art	MBL	Qualified CA	LLM	Qualified CA
Current position	Partner in an international auditing firm	Group Executive in Telkom (reports directly to CEO)	Managing Executive in Telkom (reports directly to COO)	CEO of an international maritime company	Executive in Telkom (2 reporting lines away from the CEO)	Executive in Telkom (2 reporting lines away from the CEO)
Race	Black	Black	Indian	Black	Coloured	White

From the information contained in the table above, one can gather that the average age of the females who participated was 37 years, and most of them were married and had children. The education level of these females was very high. Although it was previously mentioned that this study would not discuss the findings in relation to the race of the participants the researcher wishes to point out that the majority of the females who were interviewed were not white.

6.2.2 Discussion of interview target questions

The questions that followed were target questions. A summary of the results / feedback on each question is set out below.

Strengths of a businessperson

What do you consider to be a person's greatest strength as a businessperson?

The strengths identified by these individuals were quite diverse but some of those that were common amongst them included:

- ❖ to be diverse
- ❖ to be able to adapt to various situations
- ❖ calm demeanour
- ❖ to listen to others – don not only hear what one wants to hear
- ❖ understand that each member of the team can make a contribution and ensure that one is part of that team (team player).

Personal success contributors

To what would you ascribe your success?

One thing that these females have in common that they all worked hard to achieve success. Some of the other elements identified included:

- ❖ dreams
- ❖ look at bigger picture
- ❖ always wanting more and persevering to get more
- ❖ passionate to get the job done
- ❖ good education and knowledge (competence)
- ❖ teamwork and commitment to oneself and other people
- ❖ skills and experience
- ❖ identifying opportunities and using them to one's advantage.

Barriers on the way to the top

What challenges did you overcome to achieve success, and how?

For most of the females whom the researcher interviewed there were no real challenges in the sense that they had to overcome certain stumbling blocks to be successful. Some of them indicated that they had to deal with some "situations" but that they did not regard it as a barrier. In most instances they changed the situation

into an opportunity and learned from the incident. In general they felt that being a female with the ambition to achieve success could be regarded as a challenge, but must not be seen as a barrier.

Basic business principles

What principles do you use when you do business?

Integrity was the key answer to this question. All the other principles that were listed related to using high personal values when doing business.

Motivation on a personal level

What motivates you?

There was a golden thread in the answers but it was in different shades of gold. Some of the frequently answers were:

- ❖ money
- ❖ ambition and personal self-development
- ❖ successful completion of a project, facing the challenges that come with it and celebrating the results of a job successfully completed.

Personal inspiration

What makes you tick?

This was not an easy question for most of the participants but once they came through with the answer, almost all agreed that it was to have fun and enjoy what they were doing.

Business role model

Who is your role model in business?

It was quite clear that these individuals did not have any real role models when it came to business people. The range was from international businessmen, politicians to previous employers and husbands. What was very clear were that there were no females featured on the list.

Personal mentors

Who do you consider to be your mentor?

“Nobody specific” was the general answer to this question. In other instances it was husbands and only one female actually mentioned an individual’s name (male).

Female leadership in South Africa

What are your views on women in leadership positions in this country?

There was consensus between the participants that it was an ongoing struggle, and mostly as a result of some resistance from males and society at large. They all indicated that females needed to support each other more. It was also said that females did have the capacity to deliver and could in some instances even achieve more than their male counter parts.

Work-life balance

How do you balance your work-life situation?

For all the females who were married and had children, this was a huge issue and they all agreed that there was no way as a female in this position one could really be 100% successful in achieving the right balance but it was important to work at it.

Hints on leadership skills

List three hints from women in business on how to develop strong leadership skills.

There was a correlation in respect of knowledge, vision and a belief in one’s own abilities. Some of the other hints included:

- ❖ put a plan in place and include mentoring into that plan (to get a mentor and to be a mentor to somebody else)
- ❖ good communication skills.

The difference you make as a female

How do you, as a woman, make a difference in your chosen field?

This question invited some diverse answers, which included the following;

- ❖ allow people to feel great about themselves;
- ❖ being the best that you can be, proof that females can be successful;
- ❖ ensure that you deliver;
- ❖ empower other women through training;
- ❖ be more results orientated, more focused with the bigger picture in mind, use more information and narrow down based on importance.

Leadership qualities

What leadership qualities do you possess?

Communication skills were top of the list and immediately behind this, was the nurturing issue. Some other qualities that were listed included:

- ❖ to make people feel comfortable
- ❖ to take control of situations
- ❖ coaching ability
- ❖ high EQ
- ❖ team player
- ❖ good communication skills
- ❖ vision and taking calculated risks.

The effect of your gender on your leadership style

Does your gender have an impact on your leadership style?

Every person who participated answered “yes” to this question. The reasons differ to an certain extent and some of the reasons/explanations included:

- ❖ use intuition
- ❖ show respect, build trust and use a collaborative approach
- ❖ more compassionate and nurturing style
- ❖ take social responsibility issues into consideration (naturally).

Leadership differences as a result of gender

What in your opinion are the differences between male and female leadership styles?

The main differences as identified by these individuals are set out in the table below.

Table 6-2: Main differences between male and female leadership styles

Male leadership style	Female leadership style
Egocentric, Individualistic	Can work better in a team, Participative
Autocratic, Dominant, Militant	Take all issues into consideration before acting, More balanced, Take responsibility
Fact driven, Don't apply the basic principles of the heart	Process driven, Adverse to conflict
Act with more confidence	More lateral thinking

From the above it is clear that the participants agreed with the previous studies in this regard, that there is indeed a difference between the leadership styles of males and females.

Actions to overcome barriers

What actions do you suggest to other women, to enable them to overcome barriers in their careers?

Almost all the participants said that education was the most important process needed to overcome barriers. With education one equip oneself to overcome certain barriers. Some of the other actions mentioned included these listed below.

- ❖ Build strong relationships as you go up (with that goes trust) and Networking.
- ❖ Ensure that you have knowledge of business and general knowledge. (Be prepared and equipped).
- ❖ Be assertive, enduring and believe in what you are doing but do not be aggressive (do not believe in luck).
- ❖ Do not try to be one of the “men”.
- ❖ Act the part and do not use the fact that you are a female or use sexuality to get ahead.

Self-management

What have you done to manage yourself to be successful in your career?

There were diverse answers to this question. Some of the actions included:

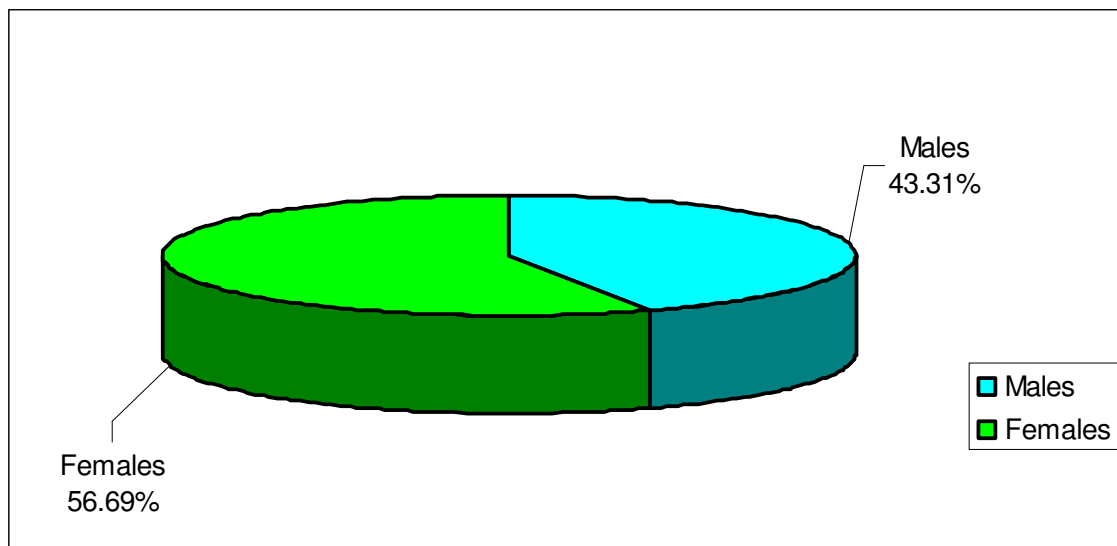
- ❖ control thoughts: “as you think so it shall be”, be positive;
- ❖ understand limits and reach a balance, get assistance when needed;
- ❖ use all your resources to get to a goal;
- ❖ study and work hard (excel in knowledge);
- ❖ make sure that you enjoy everything that you do;
- ❖ do everything that you do properly and to the best of your ability;
- ❖ relationship management and Networking;
- ❖ self-development;
- ❖ ensure that deliverables are always better than expected.

The results of these questions will be integrated with the results obtained from the leadership survey and the researcher will then be in a position to come to conclusions in Chapter 7.

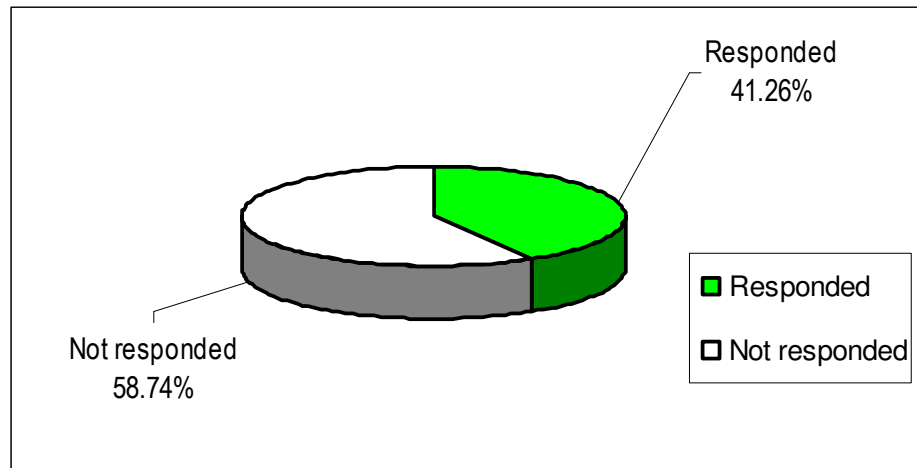
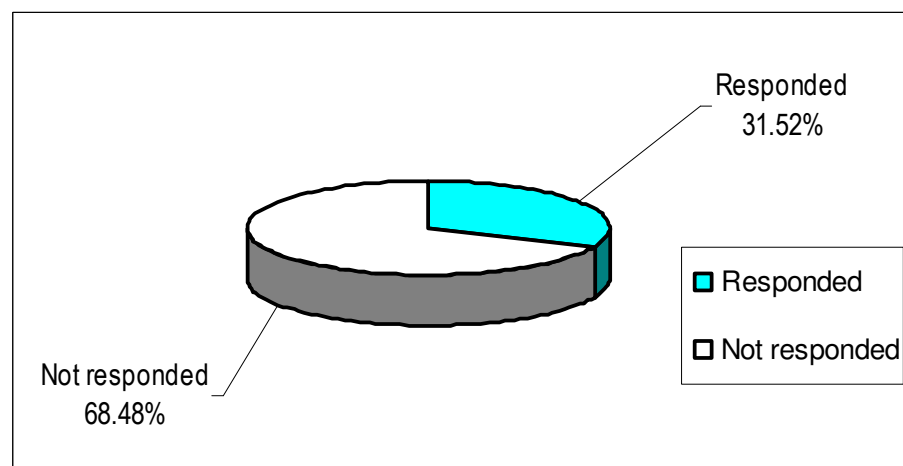
6.3 Research results relating to leadership survey

Originally 114 males and 149 females responded. Some of the data were distorted and therefore some of the participants responses had to be ignored to come to correct conclusions. The reason for the distortion was due to the fact that some participants did not rank the last questions (75 – 80) according to the directive and therefore the information was distorted. The entire questionnaire of those individuals was disregarded. As a result of the distorted information that had to be removed, the researcher could only use the responses received from 110 males and 144 females. Thus, as set out in the graph below, 43.31% of the person's who responded were males and 56.69% were females.

Figure 6-1: Response received from males and females



As previously mentioned, the questionnaire was forwarded to 349 males and 349 females. The response rate were 31.52% for the males and 41.26% for the females.

Figure 6-2: Response rate for females**Figure 6-3: Response rate for males**

There were 80 questions that the male and female participants on management level had to complete. Question 1 – 10 were administrative type of questions. With the information obtained from question 1 the researcher was able to determine that 43.31% of participants were male and 56.69% of participants were female. In the analysis that will be drawn later this is very important, since comparisons between males and females will constantly be made.

6.3.1 Demographic data of participants

6.3.1.1 Age analysis of participants

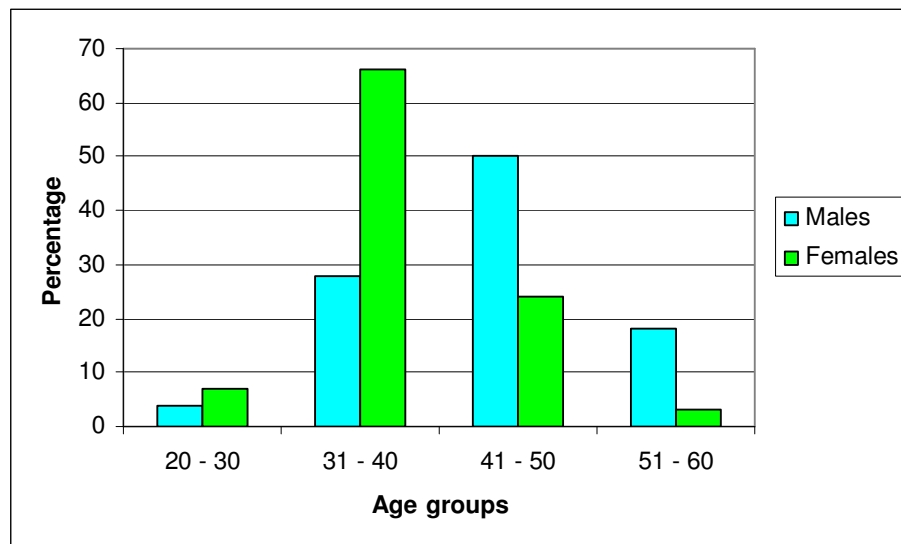
From the results the researcher could determine that the respondents were mostly aged between 31 and 40. However, the most male respondents were between 41 and 50. The details relating to the age analysis of the participants are set out in the table below.

Table 6-3: Age analysis of participants

Age	Male	Female	Total
20 – 30	4%	7%	5%
31 – 40	28%	66%	50%
41 – 50	50%	24%	35%
51 – 60	18%	3%	10%

The graph below gives an indication of the age groups of the various participants. The information was captured in relation to the gender of the participants.

Figure 6-4: Participants in various age groups



6.3.1.2 Marital status of participants

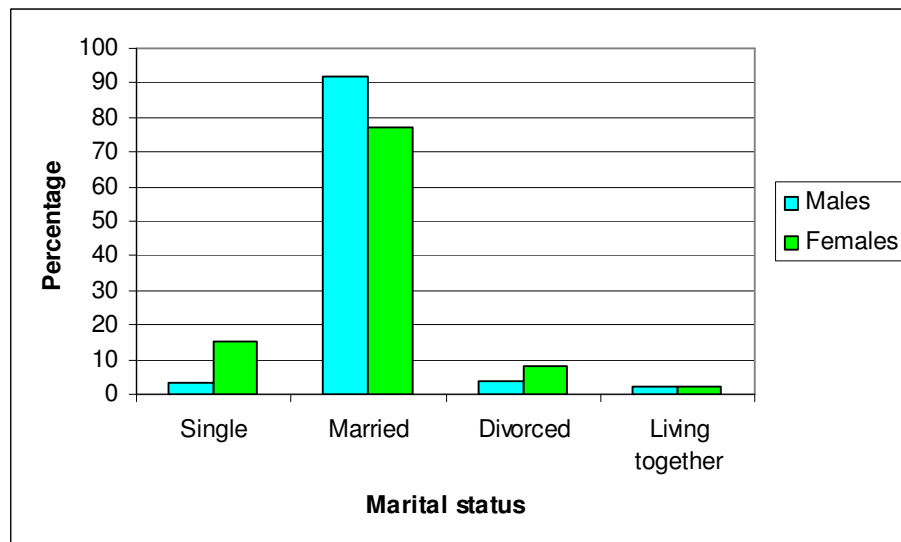
This information set out the relationship in respect of the marital status of the participants. It was apparent that most of the participants (77% in total) were married. The male participants clearly pushed up this average, since 92% of them fell into this category. The details relating to the marital status analysis of the participants are set out in the table below.

Table 6-4: Marital status of participants

Marital status	Male	Female	Total
Single	3%	24%	15%
Married	92%	66%	77%
Divorced	3%	8%	6%
Living together	2%	2%	2%

The graph below gives an indication of the marital status of the various participants. The information was captured in relation to the gender of the participants.

Figure 6-5: Marital status of participants



6.3.1.3 Parental status of participants

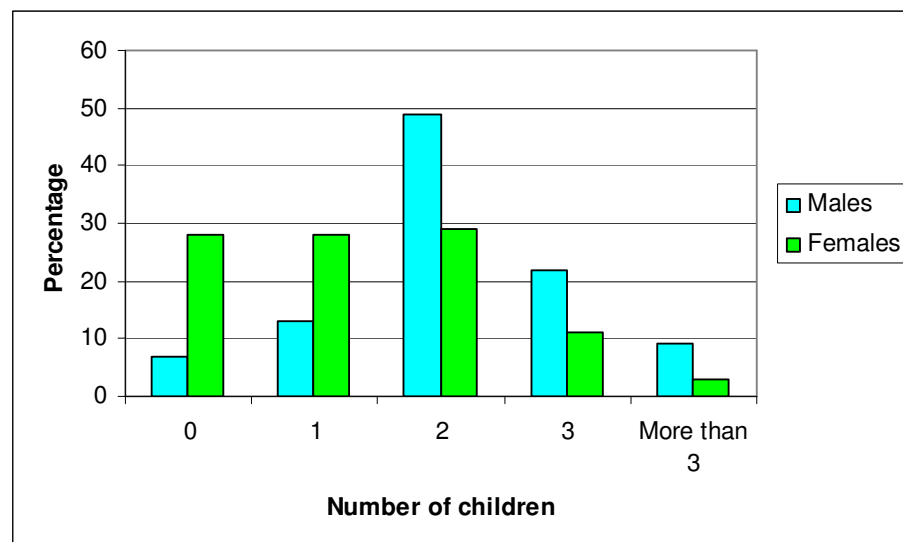
Since this is one of the determining factors when addressing the work-life balance, this question gave the researcher an indication if the participants had any children. On average 38% of the participants have 2 children. It was also interesting to note that female respondents tend to have fewer children than males. The details relating to the parental status analysis of the participants are set out in the table below.

Table 6-5: Parental status of participants

Parental status	Male	Female	Total
0	7%	28.5%	19%
1	13%	28.5%	22%
2	49%	29%	38%
3	22%	11%	16%
More than 3	9%	3%	6%

The graph below gives an indication of the number of children of the various participants. The information was captured in relation to the gender of the participants.

Figure 6-6: Parental status of participants



From the feedback on question 5 and 6 it was clear that the entire group of participants were on a managerial level and employed by Telkom SA Ltd.

6.3.1.4 Educational level of participants

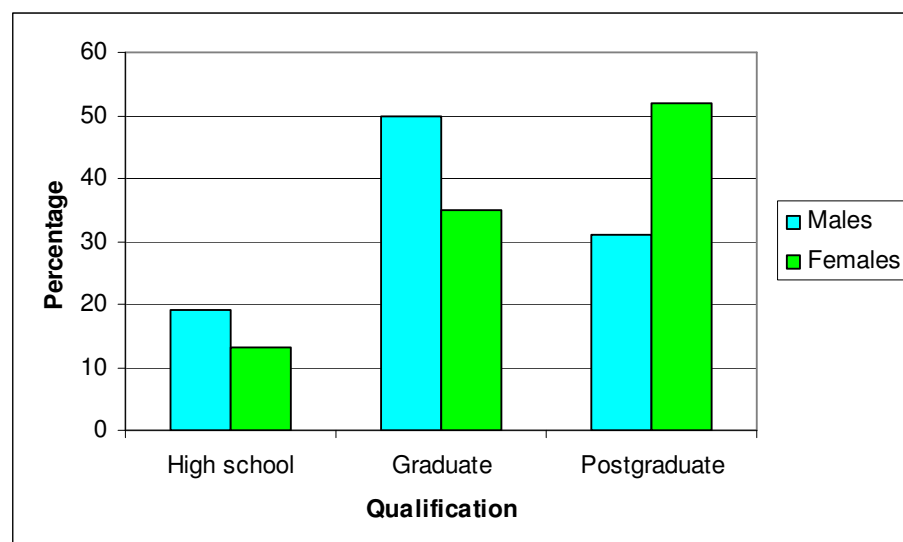
Here a distinction was made between the educational levels of the participants. From the results it was apparent that most of the participants have a postgraduate qualification. However, it is important to note that the females with a 52% average did have an impact on the general average. It is also important to identify, from this information that females are clearly qualifying themselves even more so than their male counterparts. The details relating to the educational level analysis of the participants are set out in the table below.

Table 6-6: Educational level of participants

Educational level	Male	Female	Total
High school	19%	13%	15%
Graduate	50%	35%	42%
Postgraduate	31%	52%	43%

The graph below gives an indication of the educational level of the various participants. The information was captured in relation to the gender of the participants.

Figure 6-7: Educational level of participants



6.3.1.5 Years employed

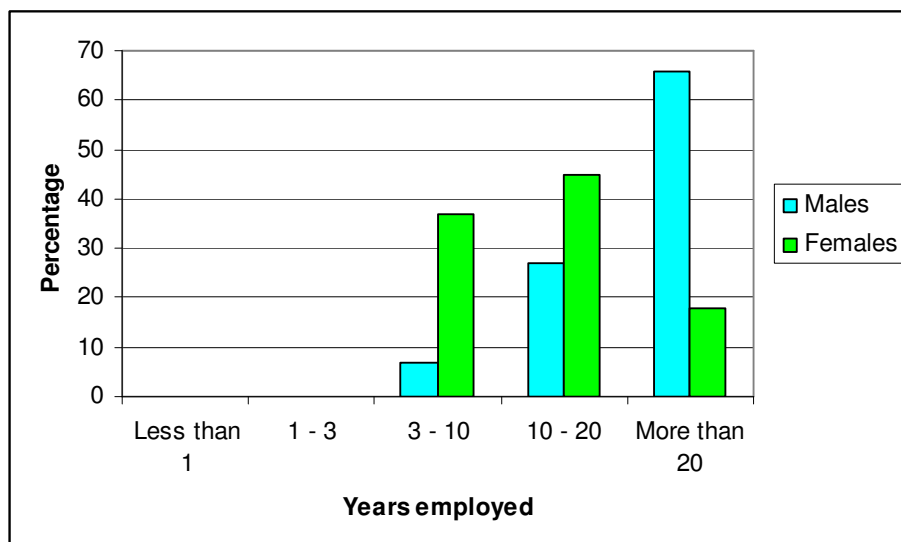
All of the participants have been employed for at least three years and most of the participants have been employed for more than 20 years. However it is important to note that the high response rate from the males who have been employed for more than 20 years (a 66% average) did have an impact on the general average. The details relating to the years employed analysis of the participants are set out in the table below.

Table 6-7: Analysis of the participants based on years employed

Years employed	Male	Female	Total
Less than 1 year	0	0	0
1 – 3 years	0	0	0
3 – 10 years	7%	37%	24%
10 – 20 years	27%	45%	37%
More than 20 years	66%	18%	39%

The graph below gives an indication of the years employed of the various participants. The information was captured in relation to the gender of the participants.

Figure 6-8: Average years employed



6.3.1.6 Years employed in current managerial position

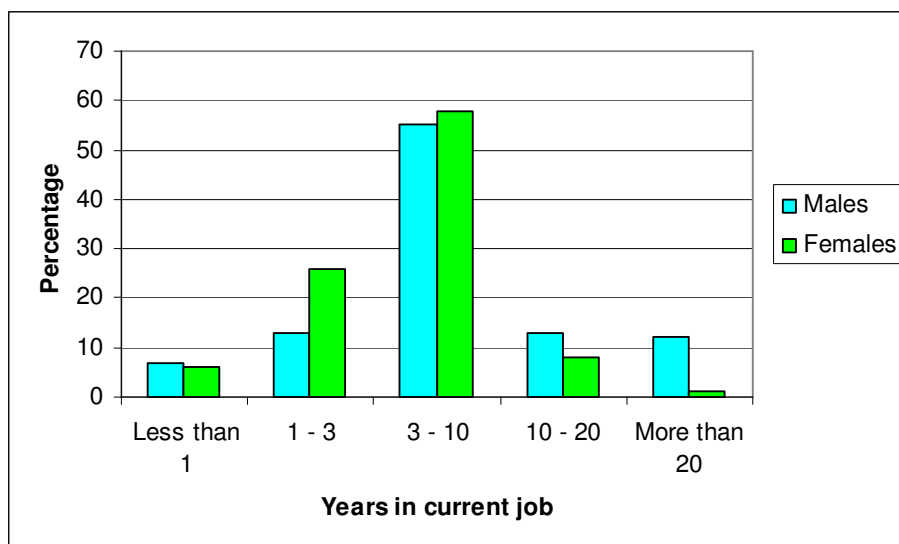
Most of the participants have been in their current managerial position of a period of three to ten years. The highest percentage of these employees is females. This might be a direct reflection of Telkom's effort to improve Employment Equity. Having said that it is also important to recognize the fact that this is also where most of the men slot in. Due to the fact that race was not a consideration; no further assumptions could be made from this figure. The details relating to the years employed in current managerial position analysis of the participants are set out in the table below.

Table 6-8: Analysis of the participants based on years employed in current managerial position

Years in current job	Male	Female	Total
Less than 1 year	7%	6%	7%
1 – 3 years	13%	27%	20%
3 – 10 years	55%	58%	57%
10 – 20 years	13%	8%	10%
More than 20 years	12%	1%	6%

The graph below gives an indication of the years employed in current job of the various participants. The information was captured in relation to the gender of the participants.

Figure 6-9: Years in current job



6.3.1.7 Reporting line (male / female)

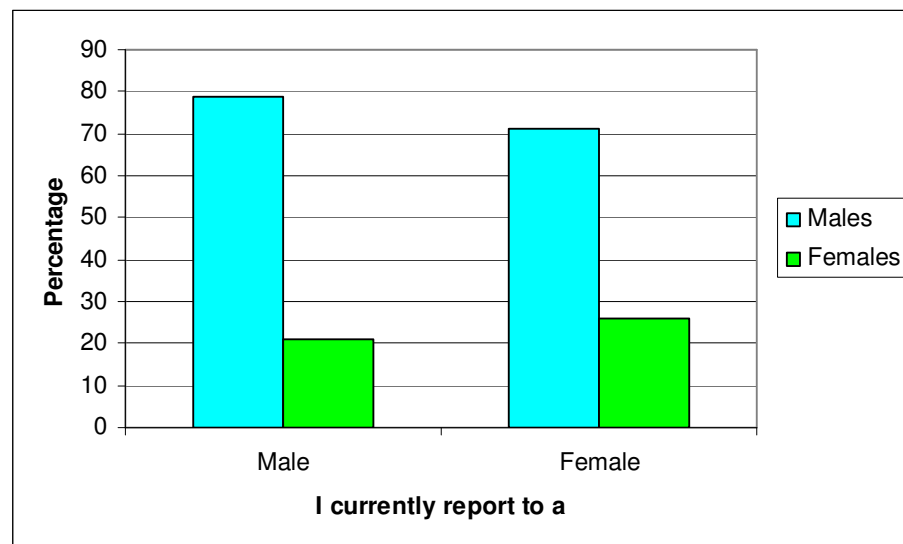
This question sets out the relationship between how many of the participants reported to males and how many to females at the time of the research. In total 74% of the participants reported to a male. If one takes into consideration that 20.16% of the employees on managerial level are female, it is clear that the participants are equally represented all over the sphere. The details relating to the reporting line analysis of the participants are set out in the table below.

Table 6-9: Reporting line of participants

I currently report to a	Male	Female	Total
Male	79%	71%	74%
Female	21%	29%	26%

The graph below gives an indication of how many of the various participants report to males and how many to females. The information was captured in relation to the gender of the participants.

Figure 6-10: Reporting to a male or female



6.3.2 General discussion relating to leadership skills / competencies

Questions 11 – 44 listed some skills or competencies that have been identified as good/valuable skills or competencies for a leader to possess. From the information

obtained, the researcher could determine how important these skills or competencies were for the participants. Various manners of analysing the data was used, as mentioned in the previous chapter.

6.3.3 Analysis and discussion of specific questions relating to leadership skills / competencies

According to the descriptive analysis that was done between questions 11 to 44 and taking the *mean* into consideration it became apparent that the participants regarded certain leadership skills / competencies as more important than other.

The *mean* for these questions varied between 4.85 (the highest) and 4.05 (the lowest). The fact that all the *means* (for questions 11 – 44) were higher than four (4) shows that most participants tended to agree with the statements. According to the descriptive analysis for these questions, the questions with the ten highest *means* are set out in the table below.

Table 6-10: The ten highest *means* (Question 11 – 44)

Number	Question	Mean
11	Clearly communicate expectations	4.85
15	Give praise and recognition	4.80
39	Commitment	4.78
22	Have a broad view of where we are going	4.74
31	A good listener	4.71
33	Can separate the important issues from the inconsequential ones	4.70
30	Know how to influence people to get support	4.69
38	Invest in people	4.67
14	Show loyalty to the company and to the team members	4.67
21	Accept ownership for team decisions	4.67

If one considers the *standard deviation* of these questions the biggest difference was in relation to question 34, which deals with the question of whether being political when needed, can be regarded as a good leadership skill/competency. The *standard deviation* was .936.

Based on the independent samples *t-test* of the questions 11 – 44, there was a noticeable statistical difference between the feedback received from males and females for questions 39, 40, 41 and 43 ($p < 0.05$). Only in those instances where the value of the significance is smaller than .05, can one really point it out as a statistical difference. The difference for the questions as mentioned above is set out in the table below.

Table 6-11: Significant differences identified by using the t-test (Question 11 – 44)

Question	Significant difference based on t-test
<u>Question 39: Commitment</u>	$p = 0.011$
Males	<i>Mean</i> = 4.70
Females	<i>Mean</i> = 4.83
<u>Question 40: Mutual problem solving</u>	$p = 0.016$
Males	<i>Mean</i> = 4.53
Females	<i>Mean</i> = 4.69
<u>Question 41: Discipline</u>	$p = 0.024$
Males	<i>Mean</i> = 4.46
Females	<i>Mean</i> = 4.63
<u>Question 43: Cooperation</u>	$p = 0.019$
Males	<i>Mean</i> = 4.53
Females	<i>Mean</i> = 4.68

However despite the fact that these statistical differences do exist, the researcher is of the opinion that these are not practical valuable, due to the fact that the differences are not that significant in the context of a 5-point scale. However, it is important to note that in all the instances where there is a significant difference relating to questions 39, 40 41 and 43 the *means* for the female participants were higher than that of the male participants. Further discussions relating to each individual question and the level of significant are discussed in context of the specific question (later in the document).

According the independent samples *t-test* there were no significant differences between the results in respect of participants reporting to managers of different gender.

Based on the ANOVA (by years employed) the researcher found that there were some statistically significant differences between the feedback received from participants for questions 18 and 32 ($p < 0.05$). These differences are set out in the table below.

Table 6-12: Statistically significant differences based on ANOVA (years employed)

Question	Significant difference based on t-test
<u>Question 18: Setting long-term goals</u>	$p = 0.046$
3 – 10 years	<i>Mean</i> = 4.62
10 – 20 years	<i>Mean</i> = 4.72
More than 20 years	<i>Mean</i> = 4.52
<u>Question 32: A good delegator</u>	$p = 0.022$
3 – 10 years	<i>Mean</i> = 4.41
10 – 20 years	<i>Mean</i> = 4.57
More than 20 years	<i>Mean</i> = 4.31

However, despite the fact that these statistical differences do exist, the researcher is of the opinion that these are of no practical value due to the fact that the differences are not that significant in the context of a 5-point scale. However, it is important to note that in all the instances where there is a significant difference relating to questions 18 and 32 the *means* for the participants that have been employed for between 10 and 20 years were higher than that of the other participants. Specifically, in the issue related to being a good delegator the significant difference was high. The reason for this could possibly be that these individuals realised the need as a result of organisational structures and the level on which they operate. It is positive to see that setting long-term goals is also very important to the participants who have been employed for between 10 and 20 years. This related back to having vision, which is a crucial competency of leaders. Further discussions relating to each individual question and the level of significance are discussed in context of the specific question (later in the document).

Based on the ANOVA (by educational level and marital status) the researcher found that there were no significant statistical difference between the feedback received from the participants.

Question 11: Clearly communicate expectations

Clearly communicate expectations 96.9%	Male 96.73%		Female 97.08%	
Strongly agree	92	83.64%	123	85.42%
Agree	18	16.36%	21	14.58%
Neither agree/disagree				
Disagree				
Strongly disagree				

Both male and female participants indicated that they strongly agreed that clearly communicated expectations were extremely important. The *mean* for this competency was 4.85 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.85 and females 4.84. Thus there were no real differences between how males and females valued this competency. An interesting observation was that all female participants in the age group 51 – 60 and all male participants in the age group 20 – 30 gave this competency a 5. The female participants (97.08%) rated this competency a small margin higher than male participants (96.73%).

Question 12: Make decisions with inputs from others

Make decisions with input from others 90.52%	Male 89.09%		Female 91.94%	
Strongly agree	57	51.82%	95	65.97%
Agree	47	42.73%	43	29.86%
Neither agree/disagree	5	4.55%	4	2.78%
Disagree	1	0.91%	1	0.69%
Strongly disagree			1	0.69%

Both male and female participants indicated that they agreed that to make decisions with the input from others were important, although there were participants (males and females) who even indicated that it was not important. The *mean* for this competency was 4.54 according to the descriptive statistical analysis done. The

mean for this competency for males was 4.45 and females 4.60. An interesting observation was that the only group (based on age, marital status, parental status, educational level, years employed, years in current job) that gave this competency a 5 was all the female participants who live together. The female participants (91.94%) rated this competency almost 3% higher than male participants (89.09%). Thus it seems that although it is regarded important by both sexes, males will be more reluctant to obtain input from others, than females.

Question 13: Give others the information they need to do their jobs

Give others the information they need to do their jobs 92.34%	Male 92.18%		Female 92.50%	
Strongly agree	74	67.27%	100	69.44%
Agree	30	27.27%	36	25%
Neither agree/disagree	5	4.55%	6	4.17%
Disagree	1	0.91%	2	1.39%
Strongly disagree				

Both male and female participants indicated that they agreed that it was important to give others the information they need to do their jobs. The *mean* for this competency was 4.62 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.61 and females 4.63. From this it is clear that there was no significant difference. The female participants (92.50%) rated this competency a very small margin higher than male participants (92.18%).

Question 14: Show loyalty to the company and to the team members

Show loyalty to the company and to the team members 93.40%	Male 92.91%		Female 93.89%	
Strongly agree	75	68.18%	106	73.61%
Agree	33	30%	34	23.61%
Neither agree/disagree	1	0.91%	2	1.39%
Disagree			2	1.39%
Strongly disagree	1	0.91%		

Both male and female participants indicated that they strongly agree that to show loyalty to the company and team members was important, however there were some male and female participants that indicated that they do not agree. The *mean* for this competency was 4.67 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.65 and females 4.69. From this it is clear that there was no significant difference. The female participants (93.89%) rated this competency a small margin higher than male participants (92.91%).

Question 15: Give praise and recognition

Give praise and recognition 96.03%	Male 95.82%		Female 96.25%	
Strongly agree	87	79.09%	114	81.25%
Agree	23	20.91%	27	18.75%
Neither agree/disagree				
Disagree				
Strongly disagree				

Both male and female participants indicated that they very strongly agreed that to give praise and recognition was extremely important. The *mean* for this competency was 4.80 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.79 and females 4.81. From this it is clear that there was no significant difference. The female participants (96.25%) rated this competency a very small margin higher than male participants (95.82%). All the participants agreed and nobody exercised any other option. An interesting observation was that all

female participants in the age group 51 – 60 and all male participants in the age group 20 – 30 gave this competency a 5.

Question 16: Criticise constructively

Criticise constructively 92.71%	Male 91.82%		Female 93.61%	
Strongly agree	66	60%	100	69.47%
Agree	43	39.09%	42	29.17%
Neither agree/disagree	1	0.91 %	2	1.39%
Disagree				
Strongly disagree				

Both male and female participants indicated that they agreed that to criticise constructively was important. The *mean* for this competency was 4.64 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.59 and females 4.68. From this it is clear that there was no significant difference. The female participants (93.61%) rated this competency a small margin higher than male participants (91.82%).

Question 17: Develop plans

Develop plans 91.93%	Male 91.64%		Female 92.22%	
Strongly agree	66	60%	93	64.58%
Agree	43	39.09%	46	31.94%
Neither agree/disagree			5	3.47%
Disagree	1	0.91%		
Strongly disagree				

Both male and female participants indicated that they agreed that to develop plans was important. The *mean* for this competency was 4.60 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.58 and females 4.61. From this it is clear that there was no significant difference. The female participants (92.22%) rated this competency a very small margin higher than male participants (91.64%). There was one male participant who indicated that he did not agree with the statement.

Question 18: Set long-term goals

Set long term-goals 92.26%	Male 91.45%		Female 93.06%	
Strongly agree	66	60%	98	68.06%
Agree	42	38.18%	42	29.17%
Neither agree/disagree	1	0.91%	4	2.78%
Disagree	1	0.91%		
Strongly disagree				

Both male and female participants indicated that they agreed that to set long-term goals was important. The *mean* for this competency was 4.62 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.57 and females 4.65. From this it is clear that there was no significant difference. The female participants (93.06%) rated this competency a small margin higher than male participants (91.45%). An interesting observation was that all female participants in the age group 51 – 60 gave this competency a 5 and they were also the sole group (based on age, marital status, parental status, educational level, years employed, years in current job) that allocated a 5 to this competency.

Question 19: Follow objectives through to completion

Follow objectives through to completion 92.73%	Male 92.55%		Female 92.92%	
Strongly agree	71	64.55%	98	68.06%
Agree	37	33.64%	41	28.47%
Neither agree/disagree	2	1.82%	5	3.47%
Disagree				
Strongly disagree				

Both male and female participants indicated that they agreed that to follow objectives through to completion was important. The *mean* for this competency was 4.64 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.63 and females 4.65. From this it is clear that there was no

significant difference. The female participants (92.92%) rated this competency a very small margin higher than the male participants (92.55%).

Question 20: Display flexibility

Display flexibility 92.14%	Male 91.09%		Female 93.19%	
Strongly agree	65	59.09%	97	67.36%
Agree	42	38.18%	45	31.25%
Neither agree/disagree	2	1.82%	2	1.39%
Disagree	1	0.91%		
Strongly disagree				

Both male and female participants indicated that they agreed that to display flexibility was important. The *mean* for this competency was 4.61 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.55 and females 4.66. From this it is clear that there was no significant difference. The female participants (93.19%) rated this competency a small margin higher than male participants (91.09%). There was one male participant who indicated that he did not agree with the statement. An interesting observation was that no group (based on age, marital status, parental status, educational level, years employed, years in current job) gave this competency a 5.

Question 21: Accept ownership for team decisions

Accept ownership for team decisions 93.37%	Male 93.27%		Female 93.47%	
Strongly agree	75	68.48%	100	69.44%
Agree	33	30%	41	28.47%
Neither agree/disagree	2	1.82%	3	2.08%
Disagree				
Strongly disagree				

Both male and female participants indicated that they agreed that to accept ownership for team decisions was important. The *mean* for this competency was 4.67 according to the descriptive statistical analysis done. The *mean* for this competency

for males was 4.66 and females 4.67. From this it is clear that there was no significant difference. The female participants (93.47%) rated this competency a very small margin higher than male participants (93.27%).

Question 22: Have a broad view of where we are going

Have a broad view of where we are going 94.73%	Male 94.18%		Female 95.28%	
Strongly agree	79	71.82%	111	77.08%
Agree	30	27.27%	32	22.22%
Neither agree/disagree	1	0.91%	1	0.69%
Disagree				
Strongly disagree				

Both male and female participants indicated that they strongly agreed that to have a broad view of where they were going was important. The *mean* for this competency was 4.74 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.71 and females 4.76. From this it is clear that there was no significant difference. The female participants (95.28%) rated this competency a small margin higher than male participants (94.18%).

Question 23: Coach team members

Coach team members 92.02%	Male 91.82%		Female 92.22%	
Strongly agree	70	63.64%	92	63.89%
Agree	36	32.73%	48	33.33%
Neither agree/disagree	3	2.73%	4	27.88%
Disagree	1	0.91%		
Strongly disagree				

Both male and female participants indicated that they agreed that to coach team members was important. The *mean* for this competency was 4.60 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.59 and females 4.61. From this it is clear that there was no significant difference. The female participants (92.2%) rated this competency a very small margin higher

than male participants (91.82%). There was one male participant who indicated that he did not agree with the statement.

Question 24: Strong commitment to self-development

Strong commitment to self-development 90.86%	Male 89.64%		Female 92.08%	
Strongly agree	56	50.91%	92	63.89%
Agree	52	47.27%	47	32.64%
Neither agree/disagree	1	0.91%	5	3.47%
Disagree	1	0.91%		
Strongly disagree				

Both male and female participants indicated that they agreed that to have a strong commitment to develop themselves was important. The *mean* for this competency was 4.55 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.48 and females 4.60. From this it is clear that there was no significant difference. The female participants (92.08%) rated this competency a small margin higher than male participants (89.64%). There was one male participant who indicated that he did not agree with the statement. This is an interesting rating if one take into consideration the fact that most of the participants are postgraduates. An interesting observation was that no group (based on age, marital status, parental status, educational level, years employed, years in current job) gave this competency a 5.

Question 25: Can respond to an employee who is upset with him/her or someone else in the organisation

Can respond to an employee who is upset with him/her or someone else in the organisation 90.72%	Male 90.18%		Female 91.25%	
Strongly agree	61	55.45%	87	60.42%
Agree	44	40%	43	35.42%
Neither agree/disagree	5	4.55%	3	4.17%
Disagree				
Strongly disagree				

Both male and female participants indicated that they agreed that to be able to respond to an employee who is upset with him/her or someone else in the organisation was important. The *mean* for this competency was 4.54 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.51 and females 4.56. From this it is clear that there was no significant difference. The female participants (91.25%) rated this competency a small margin higher than male participants (90.18%). An interesting observation was that no group (based on age, marital status, parental status, educational level, years employed, years in current job) gave this competency a 5.

Question 26: Hold people accountable

Hold people accountable 91.10%	Male 91.09%		Female 91.11%	
Strongly agree	64	58.18%	86	59.72%
Agree	43	39.09%	52	36.11%
Neither agree/disagree	3	2.73%	6	4.17%
Disagree				
Strongly disagree				

Both male and female participants indicated that they agreed that to be able to hold people accountable was important. The *mean* for this competency was 4.56 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.55 and females 4.53. From this it is clear that there was no

significant difference. The female participants (91.11%) rated this competency an extremely small margin higher than male participants (91.09%).

Question 27: Deal with employees who have performance issues

Deal with employees who have performance issues 92.60%	Male 92%		Female 93.19%	
Strongly agree	68	61.82%	98	68.06%
Agree	40	36.36%	43	29.86%
Neither agree/disagree	2	1.82%	3	2.08%
Disagree				
Strongly disagree				

Both male and female participants indicated that they agreed that to be able deal with employees who have performance issues was important. The *mean* for this competency was 4.63 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.60 and females 4.66. From this it is clear that there was no significant difference. The female participants (93.19%) rated this competency a small margin higher than male participants (92%).

Question 28: Can make a presentation to a group of peers and/or seniors

Can make a presentation to a group of peers and/or seniors 92.21%	Male 91.64%		Female 92.78%	
Strongly agree	66	60%	97	67.36%
Agree	42	38.18%	42	29.19%
Neither agree/disagree	2	1.82%	5	3.47%
Disagree				
Strongly disagree				

Both male and female participants indicated that they agreed that to be able to make a presentation to a group of peers and/or seniors was important. The *mean* for this competency was 4.61 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.58 and females 4.64. From this it is clear

that there was no significant difference. The female participants (92.78%) rated this competency a small margin higher than male participants (91.64%). An interesting observation was that no group (based on age, marital status, parental status, educational level, years employed, years in current job) gave this competency a 5.

Question 29: A good learner

A good learner 91.04%	Male 90%		Female 92.08%	
Strongly agree	61	55.45%	89	61.81%
Agree	43	39.09%	53	36.81%
Neither agree/disagree	6	5.45%	2	1.39%
Disagree				
Strongly disagree				

Both male and female participants indicated that they agreed that to be a good learner was important. The *mean* for this competency was 4.56 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.50 and females 4.60. From this it is clear that there was no significant difference. The female participants (92.08%) rated this competency a margin higher than male participants (90%). An interesting observation was that no group (based on age, marital status, parental status, educational level, years employed, years in current job) gave this competency a 5.

Question 30: Know how to influence people and get support

Know how to influence people and get support 93.69%	Male 93.64%		Female 93.75%	
Strongly agree	77	70%	102	70.83%
Agree	32	29.09%	39	27.08%
Neither agree/disagree	1	.91%	3	2.08%
Disagree				
Strongly disagree				

Both male and female participants indicated that they agreed that to know how to influence people and get to support was important. The *mean* for this competency

was 4.69 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.68 and females 4.69. From this it is clear that there was no significant difference. The female participants (93.75%) rated this competency an extremely small margin higher than male participants (93.64%). An interesting observation was that no group (based on age, marital status, parental status, educational level, years employed, years in current job) gave this competency a 5.

Question 31: A good listener

A good listener 94.18%	Male 93.64%		Female 94.72%	
Strongly agree	77	70%	108	75%
Agree	31	28.18%	34	23.61%
Neither agree/disagree	2	1.82%	2	1.39%
Disagree				
Strongly disagree				

Both male and female participants indicated that they agreed that to be a good listener was important. The *mean* for this competency was 4.71 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.68 and females 4.74. From this it is clear that there was no significant difference. The female participants (94.72%) rated this competency a small margin higher than male participants (93.64%). An interesting observation was that the only group (based on age, marital status, parental status, educational level, years employed, years in current job) who gave this competency a 5 was males between 20 – 30 years.

Question 32: A good delegator

A good delegator 88.36%	Male 86.73%		Female 90%	
Strongly agree	49	44.55%	82	56.94%
Agree	50	45.45%	54	37.50
Neither agree/disagree	10	9.09%	6	4.17%
Disagree	1	.91%	2	1.39%
Strongly disagree				

Both male and female participants indicated that they agreed that to be a good delegator was important. The *mean* for this competency was 4.43 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.34 and females 4.50. From this it is clear that there was no significant difference. The female participants (90%) rated this competency relatively higher than male participants (86.73%). An interesting observation was that the only group (based on age, marital status, parental status, educational level, years employed, years in current job) who gave this competency a 5 was males who live with their partners.

Question 33: Can separate the important issues from the inconsequential ones

Can separate the important issues from the inconsequential ones 93.88%	Male 93.45%		Female 94.31%	
Strongly agree	75	68.18%	106	73.61%
Agree	34	30.91%	35	24.31%
Neither agree/disagree	1	.91%	3	2.08%
Disagree				
Strongly disagree				

Both male and female participants indicated that they agreed that to be able to separate the important issues from the inconsequential ones was important. The *mean* for this competency was 4.70 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.67 and females 4.72. From this it is clear that there was no significant difference. The female participants (94.31%) rated this competency a small margin higher than male participants (93.45%). An interesting observation was that the only groups (based on age, marital status, parental status, educational level, years employed, years in current job) who gave this competency a 5 was males who were living with their partners and females who had three or more children.

Question 34: Political only when needed

Political only when needed 80.92%	Male 80.73%		Female 81.11%	
Strongly agree	35	31.82%	55	38.19%
Agree	53	48.18%	55	38.19%
Neither agree/disagree	15	13.64%	24	16.67%
Disagree	5	4.55%	7	4.86%
Strongly disagree	2	1.82%	3	2.08%

Both male and female participants indicated that they agreed that to be political only when needed was not very important. There were male and female participants who strongly disagreed with this concept. The *mean* for this competency was 4.05 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.04 and females 4.06. From this it is clear that there was no significant difference. The competency received the lowest mean in respect of this first portion of the questionnaire. The female participants (81.11%) rated this competency a small margin higher than male participants (80.73%).

Question 35: Create value for customers

Create value for customer 93.01%	Male 92.55%		Female 93.47%	
Strongly agree	74	67.27%	99	68.75%
Agree	32	29.09%	43	29.86%
Neither agree/disagree	3	2.73%	2	1.39%
Disagree	1	.91%		
Strongly disagree				

Both male and female participants indicated that they agreed that to be able to create value for customers was important. The *mean* for this competency was 4.65 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.63 and females 4.67. From this it is clear that there was no significant difference. The female participants (93.47%) rated this competency a small margin higher than male participants (92.55%). An interesting observation was that there was one male participant who actually disagreed with this concept.

Question 36: Use root cause analysis to understand the problems

Use root cause analysis to understand problems 90.17%	Male 89.64%		Female 90.69%	
Strongly agree	56	50.91%	88	80%
Agree	51	46.36%	47	32.64%
Neither agree/disagree	3	2.73%	7	4.86%
Disagree			2	1.39%
Strongly disagree				

Both male and female participants indicated that they agreed that to use root cause analysis to understand problems was important. The *mean* for this competency was 4.51 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.48 and females 4.53. From this it is clear that there was no significant difference. The female participants (90.69%) rated this competency a very small margin higher than male participants (89.64%). An interesting observation was that two female participants disagreed with this concept. An interesting observation was that the only group (based on age, marital status, parental status, educational level, years employed, years in current job) who gave this competency a 5 was females who had three or more children.

Question 37: Respond to customer demands

Respond to customer demand 90.63%	Male 89.45%		Female 91.81%	
Strongly agree	64	58.18%	89	61.81%
Agree	36	32.73%	52	36.11%
Neither agree/disagree	8	7.27%	2	1.39%
Disagree	2	1.82%	1	.69%
Strongly disagree				

Both male and female participants indicated that they agreed that to respond to customer demands was important. The *mean* for this competency was 4.54 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.47 and females 4.59. From this it is clear that there was no

significant difference. The female participants (91.81%) rated this competency a small margin higher than male participants (89.45%). An interesting observation was that two male and one female participants disagreed with this concept.

Question 38: Invest in people

Invest in people 93.36%	Male 92.55%		Female 94.17%	
Strongly agree	70	63.64%	106	73.61%
Agree	39	35.45%	34	23.61%
Neither agree/disagree	1	.91%	4	2.78%
Disagree				
Strongly disagree				

Both male and female participants indicated that they agree that to invest in people was important. The *mean* for this competency was 4.67 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.63 and females 4.71. From this it is clear that there was no significant difference. The female participants (94.17%) rated this competency a small margin higher than male participants (92.55%). An interesting observation was that no group (based on age, marital status, parental status, educational level, years employed, years in current job) gave this competency a 5.

Question 39: Commitment

Commitment 95.33%	Male 94%		Female 96.67%	
Strongly agree	77	70%	120	83.33%
Agree	33	30%	24	16.67%
Neither agree/disagree				
Disagree				
Strongly disagree				

Both male and female participants indicated that they agreed that commitment was very important. The *mean* for this competency was 4.78 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.70 and females 4.83. As previously mentioned, there was a significant difference between

how male and female participants valued this leadership skill/competency. Commitment can lead to a trust relationship and therefore it is interesting to see that for females this skill / competency is so important. This skill / competency was rated third highest in the group. The female participants (96.67%) rated this competency higher than male participants (94%). An interesting observation was that all participants agreed with this concept. A further observation was that the only group (based on age, marital status, parental status, educational level, years employed, years in current job) who gave this competency a 5 was females who had three or more children.

Question 40: Mutual problem sorting

Mutual problem solving 92.15%	Male 90.55%		Female 93.75%	
Strongly agree	61	55.45%	101	70.14%
Agree	46	41.82%	41	28.47%
Neither agree/disagree	3	2.73%	2	1.39%
Disagree				
Strongly disagree				

Both male and female participants indicated that they agreed the principle of mutual problem solving was important. The *mean* for this competency was 4.62 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.53 and females 4.69. As previously mentioned, there was a significant difference between how male and female participants valued this leadership skill/competency. The significance could most probably relate back to the fact that quite a considerable number of female participants “strongly agreed” with the statement in relation to the male participants. Mutual problem solving relates back to a participative leadership style and also to teamwork. Due to the fact that females tend to relate more easily to a participative leadership style, it is obvious why the *mean* for female participants were so much higher, for this skill/competency, than that of the male participants. The female participants (93.75%) rated this competency a margin higher than male participants (92.15%). An interesting observation was that the only group (based on age, marital status, parental status, educational level, years employed, years in

current job) who gave this competency a 5 was females who had three or more children.

Question 41: Discipline

Discipline 90.89%	Male 89.27%		Female 92.27%	
Strongly agree	57	51.82%	92	63.89%
Agree	48	43.64%	50	34.72%
Neither agree/disagree	4	3.64%	2	1.39%
Disagree	1	.91%		
Strongly disagree				

Both male and female participants indicated that they agree the principle of discipline was important. The *mean* for this competency was 4.56 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.46 and females 4.63. As previously mentioned there was a significant difference between how male and female participants valued this leadership skill/competency. The significance could most probably relate back to the fact the quite a considerable amount of female participants who “strongly agreed” with the statement in relation to the male participants. For the female participants the discipline could possibly relate back to order and control. This could possibly be something that females relate to better than males as a result of their material instinct. The female participants (92.27%) rated this competency a margin higher than male participants (89.27%). An interesting observation was that one male disagreed with this concept. A further observation was that the only group (based on age, marital status, parental status, educational level, years employed, years in current job) who gave this competency a 5 was females who had three or more children.

Question 42: Avoid repeating mistakes

Avoid repeating mistakes 89.39%	Male 88.91%		Female 89.86%	
Strongly agree	56	50.91%	81	56.25%
Agree	48	43.64%	54	37.50%
Neither agree/disagree	5	4.55%	8	5.56%
Disagree	1	.91%	1	.69%
Strongly disagree				

Both male and female participants indicated that they agreed that to avoid repeating mistakes was important, but not very important. The *mean* for this competency was 4.47 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.45 and females 4.49. From this it is clear that there was no significant difference. The female participants (89.86%) rated this competency a small margin higher than male participants (88.91%). An interesting observation was that one male and one female disagreed with this concept. An interesting observation was that the only group (based on age, marital status, parental status, educational level, years employed, years in current job) who gave this competency a 5 was females who had three or more children.

Question 43: Cooperation

Cooperation 92.08%	Male 90.55%		Female 93.61%	
Strongly agree	61	55.45%	99	68.75%
Agree	46	41.82%	44	30.56%
Neither agree/disagree	3	2.73%	1	.69%
Disagree				
Strongly disagree				

Both male and female participants indicated that they agreed that cooperation was important. The *mean* for this competency was 4.61 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.53 and females 4.68. As previously mentioned there was a significant difference between how male and female participants valued this leadership skill/competency. The significance could most possibly relate back to the fact that quite a considerable

number of female participants “strongly agreed” (68.75%) with the statement in relation to the male participants (55.45%). For the female participants the cooperation could possibly relate back to support and teamwork. Due to the fact that females are more participative in their leadership style, this is a skill/competency that they relate to. The female participants (93.61%) rated this competency higher than male participants (90.55%). An interesting observation was that the only group (based on age, marital status, parental status, educational level, years employed, years in current job) who gave this competency a 5 was females who had three or more children.

Question 44: Stable employment

Stable employment 85.79%	Male 84.36%		Female 87.22%	
Strongly agree	46	41.82%	78	54.17%
Agree	46	41.82%	46	31.94%
Neither agree/disagree	15	13.64%	15	10.42%
Disagree	2	1.82%	4	2.78%
Strongly disagree	1	.91%	1	.69%

Both male and female participants indicated that they agreed that stable employment was not important. The *mean* for this competency was 4.30 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.22 and females 4.36. From this it is clear that there was no significant difference. The female participants (87.22%) rated this competency higher than male participants (84.36%). An interesting observation was that the only group (based on age, marital status, parental status, educational level, years employed, years in current job) who gave this competency a 5 was males who were living with their partners. Something that one cannot ignore is the fact that females do actually rate this higher than males who used to have the traditional role of the breadwinner.

6.3.4 General discussion relating to the need for policy changes in respect of specific themes

Question 45 and 46 looked at the need among the participants to have policy changes in the following areas:

- ❖ flexitime

-
- ❖ working from home.

Various methods of analysing the data were used as mentioned in the previous chapter.

6.3.5 Analysis and discussion of specific questions relating to the need for policy changes in respect of specific themes

According to the descriptive analysis the *mean* for these questions varied between 4.34 (the highest) and 4.21 (the lowest). The fact that all the *means* (for questions 45 and 46) were higher than four (4) shows that most participants tended to agree with the statements.

If one considers the *standard deviation* of these questions, the biggest difference was in relation to question 46, which deals with the question of a change in policy relating to “working from home” was to be considered. The *standard deviation* was 1.056.

Based on the independent samples *t-test* question 45 and 46, there was a noticeable statistical difference between the feedback received from males and females for both questions. Only in those instances where the value of the significance is smaller than .05, can one really point it out as a statistical difference. The differences for the questions are set out in the table below.

Table 6-13: Significant differences identified by using the t-test (Question 45 and 46)

Question	Significant difference based on t-test
<u>Question 45: Flexitime</u>	$p = 0.000$
Males	<i>Mean</i> = 4.06
Females	<i>Mean</i> = 4.55
<u>Question 46: Working from home</u>	$p = 0.000$
Males	<i>Mean</i> = 3.80
Females	<i>Mean</i> = 4.52

This difference is quite significant and of value when considering the questions in relation to previous discussions relating to the challenges females face when it comes to work-life balance. Further discussions relating to each individual question

and the level of significance are discussed in context of the specific question (later in the document).

Based on the ANOVA (by years employed) the researcher found that there were some statistically significant difference between the feedback received from participants for questions 45 and 46 ($p < 0.05$). The differences for the questions are set out in the table below.

Table 6-14: Statistically significant differences based on ANOVA (years employed)

Question	Significant difference based on t-test
<u>Question 45: Flexitime</u>	$p = 0.000$
3 – 10 years	<i>Mean</i> = 4.61
10 – 20 years	<i>Mean</i> = 4.40
More than 20 years	<i>Mean</i> = 4.11
<u>Question 46: Working from home</u>	$p = 0.000$
3 – 10 years	<i>Mean</i> = 4.52
10 – 20 years	<i>Mean</i> = 4.40
More than 20 years	<i>Mean</i> = 3.83

The biggest differences were between employees who had been employed between 3 – 10 years and those who had been employed for more than 20 years. This difference could perhaps relate back to the generation gap as previously discussed as well as the fact that the participants who had been employed for more than 20 years are at a point in their lives where their families are settled and there is not much consideration given to these issues due to the fact that they are settled in their ways. The participants who have been employed for between 3 - 10 years in their current positions are typically the younger generation and due to the fact that they are relatively new in the position these factors can have an impact on their live and career.

Based on the ANOVA (by educational level and marital status) the researcher found that there were no significant statistical difference between the feedback received from the participants.

Question 45: Flexitime

Flexitime 86.12%	Male 81.27%		Female 90.97%	
Strongly agree	34	30.91%	92	63.89%
Agree	56	50.91%	41	28.47%
Neither agree/disagree	14	12.73%	9	6.25%
Disagree	5	4.55%	2	1.39%
Strongly disagree	1	.91%		

The male participants indicated that they did not agree that there needs to be policy changes relating to flexitime and the female participants indicated that they that there needs to be policy changes relating to flexitime. The *mean* for this competency was 4.34 according to the descriptive statistical analysis done. The *mean* for this competency for males was 4.06 and females 4.55. From this it is clear that there is a significant difference between the view of the male and female participants. This could possibly be due to the fact that the female participants are directly confronted with the issue of balancing work-life, whereas the males might have other means to deal with the issue (e.g. a wife who is not working and alleviates the problem). The female participants (90.97%) rated this issue far higher than male participants (81.27%). An interesting observation was that six males and two females disagreed with this concept.

Question 46: Working from home

Working from home 83.21%	Male 76%		Female 92.42%	
Strongly agree	35	31.82%	97	67.36%
Agree	43	39.09%	31	21.53%
Neither agree/disagree	14	12.73%	13	9.03%
Disagree	11	10%		
Strongly disagree	7	6.36%	3	2.08%

The male participants indicated that they did not agree that there needs to be policy changes relating to working from home and the female participants indicated that there needs to be policy changes relating to working from home. The *mean* for this competency was 4.21 according to the descriptive statistical analysis done. The

mean for this competency for males was 3.80 and females 4.52. From this it is clear that there is a significant difference between the view of the male and female participants. This could possibly be due to the fact that the female participants are directly confronted with the issue of balancing work-life, whereas the males might have other means to deal with the issue (e.g. a wife who is not working and alleviates the problem). The female participants (92.42%) rated this issue far higher than male participants (76%). An interesting observation was that 18 males and 3 females disagreed with this concept. Another interesting observation was that the males in general based on various group combinations down-played this issue.

6.3.6 General discussion relating to how each participant viewed certain issues that can be linked back to leadership

Question 47 – 63 listed some issues that can be linked back to leadership. The participants had to indicate if they agreed or disagreed with the various statements. Various methods of analysing the data were used as mentioned in the previous chapter.

6.3.7 Analysis and discussion on how each participant viewed certain issues that can be linked back to leadership

According to the descriptive analysis that was done between questions 47 to 63, and taking the *mean* into consideration, it became apparent that the participants agreed more with certain issues than with other issues.

The *mean* for these questions varied between 4.49 (the highest) and 2.59 (the lowest). The fact that the *means* (for questions 47 – 63) varied so much and only three out of the seventeen *means* were higher than four (4) shows that not all the participants tended to agree with the statements and that there were real differences between the feedback received from the different genders.

According to the descriptive analysis for these questions the questions with the five highest *means* are set out in the table below.

Table 6-15: The five highest *means* (Question 47 - 63)

Number	Question	Mean
63	Women managers add as much value as male managers	4.49
61	The organisation must develop female managers	4.17
47	I see myself as a mentor for a female employee	4.06
56	There is a difference between how female and male managers manage or lead	3.93
49	Attitudes towards women are changing in this organisation	3.74

According to the descriptive analysis for these questions the questions with the five lowest *means* are set out in the table below.

Table 6-16: The five lowest *means* (Question 47 – 63)

Number	Question	Mean
58	It is important for female managers to have male mentors	2.59
60	It is important for male managers to mentor female managers	2.76
51	There is a lack of understanding about sexual harassment in this organisation	2.77
59	It is important for female managers to have female mentors	2.78
52	Starting a family would inhibit career progression	2.84

If one considers the *standard deviation* of these questions the biggest difference was in relation to question 53, which deals with the question of whether women are as successful as men in Telkom. The *standard deviation* was 1.22.

It was also evident that most of the *standard deviations* for this set of questions were above 1.00 or very close to 1.00. This gave one a clear indication that there were great discrepancies and that genders did not really agree on the issues in question.

Based on the independent samples *t-test* for questions 47 – 63, there was a noticeable statistical difference between the feedback received from males and

females for questions 49, 50, 52, 53, 54, 56, 59, 61 and 63 ($p < 0.05$). The differences for the questions are set out in the table below.

Table 6-17: Significant differences identified by using the t-test (Question 47 - 63)

Question	Significant difference based on t-test
<u>Question 49: Attitudes towards women are changing in this organisation</u>	$p = 0.000$
Males	Mean = 4.22
Females	Mean = 3.38
<u>Question 50: Equal opportunities policies for male and female issues are being implemented</u>	$p = 0.000$
Males	Mean = 4.09
Females	Mean = 3.47
<u>Question 52: Starting a family would inhibit career progression</u>	$p = 0.000$
Males	Mean = 2.53
Females	Mean = 3.08
<u>Question 53: Women are as successful as men in this organisation</u>	$p = 0.000$
Males	Mean = 3.68
Females	Mean = 3.13
<u>Question 54: I often come across women who have been discriminated against</u>	$p = 0.000$
Males	Mean = 2.71
Females	Mean = 3.21
<u>Question 56: There is a difference between how female and male managers manage or lead</u>	$p = 0.000$
Males	Mean = 3.61
Females	Mean = 4.18
<u>Question 59: It is important for female managers to have female mentors</u>	$p = 0.010$
Males	Mean = 2.61
Females	Mean = 2.92
<u>Question 61: The organisation must develop female managers</u>	$p = 0.000$

Question	Significant difference based on t-test
Males	<i>Mean</i> = 3.95
Females	<i>Mean</i> = 4.35
<u>Question 63: Women managers add as much value as male managers</u>	$p = 0.000$
Males	<i>Mean</i> = 4.22
Females	<i>Mean</i> = 4.69

These questions related significantly to the perceptions and experiences of the various participants. In the context of the study it seems clear that female and male participants have different views on some of the issues mentioned in this part of the questionnaire. Further discussions relating to each individual question and the level of significance are discussed in context of the specific question (later in this document).

According to the independent samples *t-test* there were no significant differences between the results in respect of participants reporting to managers of different gender.

Based on the ANOVA (by years employed) the researcher found that there were some statistically significant difference between the feedback received from participants for questions 49, 50, 51, 52, 53, 56 and 63 ($p < 0.05$). The differences for the questions are set out in the table below.

Table 6-18: Statistically significant differences based on ANOVA (years employed)

Question	Significant difference based on t-test
<u>Question 49: Attitudes towards women are changing in this organisation</u>	$p = 0.001$
3 – 10 years	<i>Mean</i> = 3.51
10 – 20 years	<i>Mean</i> = 3.61
More than 20 years	<i>Mean</i> = 4.02
<u>Question 50: Equal opportunities policies for male and female issues are being implemented</u>	$p = 0.002$
3 – 10 years	<i>Mean</i> = 3.51

Question	Significant difference based on t-test
10 – 20 years	Mean = 3.61
More than 20 years	Mean = 4.01
<u>Question 51: There is a lack of understanding about sexual harassment in this organisation</u>	$p = 0.017$
3 – 10 years	Mean = 3.05
10 – 20 years	Mean = 2.54
More than 20 years	Mean = 2.83
<u>Question 52: Starting a family would inhibit career progression</u>	$p = 0.013$
3 – 10 years	Mean = 3.20
10 – 20 years	Mean = 2.79
More than 20 years	Mean = 2.67
<u>Question 53: Women are as successful as men in this organisation</u>	$p = 0.022$
3 – 10 years	Mean = 3.08
10 – 20 years	Mean = 3.29
More than 20 years	Mean = 3.61
<u>Question 56: There is a difference between how female and male managers manage or lead</u>	$p = 0.005$
3 – 10 years	Mean = 4.20
10 – 20 years	Mean = 3.97
More than 20 years	Mean = 3.73
<u>Question 63: Women managers add as much value as male managers</u>	$p = 0.010$
3 – 10 years	Mean = 4.64
10 – 20 years	Mean = 4.56
More than 20 years	Mean = 4.33

It is clear that there are some statistically significant differences when considering the feedback received on question 47 – 63 (years employed). Those that are, however, of value are in respect of question 49, 50, 56 and 63. The biggest differences were again between employees who have been employed between three and ten years and those who have been employed for more than 20 years. This difference could possibly relate back to the generation gap as previously mentioned. In relation to the significant differences for question 49, 50 and 53 it is clear that the participants who

have been employed for more than 20 years had the highest *mean*. The reason for this could perhaps be as a result of the fact that they have been in the organisation for so long, they have seen and experienced the changes that have taken place over the past few years. In relation to the significant differences for questions 51, 52, 56 and 63 it is clear that the participants who have been employed between three and ten years had the highest *mean*.

Based on the ANOVA (by educational level) the researcher found that there were some statistically significant difference between the feedback received from participants for questions 49, 50, 52, 55 and 63 ($p < 0.05$). The differences for the questions are set out in the table below.

Table 6-19: Statistically significant differences based on ANOVA (educational level)

Question	Significant difference based on t-test
<u>Question 49: Attitudes towards women are changing in this Organisation</u>	$p = 0.037$
High school	<i>Mean</i> = 3.95
Graduate	<i>Mean</i> = 3.85
Postgraduate	<i>Mean</i> = 3.57
<u>Question 50: Equal opportunities policies for male and female issues are being implemented</u>	$p = 0.031$
High school	<i>Mean</i> = 4.03
Graduate	<i>Mean</i> = 3.81
Postgraduate	<i>Mean</i> = 3.57
<u>Question 52: Starting a family would inhibit career progression</u>	$p = 0.005$
High school	<i>Mean</i> = 2.31
Graduate	<i>Mean</i> = 2.92
Postgraduate	<i>Mean</i> = 2.95
<u>Question 55: I would prefer to work for a man than for a woman</u>	$p = 0.002$
High school	<i>Mean</i> = 2.36
Graduate	<i>Mean</i> = 3.00
Postgraduate	<i>Mean</i> = 2.94

Question	Significant difference based on t-test
<u>Question 63: Women managers add as much value as male managers</u>	$p = 0.025$
High school	<i>Mean = 4.49</i>
Graduate	<i>Mean = 4.36</i>
Postgraduate	<i>Mean = 4.61</i>

It is clear that there are some statistically significant differences when considering the feedback received on question 47 – 63 (educational level). Those that are, however, of real value are in respect of question 52 and 55. In respect of question 49 and 50 the high school participants had the highest mean. One must also take into consideration the fact that 19% of male participants had this as their highest level of education and therefore one can come to the conclusion that for this reason they feel that the attitudes towards women are changing in the organisation (question 49) and that equal opportunities policies in respect of male and female issues are being implemented (question 50). In respect of question 52 and 63 the postgraduate participants had the highest mean. One must also take into consideration the fact that 52% of female participants were postgraduates and therefore one can come to the conclusion that for this reason they can relate to the fact that starting with a family would inhibit their career progression as well as the fact that they are of the opinion that women managers add as much value as male managers. In respect of question 55 the graduate participants had the highest mean. One must consider the fact that 42% of participants were graduates and therefore one can conclude that a large portion of the participants neither agreed nor disagreed that they would prefer to work for a man rather than for a woman.

Question 47: I see myself as a mentor for a female employee

I see myself as a mentor for a female employee 81.24%	Male 81.09%		Female 81.39%	
Strongly agree	32	29.09%	48	33.33%
Agree	56	50.91%	62	43.06%
Neither agree/disagree	18	16.36%	30	20.83%
Disagree	4	3.64%	4	2.78%
Strongly disagree				

Both male and female participants indicated that they do not see themselves as a mentor for a female employee. The *mean* for this issue was 4.06 according to the descriptive statistical analysis done. The *mean* for this issue for males was 4.05 and females 4.07. The female participants (81.39%) rated themselves higher than the male participants (81.09%).

Question 48: I am currently a mentor to a female employee

I am currently a mentor to a female employee 60.03%	Male 61.45%		Female 58.61%	
Strongly agree	15	13.64%	18	12.5%
Agree	28	25.45%	32	22.22%
Neither agree/disagree	26	23.64%	28	19.44%
Disagree	32	29.09%	54	37.50%
Strongly disagree	9	8.18%	12	8.33%

Both male and female participants indicated that most of them are not currently a mentor to a female employee. The *mean* for this issue was 2.99 according to the descriptive statistical analysis done. The *mean* for this issue for males was 3.07 and females 2.93. 44.72% of the female participants indicated that they are currently a mentor to a female employee and 39.09% of male participants indicated that they are currently a mentor to a female employee. An interesting observation was that the only group (based on age, marital status, parental status, educational level, years employed, years in current job) who averaged more than 4 on this question was males who were living together (*mean*: 4.50).

Question 49: Attitudes towards women are changing in this organisation

Attitudes towards women are changing in this organisation 76%	Male 84.36%		Female 67.64%	
Strongly agree	37	33.64%	12	8.33%
Agree	62	56.36%	68	47.22%
Neither agree/disagree	9	8.18%	33	22.92%
Disagree	2	1.82%	25	17.36%
Strongly disagree			6	4.17%

From the above it is clear the female participants do not agree with the fact that attitudes towards women are changing in the organisation. The *mean* for this issue was 3.74 according to the descriptive statistical analysis done. The *mean* for this issue for males was 4.22 and females 3.38. As previously mentioned there was a significant difference between how male and female participants valued this leadership skill/competency. The significance could possibly relate back to the fact that quite a considerable number of male participants “strongly agreed” (33.64%) with the statement in relation to the female participants (8.33%). It is obvious that the response on this question is based on personal perceptions. The male participants were more convinced that it is actually changing. Among the females, 21.53% of the females disagreed with the statement in comparison to 1.82% of males who disagreed. An interesting observation was that the only group (based on age, marital status, parental status, educational level, years employed, years in current job) who fully agreed with the statement was males who were living together (average 5). All females between the ages of 20 – 30 disagreed with the statement (*mean*: 2.90), as well as females who were living together (*mean*: 2.33).

Question 50: Equal opportunities policies iro male and female issues are being implemented.

Equal opportunities policies in respect of male and female issues are being implemented 75.63%	Male 81.82%		Female 69.44%	
Strongly agree	38	34.55%	11	7.64%
Agree	56	50.91%	78	54.17%
Neither agree/disagree	7	6.36%	29	20.14%
Disagree	6	5.45%	20	13.89%
Strongly disagree	3	2.73%	6	4.17%

From the above it is clear the female participants do not agree with the fact that equal opportunities policies in respect of male and female issues are being implemented. The *mean* for this issue was 3.74 according to the descriptive statistical analysis done. The *mean* for this issue for males was 4.09 and females 3.47. The significance could possibly relate back to the fact that quite a considerable number of male participants “strongly agreed” (34.55%) with the statement in relation to the female participants (7.64%). It is obvious that the response to this question was based on personal perceptions. The male participants were more convinced that it is actually being implemented. 18.06% of the females disagreed with the statement in comparison to 8.18% of males who disagreed. An interesting observation was that the only group (based on age, marital status, parental status, educational level, years employed, years in current job) who fully agreed with the statement was males who were living together (average 5).

Question 51: There is a lack of understanding about sexual harassment in the organisation

There is a lack of understanding about sexual harassment in this organisation 55.44%	Male 55.45%		Female 55.42%	
Strongly agree	11	10%	11	7.64%
Agree	19	17.27%	27	18.75%
Neither agree/disagree	26	23.64%	38	26.39%
Disagree	42	38.18%	54	37.50%
Strongly disagree	12	10.91%	14	9.72%

From the above it is clear that neither the male not the female participants agreed with the fact that there is a lack of understanding about sexual harassment in the organisation. The *mean* for this issue was 2.77 according to the descriptive statistical analysis done. The *mean* for this issue for males was 2.77 and females 2.77. Almost all combinations of various groups (based on age, marital status, parental status, educational level, years employed, years in current job) disagreed with this statement.

Question 52: Starting a family would inhibit career progression

Starting a family would inhibit career progression 56.11%	Male 50.55%		Female 61.67%	
Strongly agree	4	3.64%	19	13.19%
Agree	14	12.73%	38	26.39%
Neither agree/disagree	31	28.18%	30	20.83%
Disagree	48	43.64%	50	34.72%
Strongly disagree	13	11.82%	7	4.86%

From the above it is clear that female participants agreed with the fact starting a family would inhibit career progression. The *mean* for this issue was 2.84 according to the descriptive statistical analysis done. The *mean* for this issue for males was 2.53 and females 3.08. The significance probably relates to the fact that quite a considerable number of female participants "strongly agreed" (13.19%) with the

statement in relation to the male participants (3.64%). It is obvious that the responses to this question were based on personal perceptions. 39.58% of females disagreed in comparison with the 55.46% of female participants who disagreed. 39.58% of female participants agreed in comparison with the 16.57% of male participants who agreed. Almost all combinations of various groups (based on age, marital status, parental status, educational level, years employed, years in current job) disagreed with this statement. An interesting observation was that the male and female groups (based on age, marital status, parental status, educational level, years employed, years in current job) between the ages 20 – 30 felt that this could have an impact on their career (male = *mean*: 3.75, female = *mean*: 3.60).

Question 53: Women are as successful as men in this organisation

Women are as successful as men in this organisation 68.07%	Male 73.64%		Female 62.50%	
Strongly agree	20	18.18%	26	18.06%
Agree	59	53.64%	41	28.47%
Neither agree/disagree	9	8.18%	15	10.42%
Disagree	20	18.18%	49	34.03%
Strongly disagree	2	1.82%	13	9.03%

The *mean* for this issue was 3.37 according to the descriptive statistical analysis done. The *mean* for this issue for males was 3.13 and females 3.68. The significance could possibly relate back to the fact that quite a considerable amount of male participants “agreed” (53.64%) with the statement in relation to the female participants (28.47%). It is obvious that the response on this question was based on personal perceptions and experiences. From the above it is clear that 43.06% of females disagreed that women are as successful as men in the organisation in comparison with the 46.53% of female participants who agreed. 20% of male participants disagreed, in comparison with the 71.82% of male participants who agreed. An interesting observation was that the group (based on age, marital status, parental status, educational level, years employed, years in current job) of females between the ages 20 – 30 and 51 – 60 disagreed with this statement (20 – 30f = *mean*: 2.40 and 20 – 30f = *mean*: 2.60). A concern was that was that group (based on age, marital status, parental status, educational level, years employed, years in

current job) of females who were living together only had a mean of 1.67 which clearly indicate that they were totally in disagreement with the statement (there were three females between the ages 31 – 40 who fell into this group).

Question 54: I often come across women who have been discriminated against

I often come across women who have been discriminated against 59.17%	Male 54.18%		Female 64.17%	
Strongly agree	7	6.36%	17	11.81%
Agree	17	15.45%	45	31.25%
Neither agree/disagree	32	29.09%	41	28.47%
Disagree	45	40.91%	33	22.92%
Strongly disagree	9	8.18%	8	5.56%

The *mean* for this issue was 2.99 according to the descriptive statistical analysis done. The *mean* for this issue for males was 2.71 and females 3.21. The significance could possibly relate back to the fact that quite a considerable number of female participants “agreed” (31.25%) with the statement in relation to the male participants (15.45%). It is obvious that the response to this question was based on personal perceptions and experiences. In this instance most females, in general, agreed (43.06%) that they often come across women who have been discriminated against whereas most men, in general, disagree (49.09%) with this statement. Almost all combinations of various groups of males (based on age, marital status, parental status, educational level, years employed, years in current job) disagreed with this statement.

Question 55: I would prefer to work for a man than a woman

I would prefer to work for a man than a woman 57.22%	Male 55.27%		Female 59.17%	
Strongly agree	8	7.27%	13	9.03%
Agree	9	8.18%	22	15.28%
Neither agree/disagree	50	45.45%	69	47.92%
Disagree	35	31.82%	26	18.06%
Strongly disagree	8	7.27%	14	9.72%

The *mean* for this issue was 2.87 according to the descriptive statistical analysis done. The *mean* for this issue for males was 2.76 and females 2.96. In this instance, in general, only 27.78% of female participants disagreed that they would prefer to work for a man rather than a woman, whereas, in general, more men disagree (38.09%) with this statement. It was also interesting to observe that most male and female participants neither agreed nor disagreed with the statement. Almost all combinations of various groups of males and females (based on age, marital status, parental status, educational level, years employed, years in current job) disagreed with this statement.

Question 56: There is a difference between how female and male managers manage or lead

There is a difference between how female and male managers manage or lead 77.90%	Male 72.18%		Female 83.61%	
Strongly agree	14	12.73%	51	35.42%
Agree	55	50%	76	52.78%
Neither agree/disagree	27	24.55%	11	7.64%
Disagree	12	10.91%	4	2.78%
Strongly disagree	2	1.82%	2	1.39%

The *mean* for this issue was 3.93 according to the descriptive statistical analysis done. The *mean* for this issue for males was 3.61 and females 4.18. The significance could possibly relate back to the fact that quite a considerable number of female

participants “strongly agreed” (35.42%) with the statement in relation to the male participants (12.73%). It is obvious that the response to this question was based on personal perceptions and experiences. In this instance most males (62.73%) and females (88.20%) agreed that there is a difference between how female and male managers manage or lead.

Question 57: It is important for female managers to have mentors

It is important for female managers to have mentors 70.73%	Male 69.09%		Female 72.36%	
Strongly agree	22	20%	31	21.53%
Agree	31	28.18%	55	38.19%
Neither agree/disagree	35	31.82%	37	25.69%
Disagree	19	17.27%	14	9.72%
Strongly disagree	3	2.73%	7	4.86%

The *mean* for this issue was 3.55 according to the descriptive statistical analysis done. The *mean* for this issue for males was 3.45 and females 3.62. In this instance most males (48.18%) and females (59.72%) agreed that it was important for female managers to have mentors. An interesting observation was that the group (based on age, marital status, parental status, educational level, years employed, years in current job) of females between the ages 51 – 60 disagreed with this statement.

Question 58: It is important for female managers to have male mentors

It is important for female managers to have male mentors 51.90%	Male 52%		Female 51.81%	
Strongly agree	4	3.64%	9	6.25%
Agree	11	10%	15	10.42%
Neither agree/disagree	42	38.18%	53	36.81%
Disagree	43	39.09%	42	29.17%
Strongly disagree	10	9.09%	25	17.36%

The *mean* for this issue was 2.59 according to the descriptive statistical analysis done. The *mean* for this issue for males was 2.60 and females 2.59. This question had the lowest *mean* in this grouping of questions. In this instance most males (48.18%) and females (46.53%) disagreed that it was important for female managers to have male mentors. An interesting observation was that no group (based on age, marital status, parental status, educational level, years employed, years in current job) agreed with this statement.

Question 59: It is important for female managers to have females mentors

It is important for female managers to have female mentors 55.26%	Male 52.18%		Female 58.33%	
Strongly agree	2	1.82%	12	8.33%
Agree	9	8.18	23	15.97%
Neither agree/disagree	49	44.55%	63	43.75%
Disagree	44	40%	33	22.92%
Strongly disagree	6	5.45%	13	9.03%

The *mean* for this issue was 2.78 according to the descriptive statistical analysis done. The *mean* for this issue for males was 2.61 and females 2.92. The significance could possibly relate back to the fact that quite a considerable number of male participants “agreed” (8.33%) with the statement in relation to the female participants (1.82%). It is obvious that the response to this question was based on personal perceptions. In this instance most males (44.55%) and females (43.75%) neither agreed nor disagreed that it was important for female managers to have female mentors. 24.30% of female participants did however agree with the statement. An interesting observation was that no group (based on age, marital status, parental status, educational level, years employed, years in current job) agreed with this statement. This question had the fourth-lowest *mean* in this grouping of questions. What is interesting is to compare this *mean* to the *mean* of question 58 (It is important for female managers to have females mentors), because based on the outcome of these two questions (even though both have a very low *mean*), it is clear that there is a greater need for female mentors than for male mentors.

Question 60: It is important for male managers to mentor female managers

It is important for male managers to mentor female managers 54.92%	Male 53.45%		Female 56.39%	
Strongly agree	2	1.82%	12	8.33%
Agree	19	17.27%	23	15.97%
Neither agree/disagree	38	34.55%	57	39.58%
Disagree	43	39.09%	31	21.53%
Strongly disagree	8	7.27%	21	14.58%

The *mean* for this issue was 2.76 according to the descriptive statistical analysis done. The *mean* for this issue for males was 2.67 and females 2.82. In this instance most males (46.36%) and females (36.11%) disagreed that it was important for female managers to have female mentors. 24.30% of female participants did however agree with the statement. An interesting observation was that no group (based on age, marital status, parental status, educational level, years employed, years in current job) agreed with this statement.

Question 61: The organisation must develop female managers

The organisation must develop female managers 82.93%	Male 78.91%		Female 86.94%	
Strongly agree	27	24.55%	77	53.47%
Agree	60	54.55%	47	32.64%
Neither agree/disagree	14	12.73%	15	10.42%
Disagree	8	7.27%	3	2.08%
Strongly disagree	1	.91%	2	1.39%

The *mean* for this issue was 4.17 according to the descriptive statistical analysis done. This question had the second highest *mean* in this grouping, although there was a significant difference. The *mean* for this issue for males was 3.95 and females 4.35. The significance could possibly relate back to the fact that quite a considerable number of female participants “agreed” (53.47%) with the statement in relation to the male participants (24.55%). It is obvious that the response to this question was

based on personal perceptions and experiences. In this instance most males (89.10%) and females (86.11%) agreed that it was important for an organisation to develop female managers. An interesting observation was that no group (based on age, marital status, parental status, educational level, years employed, years in current job) fully disagreed with this statement.

Question 62: Females must improve their management skills before they can be seen as successful leaders

Females must improve their management skills before they can be seen as successful leaders 62.98%	Male		Female	
	61.09%		64.98%	
Strongly agree	6	5.45%	19	13.19%
Agree	41	37.27%	49	34.03%
Neither agree/disagree	22	20%	36	25%
Disagree	35	31.82%	28	19.44%
Strongly disagree	6	5.45%	12	8.33%

The *mean* for this issue was 3.16 according to the descriptive statistical analysis done. The *mean* for this issue for males was 3.05 and females 3.24. In this instance most males (42.72%) and females (47.22%) agreed that it was important for females to improve their management skills before they could be seen as successful leaders. An interesting observation was that the group (based on age, marital status, parental status, educational level, years employed, years in current job) males between the ages 31 – 40 disagreed with this statement.

Question 63: Women managers add as much value as male managers

Women managers add as much value as male managers 89.13%	Male 84.36%		Female 93.89%	
Strongly agree	43	39.09%	101	70.14%
Agree	55	50%	42	29.17%
Neither agree/disagree	7	6.36%	1	.69%
Disagree	3	2.73%		
Strongly disagree	2	1.82%		

The *mean* for this issue was 4.49 according to the descriptive statistical analysis done. The *mean* for this issue for males was 4.22 and females 4.69. This question had the highest *mean* in this grouping, although there was a significant difference. The significance could possibly relate back to the fact that quite a considerable number of female participants “agreed” (70.14%) with the statement in relation to the male participants (39.09%). It is obvious that the response to this question was based on personal perceptions and experiences. In this instance most males (89.09%) and females (99.31%) agreed that women managers add as much value as male managers. An interesting observation was that no group (based on age, marital status, parental status, educational level, years employed, years in current job) disagreed with this statement.

6.3.8 General discussion relating to how each participant viewed him- or herself as a leader

Question 64 – 74 listed some characteristics that can be linked back to leadership. The participants had to indicate if they agreed or disagreed to what extent they possesses these characteristics. Various methods of analysing the data were used as mentioned in the previous chapter.

6.3.9 Analysis and discussion on how each participant viewed him- or herself as a leader

According to the descriptive analysis that was done between questions 64 to 74, and taking the *mean* into consideration, it became apparent that the participants were in greater agreement on some issues than on others.

The *mean* for these questions varied between 4.54 (the highest) and 3.07 (the lowest). It is however important to note that the second lowest *mean* was 4.26 and therefore one could conclude that the differences were not between all the questions but only in relation to question 70 which had the lowest *mean* (3.07). The fact that the *means* (for questions except question 70) were higher than four (4) shows that most participants rated all the aspects rather high in respect of these questions and that there were no real differences between the feedback received from the different genders.

According to the descriptive analysis for these questions, the questions with the five highest *means* are set out in the table below.

Table 6-20: The five highest means (Question 64 - 74)

Number	Question	Mean
71	Helpful	4.54
72	Understanding of others	4.46
67	Active participation in work discussion	4.46
69	Self-confident	4.45
65	Never give up	4.45

According to the descriptive analysis for these questions the questions with the five lowest *means* are set out in the table below.

Table 6-21: The five lowest means (Question 64 - 74)

Number	Question	Mean
70	Superior	3.07
74	Able to devote self to others	4.26
64	Independent	4.27
73	Kind	4.29
68	Competitive	4.34

If one considers the *standard deviation* of these questions, the biggest difference was in relation to question 70, which deals with the question of whether the participants see themselves as superior. The *standard deviation* was 1.059.

It was also evident that most of the *standard deviations* for this set of questions were not close to 1.00. This gave one a clear indication that there were not great discrepancies and that participants did agree on the issues in question.

Based on the independent samples *t-test* for questions 64 – 74, there was a noticeable statistical difference between the feedback received from males and females for questions 64 ($p < 0.05$). Only in those instances where the value of the significance is smaller than .05, can one really identify a statistical difference. The differences for the questions are set out in the table below.

Table 6-22: Significant differences identified by using the t-test (Question 64 - 74)

Question	Significant difference based on t-test
Question 64: Independent	$p = 0.001$
Males	<i>Mean</i> = 4.09
Females	<i>Mean</i> = 4.41

However, despite the fact that these statistical differences do exist the researcher is of the opinion that these have no practical valuable due to the fact that the differences are not that significant in the context of a 5-point scale. It is important to note that in all the instance where there was a significant difference relating to question 64 the *mean* for the female participants was higher that that of the male participants. Further discussions relating to the individual question and the level of significance are discussed in context of the specific question (later in this document).

According the independent samples *t-test* there were no significant differences between the results in respect of participants reporting to managers of different gender.

Based on the ANOVA (by years employed) the researcher found that there were some statistically significant differences between the feedback received from participants for questions 65 ($p < 0.05$). The differences for the questions are set out in the table below.

Table 6-23: Statistically significant differences based on ANOVA (years employed)

Question	Significant difference based on t-test
Question 65: Never gives up	$p = 0.040$
3 – 10 years	Mean = 4.54
10 – 20 years	Mean = 4.51
More than 20 years	Mean = 4.34

However, despite the fact that these statistical differences do exist, the researcher is of the opinion that these have no practical valuable due to the fact that the differences are not that significant in the context of a 5-point scale. It is important to note that in all the instances where there is a significant difference relating to question 65 the *mean* for the participants who have been employed for between three and ten years was higher than that of the other participants. The reason for this could be that these individuals are still now at the job and highly motivated whereas the participants who have been employed for more than 20 years are very much in touch with reality. It was positive to see that for these individuals that have been employed for between three and ten years it was important not to give up and to endure in achieving the results that were up for grabs.

Based on the ANOVA (by educational level) the researcher found that there was no statistically significant difference between the feedback received from participants.

Question 64: Independent

Independent 85.01%	Male 81.82%		Female 88.19%	
Strongly agree	34	30.91%	71	64.55%
Agree	62	56.36%	65	45.14%
Neither agree/disagree	5	4.55%	4	2.78%
Disagree	8	7.27%	4	2.78%
Strongly disagree	1	.91%		

The *mean* for this issue was 4.27 according to the descriptive statistical analysis done. The *mean* for this issue for males was 4.09 and females 4.41. As previously

mentioned there was a significant difference between how male and female participants viewed themselves as leaders. Independence can lead to taking ownership and belief in oneself and therefore it is interesting to see that females identify highly with this skill / competency. This skill / competency was rated third highest in the group. In general the female (88.19%) participants regarded themselves as being more independent than their male (81.82%) counterparts in their current leadership positions.

Question 65: Never gives up

Never gives up 88.80%	Male 87.45%		Female 90.14%	
Strongly agree	45	40.91%	78	54.17%
Agree	61	55.45%	61	42.36%
Neither agree/disagree	4	3.64%	5	3.47%
Disagree				
Strongly disagree				

The *mean* for this issue was 4.45 according to the descriptive statistical analysis done. The *mean* for this issue for males was 4.37 and females 4.51. The female (90.14%) participants regarded themselves as being more determined not to give up than their male (87.45%) counterparts in their current leadership positions. An interesting observation was that all female participants in the group (based on age, marital status, parental status, educational level, years employed, years in current job) who were living together gave this competency a 5.

Question 66: Stand up to pressure

Stand up to pressure 88.60%	Male 88.18%		Female 89.03%	
Strongly agree	46	41.82%	72	50%
Agree	63	57.27%	66	45.83%
Neither agree/disagree	1	.91%	5	3.47%
Disagree			1	.69%
Strongly disagree				

The *mean* for this issue was 4.43 according to the descriptive statistical analysis done. The *mean* for this issue for males was 4.41 and females 4.45. The female (89.03%) and male (88.28%) participants were almost on an equal level when it came to standing up to pressure in their current leadership positions.

Question 67: Active participation in work discussion

Active participation in work discussion 89.02%	Male 88.18%		Female 89.86%	
Strongly agree	54	49.09%	78	54.17%
Agree	50	45.45%	60	41.67%
Neither agree/disagree	3	2.73%	5	3.47%
Disagree	3	2.73%	1	.69%
Strongly disagree				

The *mean* for this issue was 4.46 according to the descriptive statistical analysis done. The *mean* for this issue for males was 4.41 and females 4.49. The female (89.86%) participants regarded themselves as being more active in work discussions than their male (88.18%) counterparts in current leadership positions.

Question 68: Competitive

Competitive 86.74%	Male 86.55%		Female 86.94%	
Strongly agree	45	40.91%	70	48.61%
Agree	57	51.82%	59	40.97%
Neither agree/disagree	7	6.36%	11	7.64%
Disagree	1	.91%	3	2.08%
Strongly disagree			1	.69%

The *mean* for this issue was 4.34 according to the descriptive statistical analysis done. The *mean* for this issue for males was 4.33 and females 4.35. The female (86.94%) and male (86.55%) participants were almost on an equal level when it comes to being competitive in their current leadership positions. An interesting observation was that the *mean* for the female participants in the group (based on

age, marital status, parental status, educational level, years employed, years in current job) who were living together was only 2.67.

Question 69: Self-confident

Self-confident 89.06%	Male 89.09%		Female 89.03%	
Strongly agree	53	48.18%	72	50%
Agree	54	49.09%	65	45.14%
Neither agree/disagree	3	2.73%	7	4.86%
Disagree				
Strongly disagree				

The *mean* for this issue was 4.45 according to the descriptive statistical analysis done. The *mean* for this issue for males was 4.45 and females 4.45. The female (89.03%) participants regarded themselves as more confident than their male (86.09%) counterparts in current leadership positions.

Question 70: Superior

Superior 61.29%	Male 60.91%		Female 61.67%	
Strongly agree	10	9.09%	14	9.72%
Agree	32	29.09%	31	21.53%
Neither agree/disagree	32	29.09%	57	39.58%
Disagree	25	22.73%	37	25.69%
Strongly disagree	11	10%	5	3.47%

The *mean* for this issue was 3.07 according to the descriptive statistical analysis done. The *mean* for this issue for males was 3.05 and females 3.08. The female (61.67%) participants regarded themselves as being superior than their male (60.91%) counterparts in current leadership positions. The general ratings here were very low.

Question 71: Helpful

Helpful 90.76%	Male 90.55%		Female 90.97%	
Strongly agree	59	53.64%	79	54.86%
Agree	50	45.45%	65	45.14%
Neither agree/disagree	1	.91%		
Disagree				
Strongly disagree				

This question had the highest *mean* in this grouping. The *mean* for this issue was 4.54 according to the descriptive statistical analysis done. The *mean* for this issue for males was 4.53 and females 4.55. The female (90.97%) and male (90.55%) participants were almost on an equal level when it came to being helpful in current leadership positions. An interesting observation was that all female participants in the group (based on age, marital status, parental status, educational level, years employed, years in current job) who were living together gave this competency a 5.

Question 72: Understanding of others

Understanding of others 89.06%	Male 88.55%		Female 89.58%	
Strongly agree	51	46.36%	72	50%
Agree	56	50.91%	69	47.92%
Neither agree/disagree	2	1.82%	3	2.08%
Disagree	1	.91%		
Strongly disagree				

The *mean* for this issue was 4.46 according to the descriptive statistical analysis done. The *mean* for this issue for males was 4.43 and females 4.48. The female (89.58%) and male (88.55%) participants were almost on an equal level when it came to understanding others in their current leadership positions. An interesting observation was that all female participants in the group (based on age, marital status, parental status, educational level, years employed, years in current job) who were living together gave this competency a 5.

Question 73: Kind

Kind 85.78%	Male 85.45%		Female 86.11%	
Strongly agree	41	37.27%	59	40.97%
Agree	60	54.55%	72	50%
Neither agree/disagree	7	6.36%	12	8.33%
Disagree	2	1.82%	1	.69%
Strongly disagree				

The *mean* for this issue was 4.29 according to the descriptive statistical analysis done. The *mean* for this issue for males was 4.27 and females 4.31. The female (86.11%) and male (85.45%) participants were almost on an equal level when it comes to being kind in their current leadership positions. An interesting observation was that all female participants in the group (based on age, marital status, parental status, educational level, years employed, years in current job) who were living together gave this competency a 5.

Question 74: Able to devote self to others

Able to devote self to others 85.32%	Male 85.64%		Female 85%	
Strongly agree	41	37.27%	56	38.89%
Agree	60	54.55%	70	48.61%
Neither agree/disagree	8	7.27%	16	11.11%
Disagree	1	.91%	2	1.39%
Strongly disagree				

The *mean* for this issue was 4.26 according to the descriptive statistical analysis done. The *mean* for this issue for males was 4.28 and females 4.25. The female (85%) and male (85.64%) participants were almost on an equal level when it came to being able to devote themselves to others in their current leadership positions.

The source information used to draw up the tables below relating to question 75 – 80 are set out in Annexure 6.

Competencies

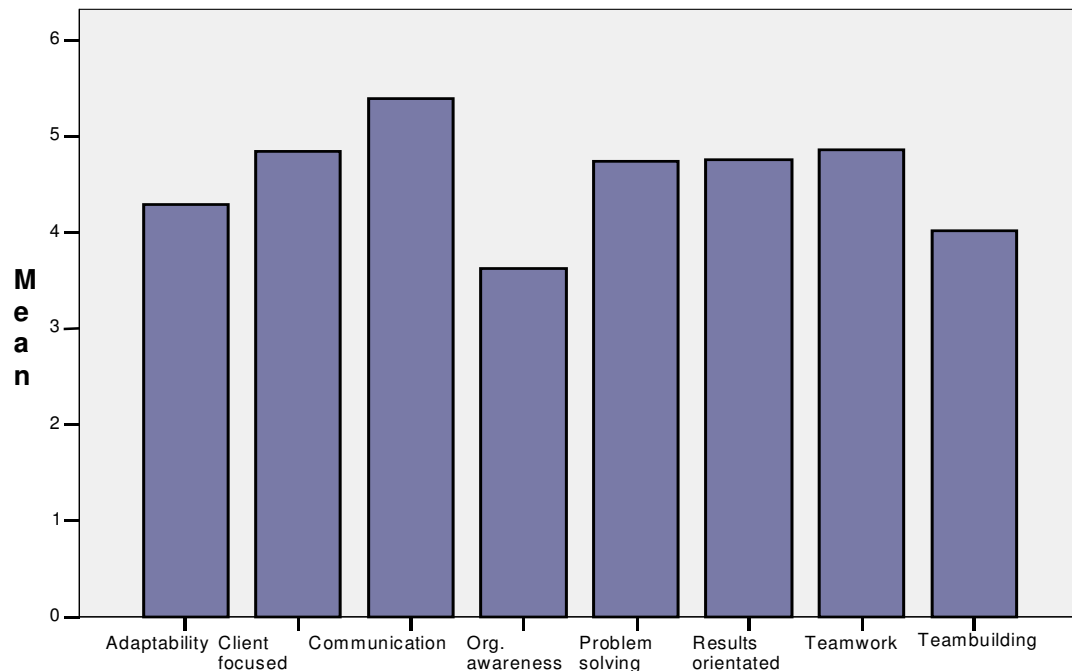
Question 75 listed eight competencies and participants were requested to rank each of these according to the importance of each of the following competencies regarding leadership. Participants were requested to allocate a number to each competency. A number could only be used once where 1 was the lowest and 8 the highest. In the table below each competency is listed (in the same order as in the original questionnaire), and the position that males and females allocated to each specific competency is next to it. One needs to keep in mind that 8 was the highest score and 1 was the lowest score. In the table below the competencies as per question 75 are listed in the ranking order that was given to it by males and females.

Table 6-24: Ranking of competencies (Question 75)

Male		Female	
8	Communication	8	Communication
7	Teamwork	7	Teamwork
6	Client focused	6	Client focused
5	Results orientation	5	Results orientation
4	Problem solving and judgment	4	Adaptability
3	Teambuilding	3	Problem solving and judgment
2	Adaptability	2	Teambuilding
1	Organisational awareness	1	Organisational awareness

From the above it is clear that males and females rank the first four competencies exactly the same.

According to the descriptive analysis the *mean* for communication was the highest between the competencies listed at 5.39 and organisational awareness was the lowest at 3.62. The figure below shows the comparative ranking of the various competencies.

Figure 6-11: The mean of various competencies

The *standard deviation* for the alternatives was substantial (between 1.96 and 2.52) due to the fact that there were many of options (eight) to choose from. It needs to be noted that there was no real discrepancy between how males and females ranked these competencies. The foundation seems to be the same and the focus is not distorted.

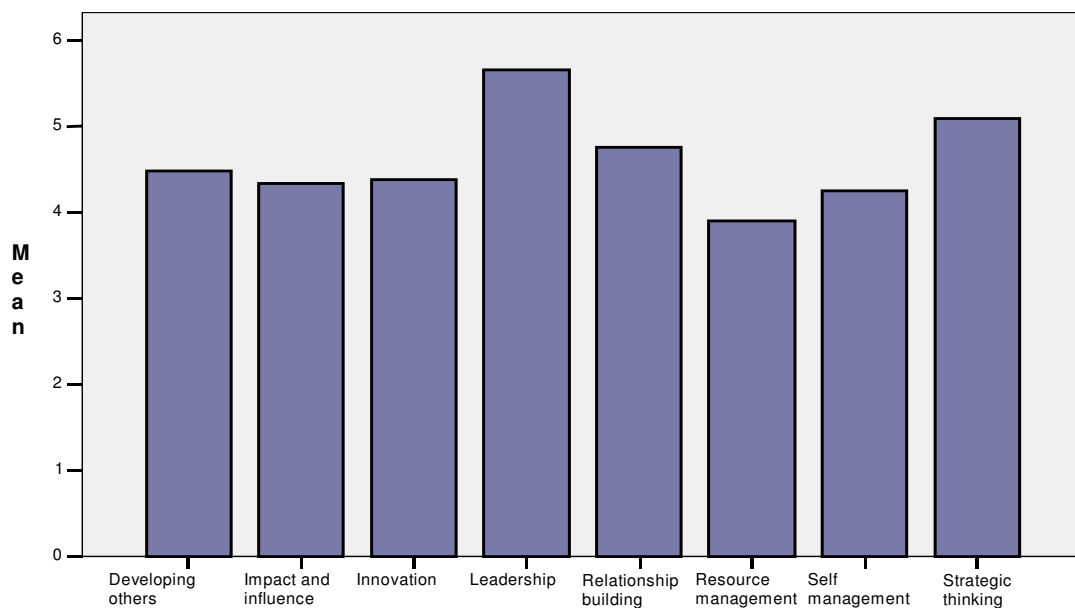
Leadership competencies

Question 76 listed eight leadership competencies and participants were requested to rank each of these according to the importance of each of the following competencies regarding leadership. Participants were requested to allocate a number to each competency. A number could only be used once where 1 was the lowest and 8 the highest. In the table below each competency is listed (in the same order as in the original questionnaire), and the position that males and females allocated to each specific competency is next to it. One needs to keep in mind that 8 was the highest score and 1 was the lowest score. In the table below the competencies as per question 76 are listed in the ranking order that was given to them by males and females.

Table 6-25: Ranking of leadership competencies (Question 76)

Male		Female	
8	Leadership	8	Leadership
7	Strategic thinking	7	Strategic thinking
6	Relationship building	6	Relationship building
5	Innovation	5	Developing others
4	Developing others	4	Impact and influence
3	Self-management	3	Self-management
2	Impact and influence	2	Innovation
1	Resource management	1	Resource management

From the information contained in the table above it is clear that males and females rank the first three competencies exactly the same. They also ranked competency 6 (Self-management) and 8 (Resource management) the same. According to the descriptive analysis the *mean* for leadership was the highest between the competencies listed at 5.65 and resource management was the lowest at 3.90. The figure below shows the comparative ranking of the various competencies.

Figure 6-12: The mean of various leadership competencies

The *standard deviation* for the alternatives was substantial (between 1.99 and 2.54) due to the fact that there were many of options (eight) to choose from. It needs to be noted that there was no real discrepancy between how males and females ranked these competencies. Other than the rating of “innovation” as a competency, there were no real differences. The foundation seems to be the same and the focus is not distorted.

Leadership qualities

Question 77 listed nine leadership qualities and participants were requested to rank each of these according to the importance of each of the following qualities regarding leadership. Participants were requested to allocate a number to each quality. A number could only be used once where 1 was the lowest and 9 the highest. In the table below each quality is listed (in the same order as in the original questionnaire), and the position that males and females allocated to each specific quality is next to it. One needs to keep in mind that nine was the highest score and 1 was the lowest score. In the table below the qualities as per question 77 are listed in the ranking order that was given to them by males and females.

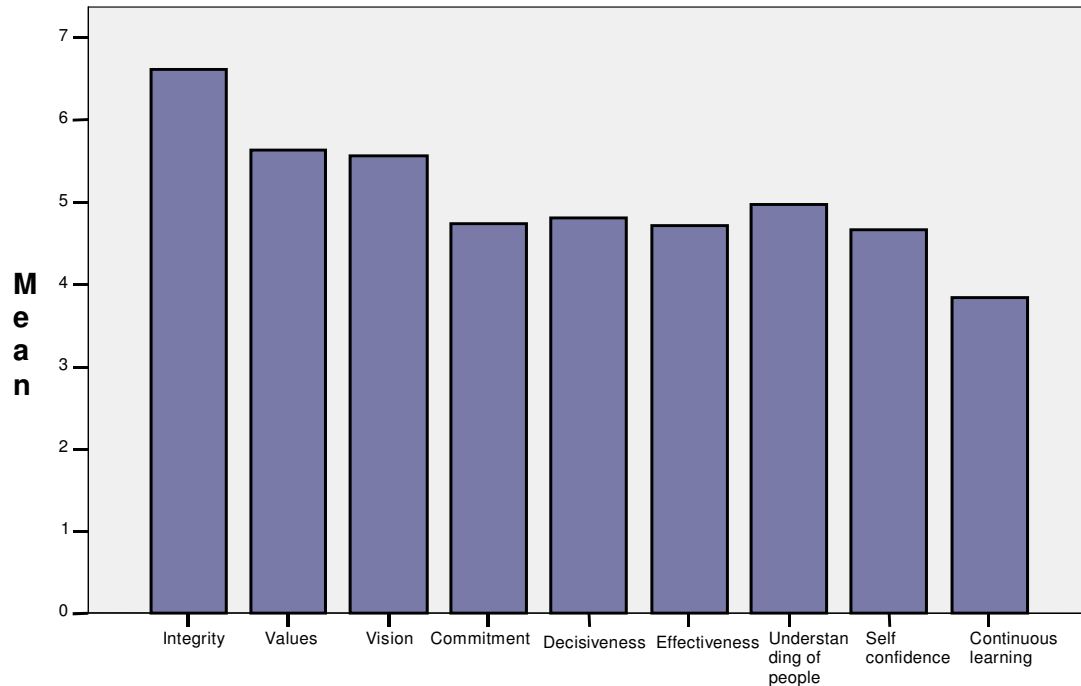
Table 6-26: Ranking of leadership qualities (Question 77)

Male		Female	
9	Integrity	9	Integrity
8	Vision	8	Values
7	Values	7	Understanding of people
6	Decisiveness	6	Vision
5	Passionate commitment	5	Effectiveness
4	Understanding of people	4	Decisiveness
3	Effectiveness	3	Self confidence
2	Self confidence	2	Passionate commitment
1	Continuous learning	1	Continuous learning

From the information contained in the table above it is clear that males and females only rank the first (integrity) and last (continuous learning) qualities the same. According to the descriptive analysis the *mean* for integrity was the highest between

the qualities listed at 6.61 and continuous learning was the lowest at 3.83. The figure below shows the comparative ranking of the various leadership qualities.

Figure 6-13: The mean of various leadership qualities



The *standard deviation* for the alternatives was substantial (between 2.15 and 2.92) due to the fact that there were many of options (nine) to choose from. It needs to be noted that there was no real discrepancy between how males and females ranked these qualities. For female participants the quality that relates to understanding people was much higher than for males. This could possibly be attributed to the motherly qualities of females.

Global leadership competencies

Question 78 listed three global leadership competencies and participants were requested to rank each of these according to the importance of each of the following competencies regarding leadership. Participants were requested to allocate a number to each competency. A number could only be used once where 1 was the lowest and 3 the highest. In the table below each competency is listed (in the same order as in the original questionnaire), and the position that males and females allocated to each specific competency is next to it. One needs to keep in mind that 3 was the highest score and 1 was the lowest score. In the table below the

competencies as per question 78 are listed in the ranking order that was given to them by males and females.

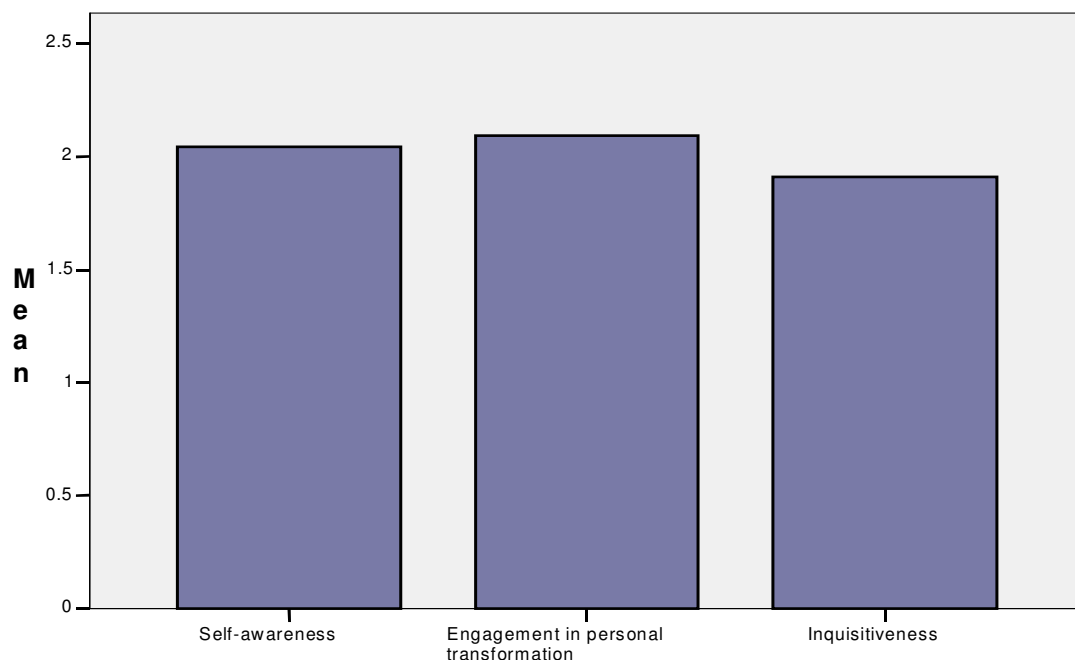
Table 6-27: Ranking of global leadership competencies (Question 78)

Male		Female	
3	Self-awareness	3	Engagement in personal transformation
2	Engagement in personal transformation	2	Self-awareness
1	Inquisitiveness	1	Inquisitiveness

From the information contained in the table above it is clear that males and females only rank the last (inquisitiveness) competency the same.

According to the descriptive analysis the *mean* for engagement in personal transformation was the highest between the qualities listed at 2.09 and inquisitiveness was the lowest at 1.91. The figure below shows the comparative ranking of the various global leadership competencies.

Figure 6-14: The mean of various global leadership competencies



The *standard deviation* for the alternatives was not very high (between .765 and .88) due to the fact that there were not many of options (three) to choose from. It needs to

be noted that there was no real discrepancy between how males and females ranked these various global leadership competencies.

Mental characteristics of global leaders

Question 79 listed six mental characteristics of global leaders and participants were requested to rank each of these according to the importance of each of the mental characteristics of global leaders. Participants were requested to allocate a number to each characteristic. A number could only be used once where 1 was the lowest and 6 the highest. In the table below each characteristic is listed (in the same order as in the original questionnaire), and the position that males and females allocated to each specific characteristic is next to it. One needs to keep in mind that 6 was the highest score and 1 was the lowest score. In the table below the characteristics as per question 79 are listed in the ranking order that was given to them by males and females.

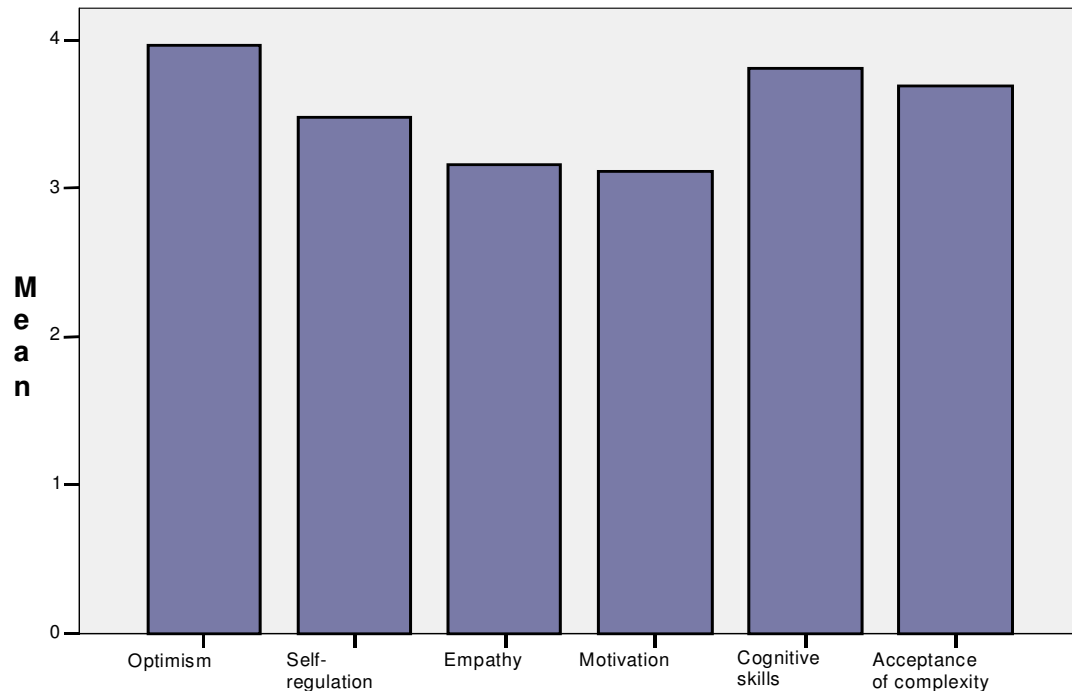
Table 6-28: Ranking of mental characteristics of global leaders (Question 79)

Male		Female	
6	Optimism	6	Optimism
5	Acceptance of complexity and its contradictions	5	Cognitive skills
4	Cognitive skills	4	Acceptance of complexity and its contradictions
3	Self-regulation	3	Self-regulation
2	Motivation to work in an international environment	2	Empathy
1	Empathy	1	Motivation to work in an international environment

From the information contained in the table above it is clear that males and females rank the first (optimism) and fourth (self-regulation) competencies exactly the same. Although the others are not rated the same, the differences are not significant. The foundation seems to be the same and the focus is not distorted. There seem to be no real significant differences about how males and females rate these competencies.

According to the descriptive analysis the *mean* for optimism was the highest between the competencies listed at 3.96 and cognitive skills was the lowest at 3.11. The figure below shows the comparative ranking of the various global leadership competencies.

Figure 6-15: The mean of various mental characteristics of global leaders



The *standard deviation* for the alternatives was substantial (between 1.45 and 2.02) due to the fact that there were many of options (six) to choose from. It needs to be mentioned that there was no real discrepancy between how males and females ranked these competencies.

Behaviour level global leadership competencies

Question 80 listed three behaviour level global leadership competencies and participants were requested to rank each of these according to the importance of each of the global leadership competencies. Participants were requested to allocate a number to each characteristic. A number could only be used once where 1 was the lowest and 3 the highest. In the table below each competency is listed (in the same order as in the original questionnaire), and the position that males and females allocated to each specific competency is next to it. One needs to keep in mind that 3 was the highest score and 1 was the lowest score. In the table below the

competencies as per question 80 are listed in the ranking order that was given to them by males and females.

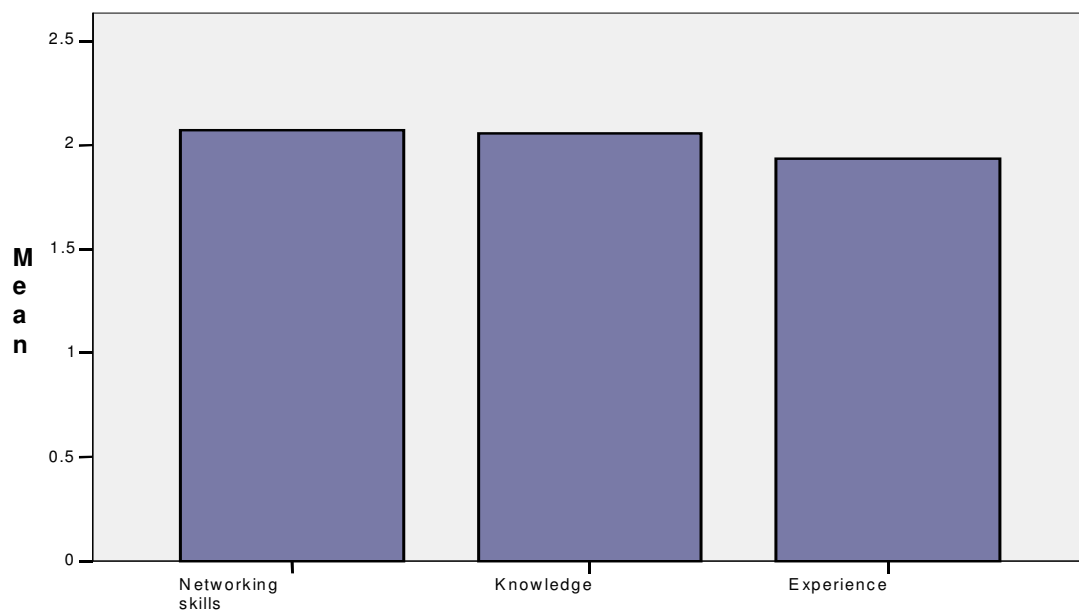
Table 6-29: Ranking of behaviour level global leadership competencies (Question 80)

Male		Female	
3	Networking skills	3	Knowledge
2	Knowledge	2	Networking skills
1	Experience	1	Experience

From the information contained in the table above it is clear that males and females only rank the last competency (experience) the same.

According to the descriptive analysis the *mean* for networking skills was the highest between the competencies listed at 2.07 and experience was the lowest at 1.93. The figure below shows the comparative ranking of the various behaviour level global leadership competencies.

Figure 6-16: The mean of various behaviour level global leadership competencies



The *standard deviation* for the alternatives was not substantial (between 1.93 and 2.07) due to the fact that there were not many of options (three) to choice from. It needs to be noted that there was no real discrepancy between how males and females ranked these competencies.

Each question was discussed individually in relation to the participants and their gender. The participants were also divided into groups based on age, marital status, parental status, educational level, years employed and years in current job. Based on correlations between various groups, certain observations were noted and discussed. The next chapter will focus more on a general discussion, the results and observations based on the research.

7 CHAPTER 7: Discussion, conclusions and recommendations

7.1 Discussion

Most of the findings were discussed in the previous chapter at the end of each question. It is however, important to note that all the questions were asked in relation to the topic and the literature review. Some of the more specific differences and similarities will be discussed in the rest of this chapter and some conclusions will be formulated based on those findings.

7.1.1 Individual interview schedule

Some of the essential findings in respect of the females in top positions were that the results from their discussion correlated with the findings of previous researchers, specifically in respect of the leadership style that they use. As mentioned, previous studies found that females demonstrated many of the skills that go hand in hand with transformational leadership style.

The strengths of a businessperson highlighted by the participants correlated with the “pillars of leadership”, as described by Maxwell in paragraph 2.5 of the document. Although the personal success contributors presented a multi-levelled approach, it was apparent that various elements of leadership competencies in respect of people management, personal characteristics, process management and strategic management, as previously set out in Table 2-9, must be present to ensure success. Some of the contributors identified during the interviews are also related to the traits of transformational leadership.

It was clear that these individuals felt that integrity was very important to them as leaders. This was in line with the theory, as set out in Table 2-10, based on the 2004 study by Kouzes and Posner. An interesting observation was that this was a key principle to all participants.

Although the respondents did not really have business role models and / or mentors, they did acknowledge the value that a mentor can add. The lack of opportunities for effective mentoring, as discussed in paragraph 3.2.1 above, forms part of the glass-ceiling phenomenon. This is clearly a reality for these individual females and it is therefore crucial that other females must identify this need. According to Burke (2003), as previously set out in paragraph 4.3.2, it is important for these individuals to recognise that they almost have a duty to act as female mentors to other individuals (male and / or female). In most instances the participants have actually indicated that they were already acting as mentors to other individuals (males and females). Mentorship, as set out in Figure 4.2, must be an element when drafting a self-management plan.

The participants agreed with Magua (paragraph 3.1.1) that the female struggle associated with proving herself if being appointed to higher positions was an ongoing battle. Further obstacles revolve around the “corporate culture of organisations” and the “old boys network”. These elements have been identified by Applebaum, Audet and Miller (2002) (as set out in Table 3-2) as factors that can potentially undermine a woman’s leadership effectiveness. According to the participants these are real threats that must be noted.

If one considers the profile of the individual participants, then it is clear that just because these women are in relationships and most of them have children, does not mean that they avoid the situation of occupying a leadership position. This was also confirmed by a study conducted by Eagly and Carli (2003), as discussed in paragraph 4.2 above. The challenge involved in balancing the work-life relationship for female leaders is clearly one that is a reality and something that can be regarded as a barrier for females who aspire to reach top positions.

The central elements of focus for the female participants in top positions were knowledge (subject and general knowledge), visions and belief in one’s own abilities. Although the literature that was used in this study did not make much reference to knowledge, it is very important in the situation in South Africa. Even though legislation has set the bar for the female appointments, females do not want to be seen as icons of Employment Equity targets. Females clearly understand the role

they need to play in the country's economy, as well as on other levels of social intervention, and thus it is crucial that they do equip themselves with the right education. They stressed that by having knowledge one can make oneself count. One can stand out and differentiate oneself from other contenders. Throughout this study the importance of vision has been stressed. Vision as a trait is also in line with the transformational leadership style that was discussed in Table 2-1. Thus it is clear that the foundation is unyielding.

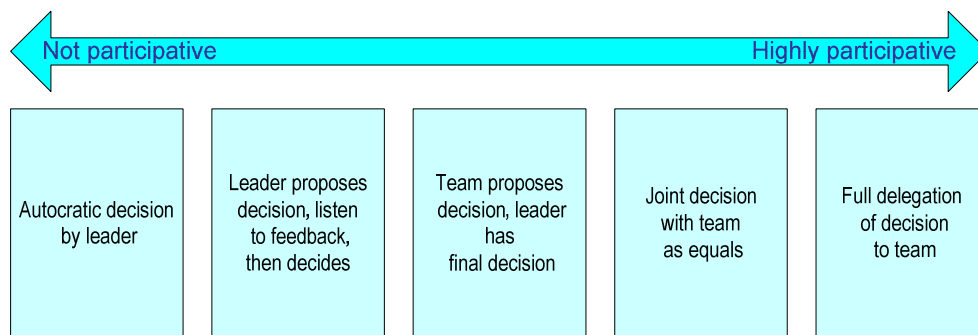
The participants all agreed that as females they have a different approach to their positions. Some of these differences e.g. allowing people to feel good about themselves, are typical to some of the factors of female leadership styles as identified by Applebaum, Audet and Miller (2002). The fact that the participants indicated that they empower other women through training was very positive since this specific point was previously highlighted by Booysen (1999) as a need in South Africa (see paragraph 3.1.1).

The leadership qualities that the participants indicated they possess are much in line with the leadership qualities that Applebaum, Audit and Miller (2002) have identified and which were discussed in paragraph 3.2. Some of the leadership qualities include encouraging participation, sharing power and information, enhancing the self-worth of others and energising others. Further to the above the issue of good communication skills were also raised at this stage. As mentioned previously, Helgensen (2003) (paragraph 3.2.1) pointed out that heightened communication skills are a characteristic that was specific to females in leadership positions.

Although one might have thought that females in top positions do not want to acknowledge that their leadership style differs from that of their male counterparts, it became apparent that the females who were interviewed, all acknowledged the difference and were even proud of the fact that they do not conform to the leadership style of males. The feedback received in this regard correlated with previous findings from Helgensen (2003), as mentioned in paragraph 3.2.1. Some of these characteristics that were similar are: heightened communication skills, advanced intermediary skills (negotiation skills and conflict resolution), well-developed interpersonal skills and a soft approach to handling people.

While the participants confirmed the different approach to leadership in respect of gender, they also pointed out what they believed to be the most obvious differences. From the interviews it was also apparent that these females acted in a far more participative manner and saw males as acting in a very autocratic way. The levels of participation as set out in the figure below presents an overview of the extremes that can be experienced when considering the different levels of participation.

Figure 7-1: Levels of participation



Source: Changing minds (2004).

As a result of female's leadership style, some of the benefits that they might experience are: increased quality of decisions, easier acceptance of decisions, satisfaction with the process being followed when making decisions and the development of participant skills.

The results of the feedback received from the participants correlated with the findings of previous studies conducted by Eagly and Johnson (1990) (paragraph 3.1.1), Applebaum Audit and Milles (2002) (paragraph 3.2.1), Booysen (1999) (paragraph 3.1.1) and Oshagbeni and Gill (2003) (paragraph 3.2.1).

Some of the behaviours that were identified by the participants as demonstrating female leadership style included: influence, inspirational motivation, charisma and intellectual stimulation. Due to the fact that the participants were all females, they also related to the individualised consideration that was needed by a transformational leader, as identified by Burns (1978) and later on by Bass (1985, 1996). Some of the actions that were identified by individuals that correspond with those of a transformational leader included: articulate a clear and appealing vision; act

confidently and optimistically; express confidence in followers; lead the change; show commitment and empower people to achieve the vision.

Another aspect that was directly in line with the transformational leader was that they believed that they must achieve high results for the sake of the organisation, team and / or community.

Some of the actions to overcome barriers, that were mentioned by the participants, showed huge correlations with Figure 4-2, which sets out some tools to be used by females in leadership positions. Throughout the responses the theme were the same although it was approached from various angles. The highlights that correlated with the responses from the participants were networking, mentoring and the identification and development of diverse top talent.

Ultimately it become apparent that these female participants all agreed that each individual needs to have a personalised self-management plan in place. Each person must set his/her own standards (very high) and take up the challenges that come his / her way. By developing a self-management plan a person can make a difference in his / her own life and in the life of others on various levels.

These individuals also indicated that it was very important to all of them to ensure that other females would follow them and that they could motivate such individuals, especially females.

7.1.2 Leadership survey

The aim of this research was to determine what the differences were in respect of male and female perceptions of leadership and what skills and traits a person must have to be regarded as a good leader.

From the discussion in the previous chapter it became apparent that, although there were differences between the perceptions of males and females, these differences were not that significant. In some instances there was even conformity in their thinking between the genders.

Due to the fact that the questions were not grouped together, it was difficult to discuss the results effectively and therefore the researcher will continue to cluster the discussion according to the batches of questions as done previously. Since the aim of the research was to determine the differences in perceptions, the researcher first highlighted the similarities and differences in the responses and the discussed these in relation to the theory. Due to the fact that there were no other previous studies that made these comparisons, the discussion related to general observations in respect of the specific study.

7.1.2.1 Similarities relating to leadership skills / competencies

Question 11 – 44 listed some skills or competencies that have been identified as valuable leadership skills or competencies. The leadership skills or competencies that the participants regard as the most important are set out in Table 7-1.

Table 7-1: Highest *mean* (general) in respect of questions 11 - 44

General		
Question	Leadership skill/competency	<i>Mean</i>
11	Clearly communicate expectations	4.85
15	Give praise and recognition	4.80
39	Commitment	4.78
22	Have a broad view of where we are going	4.74
31	A good listener	4.71

In general the mean for the questions in this grouping was very high. None of the means for questions in this grouping was below 4.05. Thus it is apparent that male and female participants all agreed that the leadership skills and competencies listed in these questions were very important for leaders to have.

From the information contained in Table 7-1 it is apparent that even though all leadership skills and competencies listed in these questions were very important for leaders to have, some were more important than others.

These five leadership skills and competencies are also a combination of reciprocal leadership styles and in particular those that relate to transactional and transformational leadership styles. These styles were set out in more detail in Table

2-1. It is then important to go back to Figure 4-1 that sets out an integrated competency model that forms the basis of a self-management plan, and realise that these two leadership styles (transactional and transformational) are some of the key ingredients for the mixture needed when starting with the construction plan.

When considering the leadership skills or competencies listed in Table 7-1, one also realises that it mostly consists of elements that form part of the “equipping” part of the four pillars of leadership as identified by Maxwell (2004) and discussed in paragraph 2.5.2.

To be in a position to make a functional comparison between the feedback received from the male and female participants, the leadership skills or competencies that the females regard as the most important are set out in Table 7-2.

Table 7-2: Highest *mean* (female) in respect of questions 11 - 44

Female		
Question	Leadership skill/competency	Mean
11	Clearly communicate expectations	4.84
39	Commitment	4.83
15	Give praise and recognition	4.81
22	Have a broad view of where we are going	4.76
31	A good listener	4.74

The leadership skills or competencies that the males regard as the most important are set out in Table 7-3.

Table 7-3: Highest *mean* (male) in respect of questions 11 - 44

Male		
Question	Leadership skill/competency	Mean
11	Clearly communicate expectations	4.85
15	Give praise and recognition	4.79
22	Have a broad view of where we are going	4.71
39	Commitment	4.70
40	Mutual problem solving	4.69

From the two tables above, the researcher came to the conclusion that there is a strong correlation between the leadership skills or competencies identified by males and females as important. The only differences were that females indicated that being a good listener was important, whereas males indicated that mutual problem solving was important. The difference in respect of being a good listener were not significant but the difference in respect of mutual problem solving was significant. This was previously pointed out in Table 6-11.

What is, however, important is that females and males have the same criteria when assessing these issues.

7.1.2.2 Differences relating to leadership skills / competencies

Question 11 – 44 listed some leadership skills or competencies that have been identified as valuable leadership skills or competencies. The leadership skills or competencies that the participants regard as the least important are set out in Table 7-4.

Table 7-4: Lowest *mean* (general) in respect of questions 11 - 44

General		
Question	Leadership skill/competency	<i>Mean</i>
34	Political only when needed	4.05
44	Cooperation	4.30
32	A good delegator	4.43
42	Avoid repeating mistakes	4.47
36	Use root cause analysis to understand problems	4.51

From the information contained in Table 7-4 it is apparent that, even though these leadership skills or competencies received a lower *mean* than the other leadership skills or competencies, the *mean* for all the leadership skills or competencies was above 4. According to a study conducted by Kouzes and Posner (2004), the results of which are reflected in Table 2-10, cooperative was the eleventh highest characteristics of leaders. In this study it was not rated that high by the participants. There was even a *significant difference* in respect of cooperation. This was previously pointed out in Table 6-11.

In order to demonstrate a functional comparison between the feedback received from the male and female participants, the leadership skills or competencies that the females regard as the least important are set out in Table 7-5.

Table 7-5: Lowest *mean* (female) in respect of questions 11 - 44

Females		
Question	Leadership skill/competency	Mean
34	Political only when needed	4.06
44	Cooperation	4.36
42	Avoid repeating mistakes	4.49
32	A good delegator	4.50
26	Hold people accountable	4.53

The leadership skills or competencies that the males regard as the least important are set out in Table 7-6.

Table 7-6: Lowest *mean* (male) in respect of questions 11 - 44

Males		
Question	Leadership skill/competency	Mean
34	Political only when needed	4.05
44	Cooperation	4.30
32	A good delegator	4.43
12	Make decisions with inputs from others	4.47
42	Avoid repeating mistakes	4.56

The responses received from the male and female participants suggest that there is a strong correlation between the leadership skills or competencies identified by males and females as less important. The only differences were that females indicated that to hold people accountable was less important, whereas males indicated that to make decisions without the inputs from others was less important. However there was no *significant difference* in respect of these two issues.

7.1.2.3 Similarities relating to the need for policy changes in respect of specific themes

Question 45 and 46 looked at the need among participants to have policy changes in respect of flexitime and working from home

Table 7-7: *Mean* in respect of questions 45 and 46

Question	Policy theme	General	Female	Male
45	Flexitime	4.34	4.55	4.06
46	Working from home	4.21	4.52	3.80

In general the *mean* for the questions in this grouping was high as a result of the very high *mean* of the female participants. The *mean* of male participants for questions 45, in respect of flexitime, was not very high and for question 46, working from home, even lower. From the previous discussion concerning Table 6-13, it is apparent that there were some *significant differences* relating to these issues.

From the information contained in Table 7-7, it is apparent that females have a far stronger view on the need to change certain policies relating to these issues, since these have a direct impact on them (on various levels). As mentioned in paragraph 4-2, the work-life balancing act is one in which females need to excell, otherwise they will not be perceived as good leaders. From this it is apparent that, if an organisation appoints more females in top positions, there will be more awareness in the organisation and the organisation will be in a position to optimise the advantages, which it might experience as a result of the changes. This was also the theme of the study conducted by McDonald, Brown and Bradley (2005), as discussed in paragraph 4.2.

7.1.2.4 Similarities relating to leadership issues

Question 47 – 63 listed some issues relating to leadership. The issues relating to leadership that the participants agreed with mostly are set out in Table 7-8.

Table 7-8: Highest *mean* (general) in respect of questions 47 - 63

General		
Question	Leadership issue	Mean
63	Women managers add as much value as male managers	4.49
61	The organisation must develop female managers	4.17
47	I see myself as a mentor for a female employee	4.06
56	There is a difference between how female and male managers manage or lead	3.93
49	Attitudes towards women are changing in this organisation	3.74

In general the *mean* for the questions in this grouping was the result of the very high *mean* of the female participants. From the previous discussion around Table 6-17, it was apparent that there were several *significant differences* relating to some of these issues.

If one considers the type of questions that formed part of this grouping, it is clear that the results from the participants were based on their own perceptions in relation to a specific organisation. This organisation has a certain culture and therefore some of the perceptions might be directly linked to the corporate culture of the organisation. As mentioned in paragraph 3.3, culture develops over time and, if the organisation accepts the need to change, the culture there is a comprehensive process that will need to take place before a new culture will be established.

To be in a position to make a functional comparison between the feedback received from the male and female participants, the issues relating to leadership that the females principally agreed with are set out in Table 7-9.

Table 7-9: Highest *mean* (females) in respect of questions 47 - 63

Females		
Question	Leadership issue	Mean
63	Women managers add as much value as male managers	4.69
61	The organisation must develop female managers	4.35
49	Attitudes towards women are changing in this organisation	4.22
56	There is a difference between how female and male managers manage or lead	4.18
47	I see myself as a mentor for a female employee	4.07

The leadership issue that the males principally agreed with are set out in Table 7-10.

Table 7-10: Highest *mean* (males) in respect of questions 47 - 63

Males		
Question	Leadership issue	Mean
63	Women managers add as much value as male managers	4.22
50	Equal opportunities policies iro male and female issues are being implemented	4.09
47	I see myself as a mentor for a female employee	4.05
61	The organisation must develop female managers	3.95
56	There is a difference between how female and male managers manage or lead	3.61

From the two tables above one can conclude that there is a strong correlation between the leadership issues that males and females agree with. The one difference was that females indicated that they agreed that attitudes towards women are changing in the organisation, whereas males indicated that they agreed that equal opportunities policies in respect of male and female issues are being implemented. There were *significant differences* in respect of both of these matters. This was previously pointed out in Table 6-17.

What is, however, positive is that females and males have to a certain extent the same feeling and experience towards some of these things. Again this could perhaps relate to the corporate culture of the organisation and the possibility that most of the

issues relating to this grouping of questions are addressed in policies and procedures.

7.1.2.5 Differences relating to leadership issues

Questions 47 – 63 listed some issues relating to leadership. The issues relating to leadership that the participants mainly differed with are set out in Table 7-11.

Table 7-11: Lowest *mean* (general) in respect of questions 47 - 63

General		
Question	Leadership issue	Mean
58	It is important for female managers to have male mentors	2.59
60	It is important for male managers to have female mentors	2.76
51	There is a lack of understanding about sexual harassment in the organisation	2.77
59	It is important for female managers to have male mentors	2.78
52	Starting a family would inhibit career progression	2.84

From the information contained in Table 7-11 it is apparent that these issues relating to leadership received a substantially lower *mean* than those set out in Table 7-8. In terms of the leadership issues listed in Table 7-11, it is clear that the participants did not agree (to a particular degree) with the statements as contained in the questionnaire.

Most of the issues listed in Table 7-11 deal with mentorship. In this part of the questionnaire, 35% of the questions posed related to the issue of mentoring. From the above it is clear that participants did not agree with 18% of the statements relating to mentoring. From the discussion in paragraph 4.3 it is apparent that there are some definite advantages of mentoring programmes and therefore it is important that leaders make themselves aware of this, as well as the advantages of mentoring, to ensure that individuals and organisations capitalise on these advantages.

There was some *significant difference* in respect of the responses received relating to these issues. This was previously pointed out in Table 6-17.

To be in a position to make a functional comparison between the feedback received from the male and female participants, the issues relating to leadership that the females principally differed with are set out in Table 7-12.

Table 7-12: Lowest *mean* (female) in respect of questions 47 - 63

Female		
Question	Leadership issue	Mean
58	It is important for female managers to have male mentors	2.59
51	There is a lack of understanding about sexual harassment in the organisation	2.77
60	It is important for male managers to have female mentors	2.82
59	It is important for female managers to have male mentors	2.92
48	I am currently a mentor to a female employee	2.93

The issues relating to leadership that the females principally differed with are set out in Table 7-12.

Table 7-13: Lowest *mean* (male) in respect of questions 47 - 63

Male		
Question	Leadership issue	Mean
52	Starting a family would inhibit career progression	2.53
58	It is important for female managers to have male mentors	2.60
59	It is important for female managers to have male mentors	2.61
60	It is important for male managers to have female mentors	2.67
54	I often come across women who have been discriminated against	2.71

Between the responses received from the male and female participants the researcher came to the conclusion that there is a correlation between the leadership issues identified by males and females as less important. The differences were that females indicated that they do not agree that there is a lack of understanding about sexual harassment in the organisation, as well as that, as an individual, she is a mentor to a female employee. On the other hand, males indicated that they do not agree with the fact that starting a family would inhibit career progression as well as the fact that they often come across women who have been discriminated against.

These differences relate directly to the gender of the participants. One can assume that, due to the fact that males are not often the victims of sexual harassment, they do not disagree with the statement. The same argument could be used in respect of the issue relating to career progression when starting with a family. The male participants are not the individuals who will not be at work for four months as a result of maternity leave and in most instances they are also not the individuals who will have to balance the work-life situation.

As mentioned earlier, this is clearly a direct reflection of personal experiences and perceptions but most of these issues can relate back to the corporate culture of an organisation.

7.1.2.6 Similarities relating to how the participants viewed themselves as a leader

Questions 64 – 74 listed some leadership characteristics. The participants had to do a self-assessment in respect of the various leadership characteristics. The issues relating to leadership that the participants principally agreed with are set out in Table 7-14.

Table 7-14: Highest *mean* (general) in respect of questions 64 - 74

General		
Question	Leadership characteristics	Mean
71	Helpful	4.54
72	Understanding of others	4.46
67	Active participation in work discussion	4.46
69	Self-confident	4.45
65	Never give up	4.45

In general the *mean* for the questions in this grouping was as a result of the very high *mean* of the male as well as the female participants. All the participants agreed (to a certain extent) with all the alternatives, except for “superior”. From further discussions one realise that, although the participants later on in the study indicated that some of these characteristics are not particularly important to leadership, they all agreed that they possess these qualities. From the previous discussion concerning Table 6-22, it was apparent that there were some *significant differences* relating to some of these issues.

If one consider the type of questions that formed part of this grouping, it is clear that the results from the participants were based on their own perceptions and on how they see themselves.

In order to demonstrate a functional comparison between the feedback received from the male and female participants, the issues relating to leadership that the females principally agreed with are set out in Table 7-15.

Table 7-15: Highest *mean* (female) in respect of questions 64 - 74

Female		
Question	Leadership characteristics	Mean
71	Helpful	4.55
65	Never give up	4.51
67	Active participation in work discussion	4.49
69	Self-confident	4.45
66	Stand up to pressure	4.45

The leadership qualities that the males principally agreed with are set out in Table 7-16.

Table 7-16: Highest *mean* (male) in respect of questions 64 - 74

Male		
Question	Leadership characteristics	Mean
71	Helpful	4.53
72	Understanding of others	4.48
69	Self-confident	4.45
66	Stand up to pressure	4.41
67	Active participation in work discussion	4.41

The two tables above enabled the researcher to conclude that there is a strong correlation between the leadership qualities that the participants believe they have. The differences were that females indicated that they agreed that they never give up, whereas the male participants agreed that they have an understanding of others. This is an interesting observations since one might have expected females to agree

more strongly to the fact that they have an understanding of others, than their male participants in view of their natural maternal instinct. At this stage one begins to wonder whether females are maybe trying to ignore this instinct and whether they are making an effort to be like males. There were *significant differences* in respect of some these matters. This was previously pointed out in Table 6-17.

What is however positive was that females and males have to a certain extent indicated that they possess the same leadership characteristics. Most of the characteristics as set out in this grouping of questions related to charismatic leadership, as mentioned in Table 2-1. If these qualities are combined with elements of other leadership styles, this could be to the advantage of the individuals as well as the organisation.

7.1.2.7 Differences relating to how the participants viewed themselves as a leader

Questions 64 – 74 listed some issues relating to leadership characteristics. The participants had to do a self-assessment in respect of the various leadership characteristics. The issues relating to leadership that the participants principally differ with are set out in Table 7-17.

Table 7-17: Lowest *mean* (general) in respect of questions 64 - 74

General		
Question	Leadership characteristics	Mean
70	Superior	3.07
74	Able to devote self to others	4.26
64	Independent	4.27
73	Kind	4.29
68	Competitive	4.34

From the information contained in Table 7-17 it is apparent that these issues relating to leadership did not received a substantial lower *mean* than those set out in Table 7-14. It is therefore clear that the participants agreed (to a particular degree) with the statements as contained in the questionnaire.

The issues relating to leadership that the female participants principally differ with are set out in Table 7-18.

Table 7-18: Lowest *mean* (female) in respect of questions 64 - 74

Female		
Question	Leadership characteristics	Mean
70	Superior	3.08
74	Able to devote self to others	4.25
73	Kind	4.31
68	Competitive	4.35
64	Independent	4.41

The issues relating to leadership that the male participants principally differ with are set out in Table 7-19.

Table 7-19: Lowest *mean* (male) in respect of questions 64 - 74

Male		
Question	Leadership characteristics	Mean
70	Superior	3.05
64	Independent	4.09
73	Kind	4.27
74	Able to devote self to others	4.28
68	Competitive	4.33

Between the responses received from the male and female participants the researcher came to the conclusion that there is a strong correlation between the fact that the male and female participants agreed that they possess these leadership qualities. According to a study conducted by Kouzes and Posner (2004), the results of which are reflected in Table 2-10, independent was the twentieth highest characteristic of leaders. In this study it was not rated that high by the participants.

From the discussion in the previous chapter regarding question 75, it was clear that males and females ranked the first four competencies, namely communication, teamwork, client focused and results-orientated exactly the same. Thus one could presuppose that male and female participants would have the same take on how they approach their own development to ensure that they portray these competencies. These are also elements of reciprocal leadership as set out in Table

2-1. All four of the competencies that were ranked the same by the male and female participants, had previously been identified by various researchers as crucial leadership qualities. A discussion of Maxwell's (2004) ladder can be found in paragraph 2.5.2. Other studies relating to this have been conducted by Dulewics and Higgs (2005) (Table 2-11) and the leadership qualities identified by the Corporate Leadership Council (2001) (Table 2-9) also emphasise the same issues.

Most of the competencies that the participants had to rank in questions 77 – 80, formed part of the various levels of leadership competencies as identified in the Corporate Leadership Council (2001) (Table 2-9) study. These competencies are also elements of reciprocal leadership as set out in Table 2-1 and specifically relate to transformational leadership style.

From the information contained in the previous chapter regarding question 76, it was clear that males and females ranked the first three competencies namely leadership, strategic thinking and relationship building exactly the same. They also ranked competency 6 (Self management) and 8 (Resource management) the same. From the above there seems to be no real significant differences in how males and females rate these competencies. Thus one could presuppose that male and female participants would have the same take on how they approach their own development to ensure that they portray these competencies Other than the rating of “innovation” as a competency, there were no real differences. According to the study conducted by Stamp and Hoebeke (2004), most of these competencies relate to leadership competencies of leaders on the middle management level (Table 2-5).

From the information contained in the previous chapter regarding question 77, it was clear that males and females only ranked the first (integrity) and last (continuous learning) quality the same. There seem to be no real significant differences between how males and females rate these qualities. Thus one could presuppose that male and female participants would have the same take on how they approach their own development to ensure that they portray these qualities.

All the competencies that the participants had to rate in respect of questions 78 – 80, have been identified by Jokinen (2005) as some competency in respect of leadership

(see Table 2-8). No higher value was placed on any specific leadership competency by Jokinen (2005). Thus it is only important for this study to determine to what extent the participants agreed or disagreed with each other.

From the information contained in the previous chapter regarding question 78, it was clear that males and females only ranked the last (inquisitiveness) competency the same. There seems to be no real discrepancy between how males and females ranked these competencies. Females might have to understand the reasons for the slight differences and accept that they need to acknowledge the differences and focus on the competencies that they regard as important and integrate it with the manner in which males rank those competencies. All three of these competencies were identified by Jokinen (2005) as core global competencies in respect of leadership (see Table 2-8).

From the information contained in the previous chapter regarding question 79, it was clear that males and females ranked the first (optimism) and fourth (self-regulation) characteristics exactly the same. Although the others are not rated the same, the differences are not significant. There seem to be no real significant differences between how males and females rate these characteristics. Thus one could presuppose that male and female participants would have the same take on how they approach their own development to ensure that they portray these characteristics. All eight these characteristics were identified by Jokinen (2005) as desirable mental characteristics for global leaders (see Table 2-8).

From the information contained in the previous chapter regarding question 80 it was clear that males and females only rank the last (experience) competency the same. There seems to be no real discrepancy between how males and females ranked these competencies. Females might have to understand the reasons for the slight differences and accept that they must acknowledge the differences and focus on the competencies that they regard as important and integrate it with the manner in which males rank those competencies. All three of these competencies were identified by Jokinen (2005) as desirable behaviour level global leadership competencies (see Table 2-8).

At this point it is important to acknowledge that all the facets of leadership addressed in the questionnaire are significant and that the aim of this study is not to determine to level of importance but rather to identify the similarities or differences between the feedback received from the male and female participants. From the results as discussed above, it was clear that the views of males and females on leadership do not differ as much as one might have supposed.

Since the results from the various participants have been interpreted, it is important to make the comparison between the participants on the managerial level and those of the females in top positions.

7.1.3 Defining the turning point in relation to the comparisons

The aim of this study is to make a comparison between the findings of the females in top positions and other participants on managerial level.

To have vision has been a central theme throughout the study and the participants highlighted this more than once. With the need for vision came the responsibility of knowledge (on various levels).

It is clear that for both groups of participants the role of communication is critical to leadership. They also agreed that to give praise and recognition and to allow people to feel good about themselves were leadership competencies that stood out above the rest. Although these might be seen as soft issues, they are real and clearly one's approach to it can have an effect on one's leadership effectiveness. The participants all agreed that teamwork (on various levels e.g. show loyalty to the company and to the team members, accept ownership for team decisions, active participation and know how to influence people and get their support) is crucial to leadership. If one is not part of the team, one may be regarded as an outsider, which could have a negative effect on your achievements as a leader. Other themes that connected with this were to understand and listen to others. The understanding part even went so far as the link that one has to make between understanding what each member of the team can contribute to ensure that the results are achieved.

To be successful on this level, it is important that a person acknowledges the fact that relationships are important and in some instance they can even be a determining factor. Thus the whole issue of networking comes into play. All the participants agreed that networking on various levels is part of the game plan.

Although there were significant differences in respect of the work-life issues (in the research on managerial level), it is quite clear that all participants agree to a certain extent that these issues are part of life and that they create a big challenge for female leaders. For organisations to achieve the optimal results in respect of female leadership, it is important that they do take cognisance of this matter and address it accordingly.

What was a particularly significant finding in this study was that all participants agreed wholeheartedly that female managers add as much value as male managers. This was extremely positive and although the females in top positions clearly pointed out that it might take some extra hard work to actually be as successful as their male counterparts, it was good to determine that men do not see female managers as icons but as real team players. What was actually a concern was the fact that all participants seem to think that the need for mentoring was not a real issue and that it is not crucial to leadership. From this study it is clear that, through mentorship, leaders can be more effective and efficient in their action and this would be to the advantage of the organisation.

Another issue that was central to this research was the training of individuals (not only females) but to realise that through investing in people through training can create a strong skill base that can ensure a competitive advantage for an organisation. What was obvious was the fact that corporate culture does have an influence on the view of people and that it can actually contribute to the way people view and experience things that happen in an organisation. The fact that corporate culture can create perceptions that are not always founded on reality is however overwhelming, but through this study it has become apparent.

It is important that females identify the difference in approach (where there are differences) and accept that they need to overcome the perceptions that might exist

as a result of these differences. Through the effective use of a self-management plan the optimal results can be achieved.

7.2 Conclusions

As mentioned previously, it became apparent that, despite the fact that the appointment of females in top positions in South Africa previously might have been an action to comply with legislation, these day that is not the case any longer. In comparison to international studies conducted, it is clear that females all over the world struggle with the same issues.

From the study conducted one can clearly determine that females tend to have the same approach to the transformational leadership style that they use. It was also noticeable that females allowed cross-pollination of leadership styles to take place and as a result they also displayed behaviours that included: influence, inspirational motivation, charisma and intellectual stimulation (elements from other leadership styles). One issue that came across very strongly was the importance of motivating other females. Part of this focus point included bringing the message across that knowledge (subject and general knowledge) was crucial to be successful.

What became obvious was that organisations must realise that, despite legislation that places a burden on them to appoint females, these appointments are something they need to consider from a strategic point of view. The research made it quite clear that females could bring to organisations operating in the current environment, what males brought to organisations previously. A direct result of their actions will be to embrace diversity.

Through change in culture and mind-set, organisations will continue to appoint females in position where they can make a difference and have an impact on not only the “soft issues” but also on the strategic matters that have an effect on the bottom line. As a result the talent pool of women will grow and this will have a ripple effect.

However, unless females are prepared to undergo training and proceed to development themselves on an ongoing basis, they can not expect to have the

impact on the organisations that they really want. Through integrating their self-management plan with the results that they achieve (and keep on achieving) they will be able to prove themselves on various levels. To achieve this they need to be focused and committed in terms of their own self-management plan. Elements that must be taken into consideration when constructing a self-management plan are set out in Figure 4.1. Through the realisation of a person's self-worth that person can create a vision and set a strategic plan in the form of a self-management plan in place which will give practical guideline as to how to reach the desired goal. Through this process one will become the architect of one's personal kingdom.

From the research conducted it was clear that there are a few areas on which females need to focus and integrate with their current competencies and skills. Based on the comparisons between the different participants, females need to develop their leadership skills relating to the value that they place on having vision. The literature discussed in previous chapters also identified this as a very important skill/competency and it seems from this study that females are not placing enough emphasis on that particular element.

Further to the above, it has become evident that males have different perceptions relating to the issues of how females are experiencing the work environment and the implementation of policies that relate to employment equity. Unless females can make males realise that they experience it differently than the way in which males perceive it, they will not be able to get males to change the situation, since males believe that there is nothing wrong with the current situation. This brings one back to the change in culture and the issue that as a result of male dominance in the work place, it is also the males that determine the current culture. Once again one is faced with the catch 22 situation, namely the males who dominate the top positions determine the culture of the organisation. Unless one has females in those positions one will not be able to change the culture. But due to male dominance, females are not appointed in those positions.

One of the ripple effects of the appointment of females would be that there would be more females in mentoring and sponsorship positions. These individuals would be accessible to upcoming males and females. There would be cross-pollination and as

a result a huge culture change could be imminent. Organisations and the South African economy would reap the benefits of the actions taken by individuals as a result of enormous commitments.

7.3 Recommendations

7.3.1 Narrowing down the subject area

One of the recommendations is that further studies in this field needs to be conducted. The focus of such studies might differ but the aim might be in line with this research report. Consideration should perhaps also be given to narrowing the subject area. From this study it has become apparent that most of the issues that were discussed could almost have been dealt with individually. It is clear that some of the areas are understudied in South Africa and it would be a good idea to investigate specific topics e.g. mentoring.

7.3.2 Research in same / various industries to enable comparisons

It might also be worth considering doing the same research within another company or industry and comparing the results. If the research were to be done within the same industry it would be interesting to compare the findings since some individuals tend to move from companies but stay in the same industry. If, however, it were to be compared with another industry one would perhaps be able to determine exactly what influence organisational culture has on this topic.

7.3.3 Corrective actions that have worked in other countries

Further recommendations might include ideas about corrective actions and alternatives that should have been considered. In South Africa people are becoming more liberated and in touch with the fact that they need to stand together to achieve something greater for the country and therefore they must not shy away from the global influences and ideas that are set forth by other countries. People must learn from each other and others that are willing to help. Further studies could perhaps investigate corrective actions that have worked in other countries and make a comparison on that basis. Another approach might even be to consider the elements of a self-management plan for males, in view of the fact that females will be moving

into top positions at a rapid pace and males could need to become as adaptable as females currently are.

7.3.4 Changing research approach by including males in top positions

A further study could include interviews with males on top positions and pose the same questions to them that have been posed to the females in top positions. It would be interesting to compare the results of that of the females in top positions.

7.3.5 Changing research approach by taking race into consideration

Further studies could also consider including the racial barriers in the research. This would be quite a challenge and the researcher might be surprised at what such a study might produce. During this research it was found that black females were very eager to participate and share their experiences.

7.3.6 Making it practical

Another aspect that might be considered would be to implement a self-management programme for a pre-determined group of females and monitor their behaviour over a period of time. By conducting such a study, one would be able to determine whether a self-management plan could practically be implemented. Once the time period had lapsed then one could evaluate the performance and growth of the participants and thus determine which part of the self-management plan had added most value.

“No government in South Africa could ever claim to represent the will of the people if it failed to address the central task of the emancipation of women in all its elements.”

– President Thabo Mbeki (2004).

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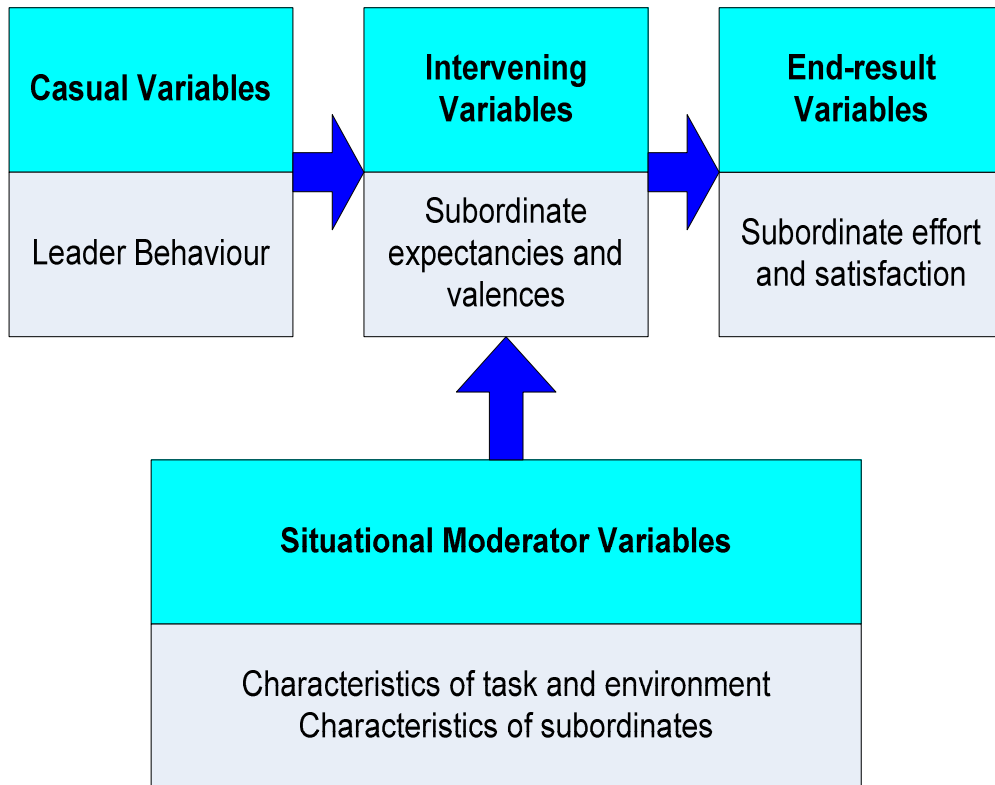
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9 ANNEXURE 1: Casual relationship in Path Goal theory of leadership

Casual relationship in Path-Goal theory of leadership



Source: Yukl (2002:213)

10 ANNEXURE 2: Representation of females on Boards

Name	Size of Board	% Black	% Female
Anglo American	15	6.7	0
BHP Billiton	11	0	9
SABMiller	13	7.7	7.7
Sasol	15	21.4	7.1
Standard Bank	19	26.3	10.5
MTN	12	50	25
FirstRand	14	21.4	14.3
Telkom	11	45.5	9.1
Old Mutual	11	9	0
AngloGold	20	20	6.7
Anglo Plat	19	26.3	5.3
ABSA	17	17.7	0
Gold Fields	13	23.1	0
Implats	16	25	18.8
Sanlam	18	33.3	27.8
Nedcor	17	23.5	0
Mittal Steel	16	44	0
Imperial	17	35.3	11.8
Bidvest	34	23.5	14.7
Barloworld	17	5.9	5.9
Naspers	13	23	23
Harmony	15	46.7	13.3
Sappi	14	14.3	7.1
Tiger Brand	17	23.5	11.8
Kumba	18	27.8	5.6
Edcon	13	30.8	15.4
Pick 'n Pay	12	8.3	16.7
JD Group	10	10	10
Massmart	13	23.1	15.4
Shoprite	11	18.2	0
Didata	14	7.1	0
Caxton	11	18.2	0
Ellerines	10	30	0
Datatec	7	0	0
Primedia	14	57	28.6
Johncom	12	66.7	8.3

11 ANNEXURE 3: Research instruments

11.1 Individual interview survey

1	Name:
2	Date and place of birth:
3	Marital status:
4	Parental status:
5	Current job title:
6	Educational background:
7	Relevant business experience:
8	What do you consider to be a person's greatest strength as a businessperson?
9	To what would you ascribe your success?
10	What challenges did you overcome to achieve success, and how?
11	What principles do you use when you do business?
12	What motivates you?
13	What makes you tick?
14	Who is your role model in business?
15	Who do you consider to be your mentor?
16	What are your views on women in leadership positions in this country?
17	How do you balance your work–life situation?
18	List three hints for women in business on how to develop strong leadership skills?
19	How do you make a difference as a woman in your chosen field?
20	What leadership qualities do you possess?
21	Does your gender have an impact/influence on your leadership style?
22	What in your opinion are the differences between male and female leadership styles?
23	What actions do you suggest to other females, to enable them to overcome barriers in their careers?
24	What have you done to manage yourself to be successful in your career?

11.2 Leadership survey questionnaire

1. Gender

Male	
Female	

2. Age

20 – 30	
31 – 40	
41 – 50	
51 – 60	
Older than 60	

3. Marital status

Single	
Married	
Divorced	

4. Parental status

0		Age(s)
1		
2		
3		
More than 3		

5. Organisational level

Operational	
Junior management	
Middle management	
Senior management	
Top management	

6. Organisational size

Less than 100 employees	
100 – 1000 employees	
1000 – 2500 employees	
2500 – 5000 employees	
5000 – 10 000 employees	
More than 10 000 employees	

7. Educational level

High school	
Graduate	
Postgraduate	

8. Years employed

Less than 1 year	
1 – 3 years	
3 – 10 years	
10 – 20 years	
More than 20 years	

9. Years in current job

Less than 1 year	
1 – 3 years	
3 – 10 years	
10 – 20 years	
More than 20 years	

10. I currently report to a:

Male	
Female	

I expect a good leader to have the following skills or competencies.

		Strongly agree	Agree	Neither agree/disagree	Disagree	Strongly disagree
		5	4	3	2	1
11	Clearly communicate expectations					
12	Make decisions with input from others					
13	Give others the information they need to do their jobs					
14	Show loyalty to the company and to the team members					
15	Give praise and recognition					
16	Criticise constructively					
17	Develop plans					
18	Set long-term goals					
19	Follow objectives through to completion					
20	Display flexibility					
21	Accept ownership for team decisions					
22	Have a broad view of where we are going					
23	Coach team members					
24	Strong commitment to self-development					
25	Can respond to an employee who is upset with him/her or someone else in the organisation					
26	Hold people accountable					
27	Deal with employees who have performance issues					
28	Can make a presentation to a group of peers and/or seniors					
29	A good learner					
30	Know how to influence people and get support					
31	A good listener					
32	A good delegator					

		Strongly agree	Agree	Neither agree/disagree	Disagree	Strongly disagree
		5	4	3	2	1
33	Can separate the important issues from the inconsequential ones					
34	Political only when needed					
35	Create value for customer					
36	Use root cause analysis to understand problems					
37	Respond to customer demand					
38	Invest in people					
39	Commitment					
40	Mutual problem solving					
41	Discipline					
42	Avoid repeating mistakes					
43	Cooperation					
44	Stable employment					

I would like to see policy changes in the following areas:

		Strongly agree	Agree	Neither agree/disagree	Disagree	Strongly disagree
		5	4	3	2	1
45	Flexitime					
46	Working from home					

I have the following view on the issues listed below:

		Strongly agree	Agree	Neither agree/disagree	Disagree	Strongly disagree
		5	4	3	2	1
47	I see myself as a mentor for a female employee?					
48	I am currently a mentor to a female employee					
49	Attitudes towards women are changing in this organisation					

		Strongly agree	Agree	Neither agree/disagree	Disagree	Strongly disagree
		5	4	3	2	1
50	Equal opportunities policies in respect of male and female issues are being implemented					
51	There is a lack of understanding about sexual harassment in this organisation					
52	Starting a family would inhibit career progression					
53	Women are as successful as men in this organisation					
54	I often come across women who have been discriminated against					
55	I would prefer to work for a man than a women					
56	There is a difference between how female and male managers manage or lead					
57	It is important for female managers to have mentors					
58	It is important for female managers to have male mentors					
59	It is important for female managers to have female mentors					
60	It is important for male managers to mentor female managers					
61	The organisation must develop female managers					
62	Females must improve their management skills before they can be seen as successful leaders					
63	Women managers add as much value as male managers					

As a leader in my current position, I see myself as:

		Strongly agree	Agree	Neither agree/disagree	Disagree	Strongly disagree
		5	4	3	2	1
64	Independent					
65	Never gives up					
66	Stand up to pressure					
67	Active participation in work discussion					
68	Competitive					
69	Self-confident					
70	Superior					
71	Helpful					
72	Understanding of others					
73	Kind					
74	Able to devote self to others					

75 There are eight competencies listed below. How do you rank the importance of each of the following competencies regarding leadership? Allocate a number 1-8 to each competency and remember that a number can only be used once, e.g. A-3, B-6 where 1 is the lowest and 8 the highest.

Adaptability	
Client focused	
Communication	
Organisational awareness	
Problem solving and judgment	
Results orientation	
Teamwork	
Teambuilding	

76 There are eight leadership competencies listed below. How do you rank the importance of each of the following competencies regarding leadership? Allocate a number 1-8 to each competency and remember that a number can only be used once, e.g. A-3, B-6 where 1 is the lowest and 8 the highest.

Developing others	
Impact and influence	
Innovation	
Leadership	
Relationship building	
Resource management	
Self management	
Strategic thinking	

77 There are nine leadership qualities listed below. How do you rank the importance of each of the following qualities regarding leadership? Allocate a number 1-9 to each quality and remember that a number can only be used once, e.g. A-3, B-6 where 1 is the lowest and 9 the highest.

Integrity	
Values	
Vision	
Passionate commitment	
Decisiveness	
Effectiveness	
Understanding of people	
Self confidence	
Continuous learning	

78 There are three core global leadership competencies listed below. How do you rank the importance of each of the following competencies regarding leadership? Allocate a number 1-3 to each competency and remember that a number can only be used once, e.g. A-3, B-6 where 1 is the lowest and 3 the highest.

Self-awareness	
Engagement in personal transformation	
Inquisitiveness	

79 There are six desired mental characteristics of global leaders listed below. How do you rank the importance of each of the following characteristics regarding

leadership? Allocate a number 1-6 to each characteristic and remember that a number can only be used once, e.g. A-3, B-6 where 1 is the lowest and 6 the highest.

Optimism	
Self-regulation	
Empathy	
Motivation to work in an international environment	
Cognitive skills	
Acceptance of complexity and its contradictions	

80 There are three behaviour level global leadership competencies listed below. How do you rank the importance of each of the following competencies regarding leadership? Allocate a number 1-3 to each competency and remember that a number can only be used once, e.g. A-3, B-6 where 1 is the lowest and 3 the highest.

Networking skills	
Knowledge	
Experience	

12 ANNEXURE 4: Dissection of sample in relation to racial groups

The male sample was dissected into racial groups, although this was not a criterion when doing the sample. The results of the research will also not be analyses with this in mind, however it is an interesting factor to consider. The tables below set out the relationship between the males that formed part of the sample.

Management level	Total number of males on each level used in sample	Total Africans in sample	African's as a % of total sample	Total Coloured employees in sample	Coloured's as a % of total sample
M3	13	5	38.46%	5	38.46%
M4	47	7	14.89%	14	29.79%
M5	153	27	17.65%	27	17.65%
S4	9	2	22.22%	1	11.11%
S5	127	30	23.62%	22	17.32%
Total	349	71	20.34%	69	19.77%

Total Indian employees in sample	Indian employees as a % of total sample	Total White employees in sample	White employees as a % of total sample	Total Foreign employees in sample	Foreign employees as a % of total sample
9	19.15%	16	34.04%	1	2.13%
26	16.99%	73	47.71%	0	0
4	44.44%	2	22.22%	0	0
29	22.83%	46	36.22%	0	0
68	19.48%	140	40.11%	1	0.29%

From the information above it is clear that the male sample consisted out of various racial groups and the highest percentage representation was from white males namely 40.11%. Thereafter Black at 20.34%, Coloured at 19.77% and Indian at 19.48%. It is important to note that these percentages only relates to the sample and not the population.

Female sample

As with the male sample the female sample was also dissected into racial groups, although this was not a criterion when doing the sample. The results of the research will also not be analysed with this in mind, however it is an interesting factor to consider. The tables below set out the relationship between the males that formed part of the sample.

Management level	Total number of female employees on each level used in sample	Total Africans in sample	African's as a % of total sample	Total Coloured employees in sample	Coloured's as a % of total sample
M3	12	1	8.33%	2	16.67%
M4	39	10	25.64%	2	5.13%
M5	103	21	20.39%	11	10.68%
S4	9	1	11.11%	0	0%
S5	186	48	25.81%	12	6.45%
Total	349	81	23.21%	27	7.74%

Total Indian employees in sample	Indian employees as a % of total sample	Total White employees in sample	White employees as a % of total sample
1	8.33%	8	66.67%
4	10.26%	23	58.97%
14	13.59%	57	55.34%
0	0%	8	88.89%
13	6.99%	113	60.75%
32	9.17%	209	59.89%

From the information above it is clear that the male sample consisted out of various racial groups and the highest percentage representation was from white males namely 59.89%. Thereafter Black at 23.21%, Indian at 9.17% and Coloured at 7.74%. It is important to note that these percentages only relates to the sample and not the population.

13 ANNEXURE 5: Results of individual interview schedules

A summary of the results of the individual interview schedules for question 8 – 24 are set out below.

Question 8: What do you consider to be a person's greatest strength as a businessperson?

- 1 To be diverse
To make decisions when required
To find information
- 2 To be adaptable
Calm demeanour
- 3 To recognise when you are right and persevere
- 4 To listen to others – don't only hear what you want to hear
Understand that each member can contribute
- 5 Business knowledge, education, experience, being a team player
- 6 To coordinate efforts of people into a deliverable.

Question 9: To what would you ascribe your success?

- 1 Hard work, dreams, face challenges
- 2 Look at bigger picture, always wanting more, high achievement, passion, get the job done
- 3 Competence, perseverance, personality
- 4 Listen to mother, inspiration, having the right foundation i.e. value system and good education.
- 5 Hard work, personal commitment, facing challenges, teamwork, commitment to other people.
- 6 Skills, experience, opportunities

Question 10: What challenges did you overcome to achieve success, and how?

- 1 To overcome the perceptions of male counterparts and prove them wrong
 - 2 No
 - 3 No real challenges (sexual harassment is a continuous issue, but know how to deal with it)
-

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- 4 No real challenges (the fact that you are female and black is a challenge, but just deal with it)
 - 5 Prejudges because of preconceived ideas in a male dominate world
 - 6 To be a team player

Question 11: What principles do you use when you do business?

- 1 Keep things simple, integrity, doing the right thing even when nobody is watching, respect people, open communication
- 2 Honesty, integrity.
- 3 Integrity, commercial soundness, does things differently, innovation.
- 4 Value systems, going back to the basics, use basic business fundamentals.
- 5 Treat others with dignity and respect, working together with people, own moral values.
- 6 Be true to yourself

Question 12: What motivates you?

- 1 Money, Fulfilment
- 2 Results (achieving), to drive and motivate others
- 3 Ambition, personal self-development
- 4 Money, comfort that I can bring
- 5 Challenges, success of company, true to myself
- 6 Successful completion of a project, challenges.

Question 13: What makes you tick?

- 1 Happiness, peace of mind, internal peace.
- 2 Perfection, new challenges
- 3 Interaction with interesting people, success
- 4 Loves living, having the life that I want to live.
- 5 Fun and to enjoy yourself
- 6 Happiness, success

Question 14: Who is your role model in business?

- 1 Cyril Ramapohsha (look at the bigger picture)
 - 2 Mother (respect authority) and Husband (calm)
-

-
- 3 Nobody specific
 - 4 Bill Gates (beliefs in himself and continues to do so), Mars Brothers (back to the basics)
 - 5 Nobody specific
 - 6 Male executive at Ernest and Young (no name was given)

Question 15: Who do you consider to be your mentor?

- 1 John Thompson (Male executive at Ernest and Young) – always have good advice
- 2 Nobody specific
- 3 Nobody specific
- 4 Mother and Husband (depending on situation)
- 5 Nobody specific
- 6 Husband

Question 16: What are your views on women in leadership positions in this country?

- 1 There is still an ongoing struggle, some resistance from males and society at large.
- 2 Females need to support each other more. Females are too critical. Relationships should be more nurturing.
- 3 There are still prejudices against females. The criteria used when implementing Employment Equity are too vague
- 4 They have done a remarkable job (given where they come from). Females should inspire the younger generation and be seen as accessible.
- 5 Change is too slow but very important.
- 6 Females do have the capacity to deliver and can in some instances even achieve more than their male counterparts. More holistic views can be obtained from a female perspective.

Question 17: How do you balance your work-life situation?

- 1 Can't call it balance – more of a shuffling exercise. Important not to get stressed out and ensure internal happiness at all times
 - 2 Problematic – principle: no work at home, home = family, work at the office
-

-
- 3 Difficult because support structure is not in same town. Rely on friends and sometimes hire help
 - 4 Children are in UK. Go there on occasions. I work because of my children and therefore it is important to always be accessible for them
 - 5 No children and not married thus there is not too much pressure
 - 6 Creates conflict, no real balance. Husband works from home and that helps to an extent.

Question 18: List three hints form women in business on how to develop strong leadership skills.

- 1 Internal confidence, get balance right and grooming (power dressing)
- 2 Vision (know what you want), put a plan in place (mentoring), reading and training
- 3 Knowledge, speak with confidence, articulate more
- 4 Belief in abilities, have a clear goal / focus, enjoy i
- 5 Subject matter knowledge, communication skills, self-confidence
- 6 mentorship, don't let business overrule intuitive capabilities, belief in yourself

Question 19: How do you, as a woman, make a difference in your chosen filed?

- 1 Allow people to feel great about themselves, put check points in place and give a different view
- 2 Being the best that I can be, proof that females can be successful
- 3 Knowledge and charm
- 4 Ensure that you deliver and don't apologise for being a women
- 5 Empower other women through training
- 6 More results orientated, more focused with bigger picture in mind, use more information and narrow down based on importance

Question 20: What leadership qualities do you possess?

- 1 Communication skills, to make people feel comfortable, to take control of situations
 - 2 Communication skills, coaching ability, nurturer, push to the limits
 - 3 High EQ, Communication skills, team player
-

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- 4 Communication skills, don't expect what I can't do myself, set a high example, take risks
 - 5 Vision, team player
 - 6 Good communication skills, belief in work-life balance

Question 21: Does your gender have an impact on your leadership style?

- 1 Yes, more nurturing style, have a heart, use intuition, in touch with myself
- 2 Yes, nurturing comes naturally, use this to help people grow
- 3 Yes, use collaborative approach, show respect, and build trust
- 4 Yes, more compassionate, stronger, can deal better with different issues, also take social responsibility issues into consideration
- 5 Yes, a softer approach
- 6 Yes, need to do more to achieve something

Question 22: What in your opinion are the differences between male and female leadership styles?

- 1 Male: fact driven, individualistic
Female: more balanced, can work better in a team, more lateral thinking
- 2 Male: Work separately, don't apply the basic principles of the heart
Female: Nurturing, long winded
- 3 Male: Good of self is motivation, ego
Female: Good of self is motivation; take all issues into consideration before acting
- 4 Male: act with more confidence
Female: process driven, use textbooks
- 5 Male: militant, dominance, only their way
Female: participative, take responsibility
- 6 Male: Autocratic
Female: Adverse to conflict

Question 23: What actions do you suggest to other females, to enable them to overcome barriers in their careers?

- 1 Education, be prepared, act the part, don't believe in luck
-

-
- 2 To be strong and enduring, can be alone – build strong relationships as you go up (with that goes trust)
 - 3 Knowledge of business and general knowledge, be assertive but not aggressive, don't try to be "men", don't use sexuality to get ahead
 - 4 Education, equip yourself, believe in what you are doing
 - 5 Don't use the fact that you are a female, know how you are dealing with (male ego), and have subject matter knowledge
 - 6 Networking, believe in yourself

Question 24: What have you done to manage yourself to be successful in your career?

- 1 Control thoughts: "as you think so it shall be", be positive, find happiness
- 2 Understand limits and reach a balance, get assistance when needed, use all your resources to get to a goal
- 3 Study and work hard, excel in knowledge
- 4 Made sure that I enjoy everything that I do, do it properly (to the best of your ability)
- 5 Relationship management, developing own skills, empower others.
- 6 Self-development, networking, ensures that deliverables are always better than expected

14 ANNEXURE 6: Results of leadership survey questionnaire (Question 75 – 80)

Question 75

Question 75 listed 8 competencies and participants were requested to rank each of these according to the importance of each of the following competencies regarding leadership. Participants were requested to allocate a number to each competency. A number could only be used once where 1 was the lowest and 8 the highest. The results of this question for males are set out below.

Male	8	7	6	5	4	3	2	1
Adaptability	9	14	8	8	13	15	22	21
Client focused	21	12	13	19	18	15	4	8
Communication	19	17	26	16	9	10	9	44
Organisational awareness	13	7	7	6	17	7	18	35
Problem solving and judgment	13	17	10	24	14	18	8	6
Results orientation	19	16	12	14	14	13	15	7
Teamwork	18	14	21	12	16	19	6	4
Teambuilding	8	14	14	8	8	11	24	23

The results of this question for females are set out below.

Female	8	7	6	5	4	3	2	1
Adaptability	21	17	18	20	17	17	21	13
Client focused	20	13	22	18	17	27	22	1
Communication	35	28	20	9	19	10	5	18
Organisational awareness	14	18	11	13	7	15	26	40
Problem solving and judgment	10	18	19	31	25	18	15	8
Results orientation	17	14	24	20	22	20	17	10
Teamwork	12	18	21	26	23	22	11	11
Teambuilding	20	23	9	11	12	13	23	33

Question 76

Question 76 listed 8 leadership competencies and participants were requested to rank each of these according to the importance of each of the following competencies regarding leadership. Participants were requested to allocate a number to each competency. A number could only be used once where 1 was the lowest and 8 the highest. The results of this question for males are set out below.

Male	8	7	6	5	4	3	2	1
Developing others	5	14	10	21	14	24	10	12
Impact and influence	6	9	14	16	19	10	18	18
Innovation	6	12	25	14	14	13	16	10
Leadership	52	17	10	9	2	3	8	9
Relationship building	5	19	18	18	17	15	15	3
Resource management	9	10	14	8	14	13	16	26
Self management	12	10	10	15	17	11	15	20
Strategic thinking	24	22	12	8	13	14	9	8

The results of this question for females are set out below.

Female	8	7	6	5	4	3	2	1
Developing others	17	18	15	24	28	14	19	9
Impact and influence	16	15	26	18	19	20	20	10
Innovation	13	14	17	23	22	20	19	16
Leadership	40	23	15	12	11	15	5	23
Relationship building	17	20	19	24	21	19	15	9
Resource management	6	22	18	13	19	16	23	27
Self management	33	12	7	15	12	18	12	35
Strategic thinking	28	20	21	16	9	15	26	9

Question 77

Question 77 listed 9 leadership qualities and participants were requested to rank each of these according to the importance of each of the following qualities regarding leadership. Participants were requested to allocate a number to each quality. A

number could only be used once where 1 was the lowest and 9 the highest. The results of this question for males are set out below.

Male	9	8	7	6	5	4	3	2	1
Integrity	46	16	12	6	5	4	4	4	13
Values	5	38	15	9	7	7	11	15	3
Vision	24	9	20	10	16	17	5	6	3
Passionate commitment	8	12	15	13	15	9	15	7	16
Decisiveness	7	6	18	14	19	14	13	12	7
Effectiveness	5	9	8	20	13	15	17	16	7
Understanding of people	4	9	11	21	16	15	14	14	6
Self confidence	8	8	10	11	16	16	14	20	7
Continuous learning	13	3	3	7	5	9	13	13	44

The results of this question for females are set out below.

Female	9	8	7	6	5	4	3	2	1
Integrity	62	19	11	11	5	2	8	8	18
Values	7	43	18	11	14	7	14	24	6
Vision	26	11	23	8	11	15	18	15	17
Passionate commitment	5	16	10	29	12	21	20	15	16
Decisiveness	7	8	21	22	21	23	13	7	22
Effectiveness	10	11	16	17	19	26	20	16	9
Understanding of people	11	11	19	18	27	19	22	12	5
Self confidence	10	14	15	13	23	21	16	18	14
Continuous learning	22	9	8	10	10	9	13	26	37

Question 78

Question 78 listed 3 global leadership competencies and participants were requested to rank each of these according to the importance of each of the following competencies regarding leadership. Participants were requested to allocate a number to each competency. A number could only be used once where 1 was the lowest and 3 the highest. The results of this question for males are set out below.

Male	3	2	1
Self-awareness	40	40	30
Engagement in personal transformation	37	43	30
Inquisitiveness	36	25	49

The results of this question for females are set out below.

Female	3	2	1
Self-awareness	47	50	47
Engagement in personal transformation	49	61	34
Inquisitiveness	51	31	62

Question 79

Question 79 listed 6 mental characteristics of global leaders and participants were requested to rank each of these according to the importance of each of the mental characteristics of global leaders. Participants were requested to allocate a number to each characteristic. A number could only be used once where 1 was the lowest and 6 the highest. The results of this question for males are set out below.

Male	6	5	4	3	2	1
Optimism	38	30	26	23	13	14
Self-regulation	20	33	17	27	28	19
Empathy	16	19	24	27	31	27
Motivation to work in an international environment	27	13	12	13	26	53
Cognitive skills	24	26	42	22	19	11
Acceptance of complexity and its contradictions	27	25	21	29	26	16

The results of this question for females are set out below.

Female	6	5	4	3	2	1
Optimism	27	17	20	13	15	18
Self-regulation	13	14	23	27	21	12
Empathy	9	21	17	14	28	21
Motivation to work in an international environment	28	15	12	8	9	38
Cognitive skills	11	27	25	20	22	5
Acceptance of complexity and its contradictions	19	24	16	25	13	13

Question 80

Question 80 listed 3 behaviour level global leadership competencies and participants were requested to rank each of these according to the importance of each of the global leadership competencies. Participants were requested to allocate a number to each characteristic. A number could only be used once where 1 was the lowest and 3 the highest. The results of this question for males are set out below.

Male	3	2	1
Networking skills	50	22	38
Knowledge	37	40	33
Experience	26	47	37

The results of this question for females are set out below.

Female	3	2	1
Networking skills	60	30	54
Knowledge	50	53	41
Experience	39	59	46

