

The relationship amongst culture, ethnicity and practices of leadership
development in South African organisations

By

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submitted in accordance with the requirements
for the degree of

Doctor of Business Leadership

at the

GRADUATE SCHOOL OF BUSINESS LEADERSHIP
UNIVERSITY OF SOUTH AFRICA

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September 2015

Declaration

I declare that “*The relationship amongst culture, ethnicity and practices of leadership development in South African organisations*” is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Signed:

Date:

Abstract

This research is a primary exploration of the relationship amongst culture, ethnicity and practises of leadership development in South African organisations. The need and significance of this research stems from the fact that in a diverse South African workforce a poor leadership style may have undesirable consequences for an organisation. Amongst these consequences could be a loss of market share and competitive advantage.

In order to determine the approach South African organisations are taking towards leadership development, the researcher first sought the opinions of potential future leaders (ie. First Year MBA and MBL students) by means of a questionnaire survey and then interviewed a number of persons responsible for the leadership development programmes in a number of organisations regarding their leadership development initiatives.

The primary contribution this study makes to the body of knowledge is that the relationship amongst culture, ethnicity and practises of leadership development in South African organisations has not been explored previously in any depth. This study has delved into these relationships.

The conclusion of this study is that culture and ethnicity do not play a major role or have a major influence on the approach organisations take to leadership development, nor to the selection of candidates, or in the formulation of leadership development programme content.

Acknowledgements

I would like to extend my gratitude to the Business Schools who assisted me with this research and allowed me access to their students. Specifically, Zimasa Koyana & Prof. Nthuli Ncube at Wits Business School and Shirlene Smits, Feroza Essop and Shireen Chengadu at GIBS.

The electronic survey would not have been possible without the development work completed by Rehana Lee and Andre Marrian at the Unisa SBL.

My appreciation and gratitude also go to Paul Shortridge and his team (Leonard Charivanda and Maqbool Dalvie) for their statistical assistance at the beginning of this research and Dr. Marthi Pohl for finalising the statistics.

I had a few promoters through the course of this research. However, I would like to thank Prof. Sono for ensuring that I made it through the final stages of the process.

I would also like to express my thanks and gratitude to Prof. Wessels and Prof. Nkomo for their invaluable input to ensure that the final product is of a very high academic standard.

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iii. Glossary of Terms

The Glossary of Terms is a list of acronyms and specialised terms contained in this report.

AA	-	Affirmative Action
ALD	-	Accelerated Leadership Development
BEE	-	Black Economic Empowerment
BU	-	Business Unit
EE	-	Employment Equity
Ethnicity	-	The distinction between groups of people based on their race and language
HDSA	-	Historically Disadvantaged South Africans
HR	-	Human Resources
LDM	-	Leadership Development Matrix
LDP	-	Leadership Development Programme
LD Survey	-	Leadership Development Survey
MQA	-	South African Mines Qualification Authority
National Culture	-	Ideas, habits, attitudes, customs, and traditions that have become acceptable and standardised for a particular group as a way of coping with their environment and their changing conditions
PDI	-	Previously Disadvantaged Individual

- SDP** - Succession Development Plan
- SHRM** - Society for Human Resource Management
- STATSSA** - Statistics South Africa
- Unisa** - University of South Africa

CHAPTER 1

INTRODUCTION

1. Chapter 1: Introduction

1.1 Introduction

The theme of leadership is one that will always be crucial for the success of an organisation, industry or economy. The incorrect leadership style can have serious repercussions for an organisation. An organisation is able to derive a competitive advantage through strong leadership. The converse is true, namely that an organisation's lack of leadership could lead to a loss of market share and competitive advantage. As a result, organisations tend to invest a large amount of money to train their leaders.

The culture and ethnicity of a leader also has a bearing on the adopted style he¹ utilises in a leadership role. It is imperative that a leader is placed in a position where he can adapt his style and lead a culturally diverse team effectively, which will in turn benefit the organisation he is a leader within.

South Africa has a diverse workforce and this places additional pressure on the leader to understand the team he has to motivate and lead. There is very little documented South African empirical research regarding leadership identification and development based on culture and ethnicity. Based on the findings of this research it appears that South African organisations do not place any emphasis on the culture or ethnicity in their leadership development practices nor do they consider the impact that leaders of different cultures have on the organisation.

In a diverse workforce, culture and ethnicity could be factors in how teams work together. However, these factors do not play a prominent role in Leadership Development Programmes in South African organisations. The focus for these organisations is on the attributes that are considered to be important for a leader to possess in order to be considered outstanding. As a result of this focus, (ie. developing these attributes in their potential leaders), culture and ethnicity of their employees is irrelevant in the context of leadership development. It is apparent that organisations require a framework which can be used to develop leaders regardless of their culture or ethnicity.

¹ For the purposes of this research paper, all leaders will be referred to in the masculine.

1.2 Problem Statement

There were some important concepts that required discussion in order to provide the reasons for conducting the research in this arena. These concepts included culture, ethnicity and leadership development. An overview of these concepts is provided in Figure 1-1 below:

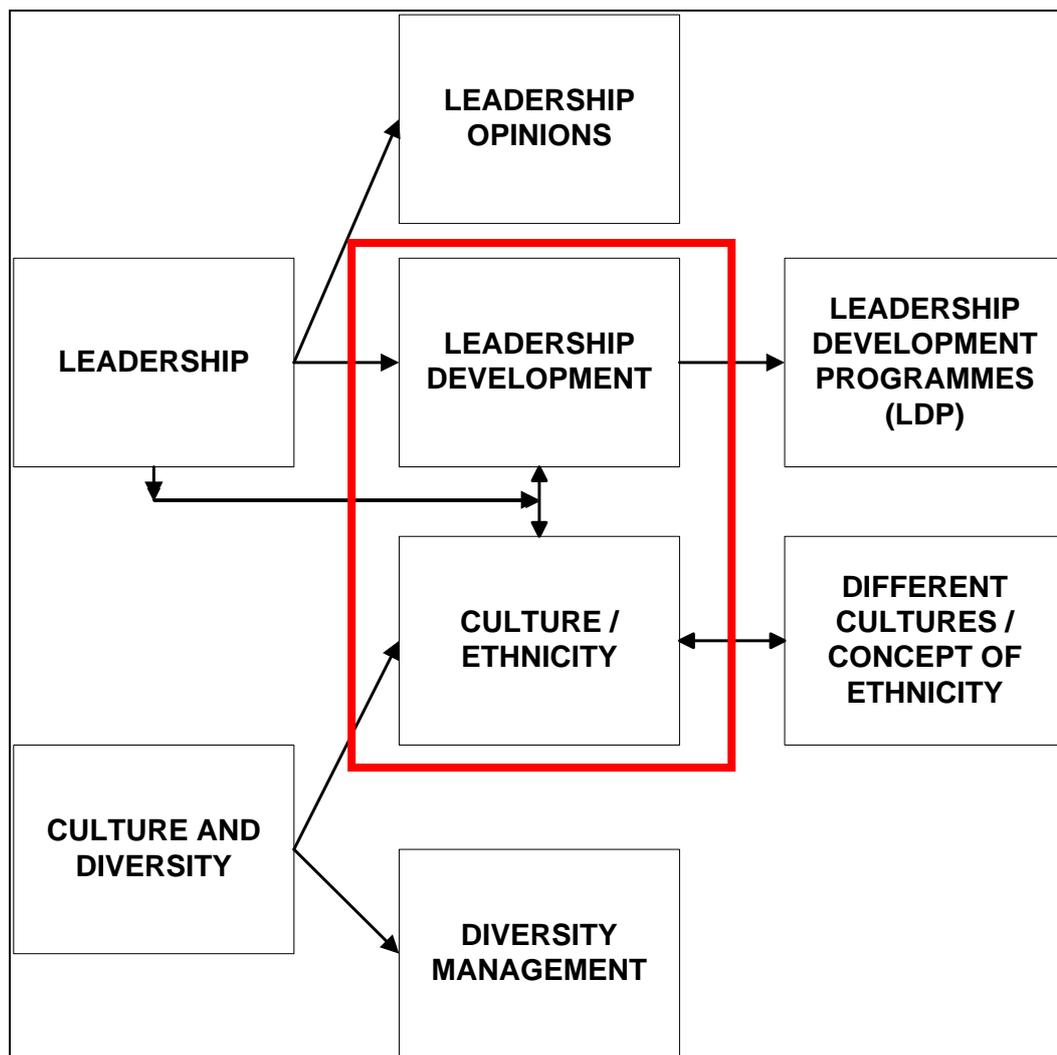


Figure 1-1: Overview of research concepts

The topic of leadership and its definition has been debated and revisited continually throughout the decades. The difficulty with trying to define leadership is that “either no one knows what leadership is (since there is no commonly accepted definition of leadership) or everyone is supposed to have their own definitions of leadership (since that is common wisdom in both academic and practitioner circles)” (Rost, 1995:129). Rost (1995:133) provides his own definition of leadership which is that “leadership is an influence relationship among leaders and

collaborators who intend real changes that reflect the purposes mutually held by both leaders and collaborators”. Based on this definition organisations should develop leaders who are able to influence the relationship between themselves and their followers to ensure that the organisation’s goals are achieved.

It is not possible to discuss leadership development initiatives without discussing the human beings that are involved in the initiatives. All human beings have a number of dimensions that form the core of who they are. Dimensions are the properties and characteristics that constitute a whole person. Primary dimensions are those human differences that are inborn and that exert a major impact upon us. Age, ethnicity, gender, race, physical abilities/qualities, and sexual/affectual orientation are primary dimensions at the core of individual identities.

Secondary dimensions are more mutable and can be changed, discarded, or modified throughout our lives. Secondary dimensions add depth and individuality to our lives. Such things as education, geographic location, income, marital status, military experience, religion, work experience, and parental status are examples of secondary dimensions

Carrell, Jennings and Hearvin (1997:250) observe that “an individual is raised in a society with a style of living developed and transmitted by people of the past. Ideas, habits, attitudes, customs, and traditions have become acceptable and standardised for a particular group as a way of coping with their environment and their changing conditions”. For the purposes of this study, this observation was taken as the definition of culture. In a South African context, based on this definition, there are a number of groups of people with different ideas, habits, attitudes, customs and traditions. Therefore, as Thomas and Bendixen (2000:507) suggest, it is inappropriate to talk about a uniform culture in the South African context, but that the concept of ethnicity is more relevant.

The South African population consists of 79.2 percent Africans, 9.2 percent Whites, 9.0 percent Coloureds, and 2.6 percent Indians/Asians (Statistics South Africa, 2008:3). The race groups are then further divided into language groups (primarily based on origin). The majority of the White population is divided into English and Afrikaans speaking people. The African population has nine dominant ethnic

groups: Zulu, Xhosa, South Sotho, North Sotho, Tswana, Venda, Ndebele, Swazi and Tsonga.

It is imperative that one understand the different cultures and ethnic groups that exist within an organisation in order to ensure that any leadership development process is commonly understood by all participants. The values and beliefs that a person considers to be important may be different to others that he or she works with. However, South African organisations are aware of the different cultures and ethnic groups in their organisations; culture and ethnic groups are not considered when dealing with the majority of leadership development initiatives.

South African organisations do not take culture and ethnicity into account when developing leaders in their organisations. By having a focused approach on the concepts mentioned above, organisations will be able to ensure that they derive benefit from ensuring that the influence of culture and ethnicity on their leadership development initiatives is a positive one. A Leadership Development Matrix was developed as a result of this research so that organisations can adopt a formal approach which considers all the leadership factors that make up an LDP.

There were a number of reasons why this research was conducted in this arena and these reasons highlighted the importance of the field of study. As Adair (1988:1) stated “developing leaders has become an issue of importance for a wide variety of organisations”. This view is still valid twenty five years later. Adair (1988:1) expands on this by suggesting that “in times of change and uncertainty there is a clear need for leaders at the top, while the rising expectations of people at work create a need for leadership in every other level of management as well”. The global recession that began in 2009 and continued into 2010 caused uncertainty in most industries and workforces. The South African business landscape is a dynamic one and has not escaped the effects of the recession. Organisations with strong leadership at all levels stand a better chance of surviving in difficult conditions and in competitive environments.

Adair’s views (1988) are supported by Voorhees, Poston and Atkinson (2007:8) when they observe that “the cascading impact that retirements have on leadership succession, the rising expectations among employees for development

opportunities, and the need for increased leadership competencies at all levels of organisations are just some of the management challenges looming in the decade ahead.” Drotter (2003) holds similar views to the authors above and these similarities will be highlighted below.

“The survival of an organisation often depends on its developing effective leaders” (Douglas, 2003:1) and as Drotter (2003:1) observes, “organisations are facing serious lack of effective leadership in business today.” Drotter (2003:1) provides a number of reasons for this lack of effective leaders.

Firstly, a vast number of leaders are retiring without leaving effective succession leaders. This leaves a void in the organisation and tends to adversely affect the organisation whilst the void is filled. Secondly, far too many companies are going outside for leadership replacement because they have not developed leadership within their organisations. Their internal systems can be considered defective. Even companies who are using solid leadership programmes aren’t getting the results they need. Often they adopt a ‘programme’ which lasts only as long as the incumbent leader stays. New leadership brings a new ‘programme,’ so leadership tends to be gimmick driven. Another reason for the lack of effective leaders is that there is no common core for a united message in most companies. Human Resources is silo-oriented, guarded and not connected with finance, strategy and operations. This leads to disjointed development plans for employees and is less beneficial for the organisation because the resources are not utilised effectively.

Finally, there are no agreed upon standards for leadership. Most of the standards are made up in response to problems rather than driven by principles. In particular, lines of succession are poorly handled. Organisations need to be aware of the factors that contribute to the lack of effective leadership in their organisation and address them.

As mentioned previously, the survival of an organisation is particularly relevant because of the global recession that started in 2009 and has continued in 2010. Many organisations have felt the effects of the recession either directly or indirectly. A new economy has emerged and the organisations that are more likely to survive and be sustainable are those who have strong leadership structures in place. Kristick (2009:48) states that in this new economy, “companies must

recognize that employee training and leadership development is an ongoing process that has a direct and meaningful influence on the bottom line.”

It is also noted that “leadership is one of the few remaining ways to retain competitive advantage” (Koprowski, 2002:32), and “best-practice organisations view the leadership development process as an increasing source of competitive advantage” (Fulmer and Goldsmith, 2000:18). It could even be stated that leadership is the only sustainable competitive advantage that organisations can rely on. The reason for this is that leaders have the ability to set the direction for the organisation regardless of the industry. An organisation will be more likely to gain a competitive advantage by implementing a Leadership Development Programme because a formal approach is more likely to deliver results than an informal approach with no direction. Drotter and Charan (2001) advocate building leaders at every level. Their model, called The Leadership Pipeline, is one used to understand the leadership requirements throughout the entire company. The reason that they suggest this model is because they believe that “a crisis in leadership is the result of a company-wide breakdown rather than the actions or failure of one person” (Drotter and Charan, 2001:22). It is therefore vital to look at the organisation as a whole and ensure that leadership contributions are made by every single employee in the organisation.

“Leadership development is becoming closely aligned with and used to support corporate strategy” (Fulmer and Goldsmith, 2000:18). Organisations that do not align strategy and leadership development will not be able to lever the leadership development as a competitive advantage. As Tichy (2000:8) states, “You are only going to be as strong as the leadership you have at all levels.” Gale (2002:82) supports this view by claiming that “companies that have a network of leaders throughout the organisation are the ones most likely to thrive.” According to Gale (2002:82) organisations have found developing leaders at all levels difficult because “historically, leadership development has been limited to the executive team and the few up-and-coming people who are groomed to replace them”. As Gale (2002:82) notes, “that was fine in an economy in which the core business strategy could go unchanged for years and a stable corporate culture was the mainstay of success. This strategic model is no longer viable. Today, employees are given leadership titles and expected to figure out how to handle their new roles, but aren’t effectively trained. Not surprisingly, they often flounder”. Those with the

time and ability to grow into their roles are fortunate. Others are not so fortunate because they flounder and are often removed from their position or leave the organisation due to the pressure and lack of support. This has resulted in the need for a uniform LDP. The LDM is a matrix that was developed with all the components required to implement a Leadership Development Programme from a strategic, tactical and operational perspective. The LDM is generic enough to be used for any organisation and the components take into account the selection of candidates regardless of their culture or ethnic group. The needs of the organisation are a primary focus.

According to Schafer (2000:61) “real leaders are difficult to locate and tough to retain. Recognizing individual potential and nurturing leadership must move up the list of business priorities, since a shortage of seasoned leaders will leave companies vulnerable in the coming decade”. Schafer (2000:61) also observes that “all companies want to develop good leaders, but few take the time to define the competencies that are representative of good leadership”. Again, not only will organisations lose competitive advantage if they do not have good leadership but they will struggle to survive in a dynamic industry or environment. Strong leadership is imperative in order to adapt the organisation’s strategy to meet the needs of a changing environment.

It is noted that leadership development has to be addressed in an organisation. However, some organisations do not address this issue because of the cost involved in setting up a Leadership Development Programme (LDP). “Although costly, an LDP is a wise investment for a compelling reason: well-led organisations tend to attract quality applicants, produce satisfied employees, incur less unwanted turnover, engender loyal customers, and yield impressive financial returns” (Pernick, 2002:10). However, the lack of leadership in organisations is even more costly because the converse of the reasons mentioned above is true. There are, however, ways to reduce the cost of leadership development. By developing a consortium program, an organisation can reduce the costs of leadership development. “In a consortium program, an education provider such as a college or university organizes a small group of non-competing companies to share in the cost and experience of developing its potential leaders” (Lawler, 2000:53). “A consortium program cuts the cost of leadership development and enhances learning

through participants' sharing knowledge and experience" (Lawler, 2000:53). This is therefore a viable option for South African organisations that are looking to develop an LDP but who need to keep costs down or who do not have an extensive budget for leadership development initiatives.

Based on the previously mentioned points above, it is clear that the concepts of leadership and leadership development are important regardless of the industry sector, size or geographic location of an organisation. A lot of research has been conducted in this arena already but there was still a need for more research to be conducted with regards to the South African environment. An appropriate framework has to be implemented to do this. As previously mentioned, the LDM can be used to address the leadership development requirements in any organisation.

The South African environment has an added dimension which organisations have to contend with, namely the diverse nature of the South African workforce. South African leaders are expected to manage a diverse workforce. Horwitz, Bowmaker-Falconer and Searll (1995:671) observed that "managing diversity and affirmative action are important issues in most societies, (but) they take on special meaning and importance in South Africa". There are a number of business and legislative imperatives, which make transformation attractive for South African organisations. The pillars upon which these transformation policies are based are ownership equity, employment equity, management equity, corporate social investment and preferential procurement. When developing an LDP, organisations need to consider the diverse workforce they have to manage.

Whilst employment equity focuses on the number of previously disadvantaged individuals (PDI's) in an organisation, management equity focuses on the number of PDI's in management positions. Some organisations have attempted to address management equity by "fast tracking" individuals into management positions in order to reach their quotas. A number of these individuals may be capable of fulfilling these new leadership positions but they may not be prepared for the new role they are placed in. This is usually due to a lack of experience in previous roles which provides a foundation which does not support the newly filled leadership position. This lack of preparation for senior positions means that there will be a

reliance on intrinsic factors, such as their cultural and societal backgrounds to deal with the new role they are placed in. It is possible that in the absence of the necessary leadership training and support, a leader will rely on his culture and ethnicity to lead in his leadership role in his organisation. This area may be more noticeable in this current climate because of the diverse nature of leaders in South African organisations, but the argument could be used for any culture.

Leaders in South Africa are not only expected to understand their business and the operations in their organisation but they also have to understand the multicultural society and the diverse nature in South African business. “A failure to understand cultural differences can lead to misunderstanding, poor performance and unwise selection decisions. There are also personal benefits in valuing diversity, enhancing relations between people who are different and building co-operation across ethnic, racial and cultural lines” (Horwitz, Bowmaker-Falconer and Searll, 1995:677). It is therefore crucial for South African organisations to ensure that the leaders they have in place are appropriate and that they have an understanding of the South African business landscape and requirements.

South African leaders have been aware of race groups in the South African organisation for decades. Legislation and transformation have seen organisations base strategic human development on race. However, it is becoming apparent that there is a need for South African leaders to be aware of ethnicity and the various ethnic groups that comprise their workforce. In the near future, South African organisations will have to have knowledge of and understand the various ethnic groups in order to manage their organisations efficiently. The reason for this is that there are a number of race groups in South Africa. However, within the race groups there are ethnic groups. Each ethnic group has its own identity and as a result they have their own strengths and weaknesses. As a result, leaders need to effectively utilise the strengths and mitigate the weaknesses of each of the ethnic groups to ensure that the organisation benefits from the diverse workforce.

Very little research has explored the differences amongst cultures within South Africa with regards to leadership effectiveness. Thomas and Bendixen (2000:507) attempted to describe the impact of ethnicity on management culture and perceived leadership effectiveness in South Africa. The research by Poovan, du Toit and

Engelbrecht (2006:19) postulated that relationships exist amongst certain values of ubuntu and certain characteristics of effective teams. Their research will be discussed later in this paper. Further research in this area is required to obtain a better understanding of how South African leaders can use their culture, ethnicity and their knowledge about other cultures to become better and more effective leaders.

Based on the research identified above, the challenges that organisations face with regards to leadership are numerous and have a direct impact on the success of an organisation. However, it is worth noting that even though this is an important problem that organisations need to address, “it is never too early or too late to take on the challenge of improving your leadership abilities and of developing them in others” (Tichy, 1997:7).

South African organisations face a two-tier challenge in respect to leadership development. First, there is a need to understand the significance of culture and ethnicity in defining leadership effectiveness. Secondly, they need to understand the implications of culture and ethnicity for leadership development strategies? This research attempted to understand the significance of culture and the ethnic groups in South Africa in preparing and equipping South African leaders. Lastly, this research provides a generic framework for leadership development that can be implemented in an organisation to ensure that the organisation develops leaders based on the needs and requirements of the organisation and not necessarily only because potential leaders have to meet a specific profile.

1.3 Purpose Statement

The purpose of the research was to identify the relationship amongst culture, ethnicity and practices of leadership development in a sample of South African organisations. A practical framework for leadership development was developed that could be used in a multicultural work environment. This may assist organisations in mitigating any influence that culture and ethnicity will have on their leadership development process and initiatives.

1.4 Research Objectives and Research Questions

A review of the literature indicated that there was still a lot of research on the relationship amongst culture, ethnicity and leadership development that needed to take place from a South African specific perspective. A detailed literature review was conducted in Chapter 3. The literature review prompted a number of research questions to be raised.

The first area of research was to explore whether or not a leader's ethnicity had an influence on his perceptions of culture. This was significant because it determined whether or not there are differences between leaders' perceptions of the way things are in the society they live in and the way things should be in their society. It was anticipated that there would be differences in the perceptions of the way things are in the society in which they live due to the number cultures and sub-cultures in South Africa. The findings highlighted that although there were differences between the ethnic groups there were also a number of similarities between them. It was anticipated that the leaders' perceptions of the way things should be in society would be more closely aligned amongst the different ethnic and race groups because there should be universal beliefs about the way things should be in a society which transcend cultural differences. The research findings confirmed this view point. This is a positive finding for South Africa because it means that there are similarities amongst the various cultures and sub-cultures in South Africa. It indicates that in some areas a shared view of what the future society in South Africa should look like is possible. This was also significant because the respondents indicating these views were in management or leadership positions and they will have more influence and authority with regards to setting the direction for their organisation or society.

The first research question was asked in order to determine if there were differences amongst the various race and ethnic groups.

The first question asked was

How does ethnicity influence a leader's perceptions of culture?

Another area of research was to determine whether a leader's perceptions of leadership attributes are influenced by his ethnicity. South Africa has a diverse workforce and South African leaders are expected to lead multicultural teams. People who are exceptionally skilled at motivating, influencing, or enabling themselves, others or groups to contribute to the success of the organization or task are referred to as "outstanding leaders." A leader is perceived to have several behaviours and characteristics that can be used to describe leaders as outstanding.

It was anticipated that there would be behaviours and characteristics that are perceived by all ethnic groups to be outstanding for a leader to possess. This was significant, especially for the South African workforce, because if there are universal attributes that make a leader outstanding it means that organisations will be able to determine the skills and competencies which should be developed in the leaders in their organisation. If organisations focus on developing skills in their leaders which all ethnic groups believe will make them outstanding then this will assist the leader to manage a diverse workforce. The belief is that if a leader has the characteristics that his followers deem to make him outstanding then his culture or ethnicity becomes less relevant. The second question asked was therefore:

What is the influence of ethnicity on a leader's perceptions of leadership attributes?

South African organisations usually set the direction and content for their leadership development initiatives. The content is usually developed through a combination of avenues. These include comparisons with other organisations, making use of external institutions and reading literature. However, it was anticipated that what an organisation deems appropriate for the content of their leadership development programme would not necessarily be the same as what the delegates believed was appropriate. It was significant to explore this area because if the delegates attending the LDP agree with the contents of the programme, they would be more likely to change their behaviour and apply the lessons they have learnt during the LDP. As mentioned during the literature review, an LDP is only effective if the behaviour of the attendees changes and they implement the lessons they have learnt on the LDP.

The third question that was asked was therefore:

How do culture and ethnicity influence perceptions of the appropriateness of content of leadership development programs for South African organisations?

The literature review clearly indicated that South African managers need to manage a diverse workforce whilst still remaining competitive if they are to be successful in the South African environment. An additional complexity is also introduced to this environment and that is the legislative requirements that organisations have to adhere to. A number of organisations initially placed compliance with legislation as the driver for their leadership development initiatives. It was anticipated that organisations would take culture and ethnicity into account when developing leaders in their organisation. As mentioned previously, South African leaders have to manage and lead a diverse workforce. It is therefore impossible to completely exclude development areas associated with diversity in their LDP. However, it was also anticipated that the degree to which this is taken into account would vary depending on the industry and requirements of the organisation. The significance of this research area is that the less organisations use culture and ethnicity as a criteria for identification and selection of their future leaders then this allows for other criteria to be focused on. For example, performance or future potential becomes more important for selection of LDP candidates than their culture or ethnicity.

The fourth question that was asked was therefore:

Do South African organisations take culture and ethnicity into account when developing leaders in their organisation? If so, how do they do it?

An area that appeared to be missing in the literature review was the practical implementation of the leadership development initiatives. A number of models exist and these provide high level areas that require focus. For example, Gandz's model (2002) provides the areas that make up the LDP. There are also those programmes that provide the leadership journey that their employees are able to embark on. For example, Drotter and Charan's Leadership Pipeline (2001) is one of those. These programmes focus mainly on the content of the LDP.

The missing element appears to be an appropriate framework which provides an overview of the implementation of the LDP which takes all the themes, functions

and actions into account in order to implement a LDP in a multicultural environment.

It was anticipated that South African organisations that have LDPs would have common elements which would contribute to the success of their LDP. These may be formally documented or just be intrinsically known. However, it was anticipated that a formal framework that contained all the LDP areas into account does not exist or is not documented.

This was significant because if a framework could be developed, it would help organisations that do not have an LDP or that have one informally would now have a structure that they could use as a foundation for a more formal LDP. The benefit of this is that the framework would ensure that all areas are considered. It is possible that organisations might not have considered all the aspects of an LDP. For example, the infrastructure required to facilitate the courses or the back office systems that are required to support the training and competency framework are often neglected.

The final question to be asked was therefore:

What is an appropriate framework for leadership development in the multicultural work environment in South African organisations?

It was the aim of this researcher to investigate these areas of research and therefore a detailed literature review had to be conducted to inform the research about culture, ethnicity and leadership development which is discussed in Chapter 3.

1.5 Research Design and Methodology

Two samples were selected for this research. The first sample consisted of first year students enrolled in a Master of Business Administration (MBA) or Master of Business Leadership (MBL). This sample was selected because the researcher believed that the sample was in the position to answer the questionnaire with authority and contribute to the research because of their educational status and the assumption that MBA students generally were current or future leaders in their organisations. Their opinions were assumed to be relevant to the research being conducted.

A second sample was also selected for this research. The first sample identified the organisations that pay for their employees to attend leadership development courses such as an MBL or MBA. This information was used to identify the second sample of the survey. The organisations that pay for employees to attend leadership development courses such as an MBL or MBA were identified. The researcher believed that because these organisations paid for the education of their employees that they valued developing leaders in their organisation. As a result their opinions would make a valuable contribution to this research. The persons responsible for leadership development in these organisations were the second sample of the survey. These persons were interviewed as part of this research.

The Research Methodology is discussed in greater detail in Chapter 4.

1.6 Significance and Contribution of the Research

This research is significant because South African organisations operate in a dynamic business landscape with a diverse workforce. Organisations that understand the various ethnic groups in their workforce and are able to leverage their diversity will benefit by doing so. Organisations that wish to remain competitive and build a sustainable future also have to take leadership development into account. These themes are explored further in Chapter 3 (Literature Review).

The primary contribution this study makes to the body of knowledge is that the relationship amongst culture, ethnicity and leadership development in South African organisations has not been explored previously in any depth. This study has delved into these relationships.

1.7 Limitations of the Research Study

Two samples were selected for this research. The first sample consisted of first year students enrolled in a Master of Business Administration (MBA) or Master of Business Leadership (MBL) course at three main business schools in South Africa. The results of the questionnaire from the first sample identified the organisations that pay for their employees to attend leadership development courses such as an MBL or MBA. This information was used to identify the second sample of the

survey. The organisations that pay for employees to attend leadership development courses such as an MBL or MBA were identified. The persons responsible for leadership development in these organisations were the second sample of the survey.

However, there are limitations with both the samples. Firstly, the sample of first year students at the South African business schools excludes those organisations that run their own In-House LDP. It is noted that some organisations do run their own LDP and that they would not make use of external institutions to develop their leaders. Organisations that run their own In-House LDP may be used as a sample in a future research survey. The results of the current survey may then be used for a comparison.

The first sample initially included first and third year MBA / MBL students. The reason for this was because it was felt that it would be necessary to differentiate between the first year students and third year students. The reason for this is that the students would be at different stages of their careers. It was decided to only include the first year students because the perception and assumption is that there is a lot of job movement that takes place between the first year of study and the third year of study. It was felt that if an organisation was going to subsidise a student's tuition, it would most likely be at the beginning of the degree. This was important because an organisation that paid for the student's studies was one of the criteria used to determine the second sample.

Another limitation of this study is the demographic of the first sample. The researcher attempted to overcome the sample response rate and ethnic group representation by requesting the demographic profile of the students enrolled at the different business schools. None of the business schools record the data by ethnic group. Initially, it was decided to use the 2008 Census data provided by Statistics South Africa (STATSSA) to determine the national population breakdown. However, the national population may not represent the demographic profile of the students at a business school. Based on the responses received, a decision was taken to delineate the first sample and analyse the data based on race groups because the response sizes for these groups allowed for valid and reliable data analysis.

Another limitation of this research was that the organisations in the second sample may not be representative of all industries. The interviewees who represented the five organisations provided a wealth of information during their interviews which could be used as a foundation for further research. This research lays the foundation for future research which could focus on a particular industry or industries.

An even greater limitation with both samples is the response rate. The first sample yielded a response rate of 28.2%. Although a number of activities took place to try to improve the response rate it was not possible to improve on the 28.2%. The responses did identify the organisations in South Africa that paid for their employees' studies. A secondary limitation of the lower than expected response rate was the profile of the respondents. It was not possible to use the ethnic groups to analyse the responses and data. The sample was delineated at this allowed for a meaningful analysis to take place on the data.

Six organisations were identified to form part of the second sample. The six organisations represented 32.4% of the first samples responses. Contact was made with the person responsible for the leadership development initiatives in each of these organisations.

One of the organisations declined to participate in the study. This reduced the response rate from 32.4% to 28.1% of the first sample's responses. Although the response rate was not as high as one would have liked, the data and information obtained from the five remaining organisations was invaluable because it makes a contribution to the body of new knowledge.

1.8 Scope

Due to the scope of the research it was not possible to focus on all the facets of this subject. The research focused on what the relationship amongst culture, ethnicity and leadership development in South African organisations is. The current research report did not measure the efficacy of the methods used by the organisations. This research lays the foundation for future research, which could focus on the effectiveness of leaders based on ethnicity.

1.9 Assumptions

The first assumption made for this research was that the sample selected was one that would be indicative of South African organisations in general. By selecting the first year MBA / MBL students from the main South African business schools as the sample for this research, the findings have provided a good indication of how South African organisations deal with leadership development issues. The organisations identified for the second sample paid for the studies of their employees. Paying for a formal education at an external institution indicated a willingness on the part of the organisation to develop employees and in particular indicated a willingness to develop leaders.

The second assumption was that the response rate for both samples was sufficient. For the first sample, a response rate of about 130 to 150 responses would be considered to be appropriate for this research. A response rate of between 25% and 35% was considered to be sufficient to accept the findings.

For the second sample, six organisations were identified in the questionnaire from responses in the first sample. Five of these organisations agreed to be interviewed to contribute to this research. The five organisations represented 28.1% of the number of respondents from the first sample. The assumption was that this percentage of the respondents was considered sufficient to accept the findings.

The organisations included in the second sample were contacted and the name of the person responsible for the Leadership Development Programme (LDP) was acquired. Therefore, a third assumption was made that the targeted respondents were the correct people in the organisation to participate in the semi-structured interview. This assumption was confirmed based on the designation, job description and quality of the responses from the pre-interview questionnaire. The respondents were deemed to be appropriate to participate in this research survey.

It is acknowledged that “surveys and field studies are generally vulnerable to the same internal validity threats that distress experiments and quasi-experiments” (Schwab, 1999:125). An example that Schwab (1999:125) provides is that even though field studies may not be as intrusive as an experiment or quasi-experiment, human participants nevertheless know they are participating in a research study and

therefore the demands on the participants remains. The assumption was made that the responses provided the necessary detail and accuracy for the research to be conducted.

Another related assumption was that the researcher would explore the hidden meanings in the interview transcripts and that the data would be analysed creatively. Both these assumptions were addressed during the data analysis phase of the research.

Similar to the previous assumption, the researcher was aware that “a quantitative dataset may yield a number of different ‘stories’ depending on how it is analysed and the interpretation placed on those findings by the researcher” (Armstrong et al, 1997:600). Again, the researcher was aware of this and the assumption was made that the data would be analysed as objectively as possible.

The assumption was made that the respondents were in a position to answer the questionnaire correctly and would do so honestly. This assumption was also considered valid for those interviewed.

1.10 Definition of Key Terms

For the purposes of this research, the definitions of the following key terms are provided below:

Culture: Ideas, habits, attitudes, customs, and traditions that have become acceptable and standardised for a particular group as a way of coping with their environment and their changing conditions.

Ethnicity: In a South African context, based on the definition of culture above, there are a number of groups of people with different ideas, habits, attitudes, customs and traditions. Therefore, as Thomas and Bendixen (2000:507) suggest, it is inappropriate to talk about a uniform national culture in the South African context, but that the concept of ethnicity is more relevant.

Leadership Development: Equipping and developing persons in an organisation to be effective by amongst other things being able to achieve the following tasks: setting direction, building commitment and creating alignment.

Leadership Development Programme: The ‘model’ or ‘framework’ used by an organisation to determine the competencies required for leadership development.

Leadership Development Matrix: The Leadership Development Matrix (LDM) has been designed as an appropriate framework for leadership development in the multicultural work environment in South African organisations. The model uses components from the PRINCE2 Project Management Methodology. It is recommended that organisations incorporate the elements of the LDM into their leadership development initiatives. This matrix is comprehensive and it accommodates cultural differences within an organisation.

1.11 Chapter Outline for the Remainder of the Research

There are enough gaps in the literature to ensure that research in this field is warranted.

The remaining chapters of the research cover the following areas:

- Literature Review
- Research Questions and Hypotheses
- Research Methodology
- Research Results and Findings
- Conclusion and Recommendations

CHAPTER 2

LITERATURE REVIEW

2. Chapter 2: Literature Review

2.1 Introduction

The relationship amongst culture, ethnicity and leadership development has not received the requisite research investigations, especially, ironically, in a South Africa type society. Literature on leadership development has largely been focused on improving skills and behaviour of individuals. The emphasis, as Day (2001) pointed out, has been on leader development rather than leadership development. Dubrin (2010) has pointed out that leadership development has become a heavy priority for many major business and government organisations. Yet most studies on leadership development are skewed in that while they focus on skills development and the conduct of individuals they neglect other critical factors such as race, culture and ethnicity. This research seeks to determine how these factors are integrated in leadership development.

Even those studies that do factor in culture, for example, tend to treat it as merely organisation culture rather than in its broad general sense. Pearce and Robinson (2011:334) while alleging that “elements of good leadership” which include vision, performance and perseverance principles are important ways leaders shape organisational culture they, nevertheless, do not attempt to deal with culture in its holistic or defined sense.

Similarly, Hough et al. (2008:296-304) while asserting that the culture that exists within organisations cannot be separated from the behaviour and styles of the leaders in the organisation yet they fail to bring into play the culture which employees of the organisation come from. They acknowledge that an effective culture serves explicit functions in an organisation, namely:

- the vision and strategy of the organisation;
- the means through which to attain strategic objectives;
- an individual’s role orientation;
- quality assurance;
- corrective actions / intervention;

- common language and conceptual categories;
- power and status.

Despite the fact that this Hough et al. (2011) edition is specifically for the “South African” market there is very little that the edition addresses the South African cultural, ethnic or racial milieu with regard to either management or leadership development themes.

Other scholars too bypass this matrix. For instance some argue that to be optimally effective, leadership development, as Yukl (2010) states, must be consistent with an organisation’s competitive strategy as well as other human resource activities. In this Yukl cites Day 2000; McCall, 1998; McCawley, 2001; Vilere and Fulmer, 1996.

Pearce and Robinson (2011:331) simply see “education and leadership development [as] the effort to familiarise future leaders with the skills important to the company and ... develop exceptional leaders among the managers [of a company]”. Strangely, organisational culture is the set of important assumptions and beliefs (often unstated) that members of an organisation share in common. All these, however, are important even without explicating the larger cultural, ethnic and racial milieu from which these members emanate.

Development is the acquisition of knowledge, skills and behaviour that improve an employee’s ability to meet changes in job requirements and in client and customer demands (Noe, Hollenbeck, Gerhart and Wright, 2008:400). There is a difference, however, between employee development and leadership development. Leadership development is the outcome of processes and activities that organisations use to develop current and future leaders (DuBrin, 2010:443). A major reason leadership development is important is that unless executive management assigns high priority to leadership development and succession planning, the organisation will experience a steady attrition in talent.

A more detailed review of the literature follows in this chapter and it will illustrate the need for this research to be conducted. It will also assist in building the foundation for the research questions and relevant concepts that were addressed in this research.

Several areas of focus have been highlighted and are discussed in more detail in this study. This chapter includes a critical discussion and research findings on leadership definitions and theories, leadership development, leadership development programmes, culture, ethnicity and diversity and leadership in the South African context.

An area of focus for this research is the literature regarding culture, ethnicity and diversity and how these were manifested in the South African organisations. Due to the nature of the South African environment, it is appropriate to discuss the concept of ethnicity because there is no uniform culture. This is an important area of focus because the culture and ethnicity of a leader has an influence on his leadership style and his approach to the relationships he develops in the workplace. Diversity in the workplace and its impact on an organisation will also be discussed. A diverse workforce requires a leader to have more insight into and a comprehensive understanding of his followers in order to ensure that they operate as efficiently as possible.

In order to understand how leaders are developed in the South African context, numerous focus areas have been examined. Firstly, there are a number of theories about leadership and the characteristics of an effective leader that were explored. To develop leaders in an organisation, it is important to first understand the previous and current theories of leadership development so that organisations have theoretical insight about leadership development. Even if organisations do not actively develop leaders, it is important for them to be aware of the differences amongst the leaders in their organisations. This will provide them with the necessary insight to handle people more effectively.

Secondly, understanding how leadership development and leadership development theory is defined was also crucial to this research. Research studies that have examined leadership development practices and the effectiveness or impact of leadership development provided more clarity on the practical application of these programmes. Leadership Development Programmes (LDP) will be discussed to explore the content and approach of these initiatives in organisations.

Another area of focus was the South African context and its business landscape. Particular attention was paid to the legislation and the business drivers that are relevant for South African leaders.

Finally, examples of the research which has been conducted in the above mentioned areas were also discussed. This indicated a lack of research with regards to the relationship amongst culture, ethnicity and leadership development.

2.2 Culture, Ethnicity and Diversity

In the South African environment, culture and diversity play crucial roles in all aspects because of the composition of the South African workforce. In order to develop leaders in this context it is necessary to discuss the culture, ethnicity and diversity in the workforce..

The culture and ethnicity of leaders and followers is an important component in ensuring that South African organisations operate effectively. Part of this component is the role that authentic leadership plays between a leader and his followers. Wewege (2008:44) observes that “there is an unspoken internal tension that exists between a leader’s personal set of values and those of the organisation he or she may be heading”. As a result, “the challenge of knowing, showing and remaining true to one’s real self at work has never been greater”. Being authentic to one’s self means “owning one’s personal experiences, be they thoughts, emotions, needs, wants, preferences, or beliefs, processes captured by the injunction to know ‘oneself’. Thus, authenticity involves both owning one’s personal experiences (values, thoughts, emotions and beliefs) and acting in accordance with one’s true self (expressing what you really think and believe accordingly)” (Wewege, 2008:44).

In a South African business context, a leader is faced with a number of different cultures and ethnic groups and this diverse workforce has to operate within a dynamic organisational climate. The South African population consists of 79.2 percent Africans, 9.2 percent Whites, 9.0 percent Coloureds, and 2.6 percent Indians/Asians (Statistics South Africa, 2008:3). The race groups are then further

divided into language groups (primarily based on origin). The majority of the White population is divided into English and Afrikaans speaking people. The African population has nine dominant ethnic groups: Zulu, Xhosa, South Sotho, North Sotho, Tswana, Venda, Ndebele, Swazi and Tsonga. Whilst having to operate in this environment the South African leader still needs to remain true to his or her own true self.

It is imperative that one understands the different cultures and ethnic groups that exist within an organisation in order to ensure that any leadership development process is commonly understood by all participants. The values and beliefs that a person considers to be important will be different to others that he or she works with. Culture therefore has to be considered when dealing with any leadership development initiatives. Culture facilitates certain practices and inhibits others, thereby limiting the behavioural options that its members consider important and relevant.

A leader has to be aware of the cultural groups within his organisation and he will have to understand them in order to be able to utilise them effectively. In order to do this, the leader has to understand what is meant by culture diversity and what the dimensions are that form the core of all human beings. Foldy (2004:530) states that “culture diversity refers to identities such as race, ethnicity, nationality, religion, gender, and other dimensions of difference derived from membership in groups that are socioculturally distinct”. This definition is enhanced by Cox (1994:5-6) who states that the group “collectively share certain norms, values or traditions that are different from those of other groups. Therefore, cultural diversity means the representation, in one social system, of people with distinctly different group affiliations of cultural significance”. The South African workforce is an example of a culturally diverse workforce. Carrell, Jennings and Hearvin (1997:283-4) describe diversity in the workplace as the recognition of the groups of people who share such common traits.

Dimensions are the properties and characteristics that constitute a whole person. These dimensions both unite and divide us. Unity is achieved when people are able to identify with each other because of dimensions that they share. These dimensions may be shared across cultures. For example, different cultures may

hold the same view of how older people should be treated. They may both believe that one should respect their elders. However, the dimensions may divide people if they hold opposing views on certain issues. For example, an employee from one culture may believe that females are subservient to males. An employee from a different culture may hold a view that men and women are equal. Both views will have an impact on the way peers, managers and employees interact with each other and may divide the workforce.

Primary dimensions are those human differences that are inborn and that exert a major impact upon us. Age, ethnicity, gender, race, physical abilities/qualities, and sexual/affectual orientation are primary dimensions at the core of individual identities.

Secondary dimensions are more mutable and can be changed, discarded, or modified throughout our lives. Secondary dimensions add depth and individuality to our lives. Such things as education, geographic location, income, marital status, military experience, religion, work experience, and parental status are examples of secondary dimensions (See Figure 2-1).

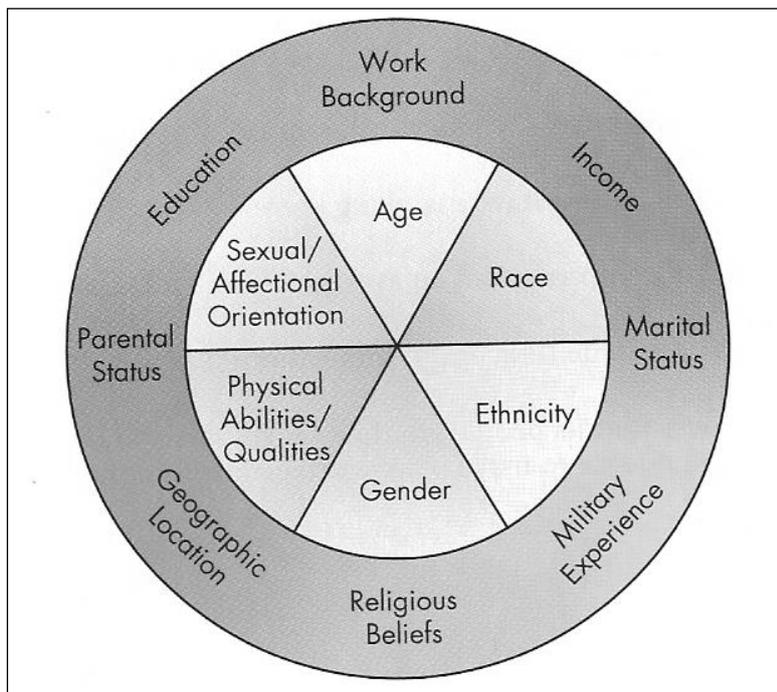


Figure 2-1: Primary and secondary dimensions

A leader should be aware of his cultural dimensions so that he is aware of what his core identity is. This intrinsic awareness will make him more aware of his

strengths and weaknesses and will put him in a better position to articulate his points of view. A leader should also be aware of the core identity of his followers. This will provide him with an understanding of what his followers believe and what will be the best form of motivation for them.

For example, if a leader is aware that a follower has a family and is dedicated to them and values his quality family time, a reward for him may be time off with his family as opposed to a monetary reward. An employee such as this will more than likely not want to work overtime. This could contrast with another employee who does not have a family but who desperately needs the additional income. This employee would be better suited to overtime work. Regardless of the scenario the message to the leader is the same – treat employees fairly but not the same.

Trompenaars and Hamden-Turner (2007:237) suggest certain dimensions that facilitate an understanding of both national and individual differences, as a precursor to developing respect and reconciling difference. These dimensions are:

- Individualism (individual freedom) versus communitarism (working for the group)
- Neutral (controlled, objective expression of emotions) versus effective (open and free) expression
- Achievement (skill- and competence-based reward) versus ascription (reward based on experience, age, education, etc.)
- Internal (personal responsibility for life experience) versus external control (feelings and circumstances due to outside factors)

“Within each of the above there is a circular paradox” (Charlton, 2000:94). Figure 2-2 below provides an example of this paradox.

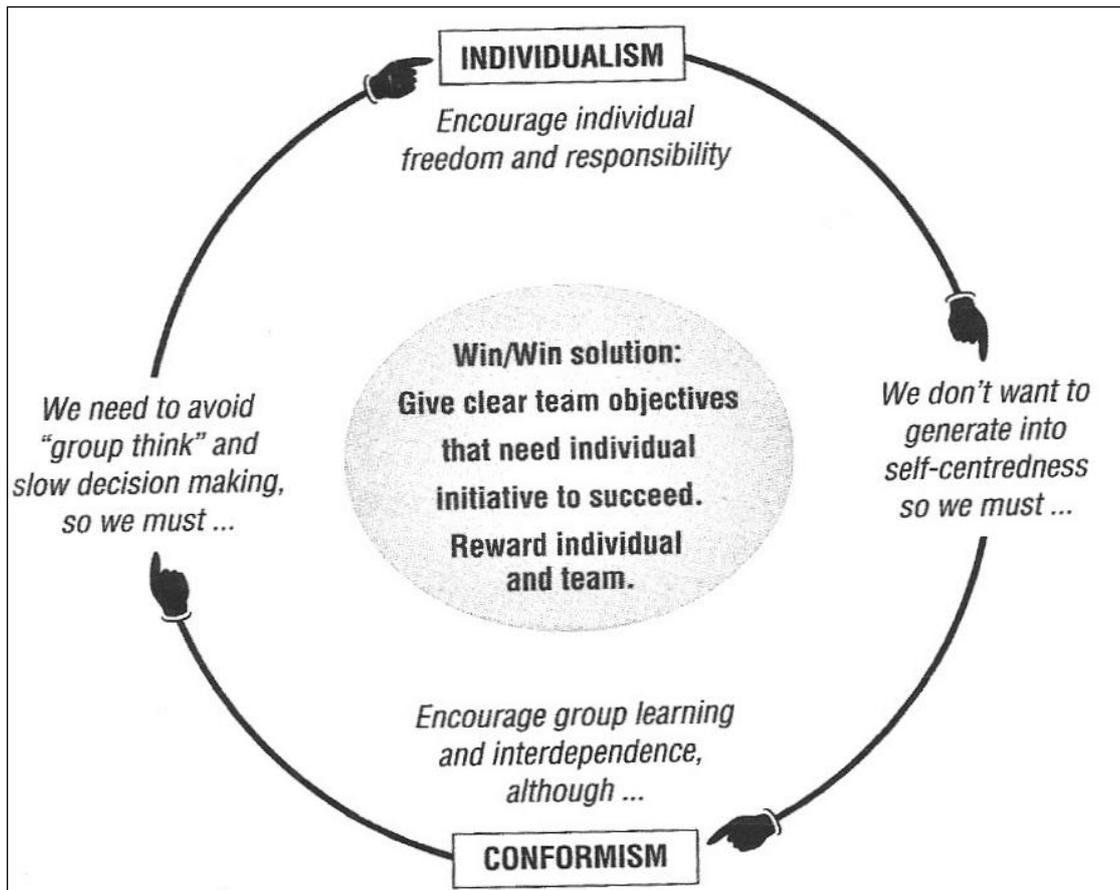


Figure 2-2: The circular paradox of group and individual

A leader has to ensure that the individual is encouraged to assume more responsibility and develop. At the same time there needs to be a certain amount of conformism. This is required to ensure that the group works well as a team and is effective as a whole. The challenge for the leader is to ensure that these opposing views are balanced so that the individuals do not become self-centred to the detriment of the group and that the group does not suffer “group-think” to the detriment of the individual.

A good example of ensuring that the individual’s freedom is respected but not to the detriment of the group was given by Reuel Khoza. He states “there is no such thing as African time in the corporate environment – it is business time, and business time is precise. If I have an appointment with you at 8:00am, do not tell me you will come and meet me around 8:00am. We are meeting at 8:00am.” (Mangaliso and Nkomo, 2001:9) This demonstrates that the individual’s culture is considered but not to the detriment of the group or the organisation.

It is clear from the literature presented above that all individuals have a combination of primary and secondary cultural dimensions. These dimensions may be similar or different to other cultures. Trompenaars and Hampden-Turner (2007:7) noted that culture presents itself on different levels and at the highest level is the culture of a national or regional society. Carrell, Jennings and Hearvin (1997:250) observe that “an individual is raised in a society with a style of living developed and transmitted by people of the past. Ideas, habits, attitudes, customs, and traditions have become acceptable and standardised for a particular group as a way of coping with their environment and their changing conditions”. For the purposes of this paper, this observation was taken as the definition of national culture. In a South African context, based on this definition, there are a number of groups of people with different ideas, habits, attitudes, customs and traditions. Therefore, as Thomas and Bendixen (2000:507) suggest, it is inappropriate to talk about a uniform national culture in the South African context, but that the concept of ethnicity is more relevant.

Thomas and Bendixen (2000:507) suggest that based on the history of conflict and ethnic diversity in South Africa, that it is unlikely that South Africa would have a common national culture.

Geert Hofstede has been at the forefront of research with regards to the topic of national culture. His initial research with IBM focused on a sample of 40 countries. Hofstede (1983:46-71) provides a summary of his research which he conducted between 1968 and 1972. Hofstede used the Hermes data bank to analyze the responses he received and as he states “the Hermes data bank represents a multilevel, multicriteria data base since the responses can be analyzed across individuals, across occupations, across countries, between the sexes, among age groups, and over time (1968 to 1972)” (Hofstede, 1983:49). He used four dimensions as a framework for developing hypotheses in cross-cultural organisation studies. The four dimensions are:

- Power Distance
- Uncertainty Avoidance
- Individualism

- Masculinity

A fifth dimension – Value – was added to the later research.

“These dimensions are used to explain (1) different ways of structuring organisations, (2) different motivations of people within organisations, and (3) different issues people and organisations face within society” (Hofstede, 1983:46).

Yukl (2002:416) provided a description of these dimensions and the countries in which they are applied to in varying degrees is provided in Figure 2-3 below (based primarily on findings in research by Hofstede (1980)):

TABLE 14-3 Examples of Cultural Dimensions
<p>Power Distance: the extent to which people accept differences in power and status among themselves. In a high power distance culture, leaders have more authority, they are entitled to special rights and privileges, they are less accessible, and they are not expected to share power with subordinates.</p> <p>High: Russia, China, Philippines, Mexico, Venezuela, India Medium: Netherlands, Italy, Pakistan, Japan, Spain, Greece Low: Israel, Austria, Denmark, England, New Zealand, United States</p>
<p>Individualism: the extent to which the needs and autonomy of individuals are more important than the collective needs of the work unit or society. In individualistic cultures, people are identified more by their own achievements than by their group memberships or contributions to collective success, and individual rights are more important than social responsibilities.</p> <p>High: United States, Netherlands, England, Australia, Canada, Belgium Medium: Russia, Japan, Austria, Israel, Spain, India Low: China, Indonesia, Thailand, Pakistan, Hong Kong, Venezuela</p>
<p>Uncertainty Avoidance: the extent to which people feel comfortable with ambiguous situations and inability to predict future events. In cultures with high avoidance of uncertainty, there is more fear of the unknown, security and stability are more important, conflict is avoided, plans and forecasts are more valued, and there is more emphasis on formal rules and regulations.</p> <p>High: Japan, France, Russia, Argentina, Spain, Belgium Medium: China, Netherlands, Switzerland, Pakistan, Taiwan, Finland Low: Singapore, Hong Kong, Denmark, England, Sweden, United States</p>
<p>Gender Egalitarianism: the extent to which men and women receive equal treatment, and both masculine and feminine attributes are considered important and desirable. In cultures with high gender egalitarianism, sex roles are not clearly differentiated, jobs are not segregated by gender, and attributes such as compassion, empathy, and intuition are as important as assertiveness, competitiveness, and objective rationality.</p> <p>High: Denmark, Norway, Finland, Sweden, Netherlands, Chile Medium: Canada, Indonesia, Israel, France, India, China Low: Japan, Austria, Italy, Mexico, Venezuela, Switzerland</p>
<p>Selection of countries is based primarily on findings in research by Hofstede (1980). Note that gender egalitarianism is the reverse of Hofstede’s masculinity/femininity dimension.</p>

Figure 2-3: Examples of cultural dimensions

It is feasible that a combination of cultural dimensions would be most utilised in South Africa. The possibility exists that each might be used depending on the specific context of a South African organisation because of the diversity within the South African business landscape.

However, the most notable and recent research work which expanded upon Hofstede's research is the GLOBE Research Project. The **Globe Leadership and Organizational Behavior Effectiveness (GLOBE)** Research Project has followed a number of phases in its research design and approach. These phases are briefly described below by Chhokar, Brodbeck and House (2007:xxix):

Phase 1 was concerned with the development and validation of data collection methods including questionnaires and guides for collection of information from interview, focus groups, and media as well as unobtrusive measures of attributes of cultures.

Phase 2 was concerned with capturing the major cultural attributes of 62 societies. Phase 2 was also concerned with identifying the leadership attributes that contribute to outstanding leadership in each society. The results of Phases 1 and 2 are reported in the book *Culture, Leadership, and Organization: The GLOBE Study of 62 Societies*, edited by Robert J. House, Paul J. Hanges, Mansour Javidan, Peter W. Dorfman, and Vipin Gupta, Sage Publishers, 2004. Phase 3 consisted of intensive qualitative and quantitative research in each of 25 societal cultures relevant to the enactment of highly effective leadership. The results of this intensive study of each of the 25 societies are reported in a separate chapter of each society.

Phase 3 overlapped with Phase 2. All of the country co-investigators who participated in Phases 1 and 2 were invited to write a chapter for the present book [*Culture and Leadership Across the World: The GLOBE Book of In-Depth Studies of 25 Societies*, edited by Jagdeep S. Chhokar, Felix C. Brodbeck and Robert J. House, Lawrence Erlbaum Associates, Publishers, 2007]. Research teams in 25 societies accepted this invitation.

The GLOBE survey used the terms “societies” and “societal culture” instead of “country” or “nation” to indicate the complexity of the culture concept and because in several instances they sampled two subcultures from a single nation. South Africa was identified as one of those nations. The South African societies were divided into race by Black and White. This division is outdated because there are clear divisions within the races. The 14 demographic subgroups control for sex, colour, race, and geographic region identified by Thomas and Bendixen (2000:511) is more appropriate in a South African context.

Other lesser known research has been conducted on cultures. For example, Preston and Armstrong (1991:67) developed a model which they called the Cultural Synergy Crossroad. It is a crossroad because the cultures can choose a path that leads toward the creation of an integrative new culture. This model suggests that a new culture will emerge using the best of both while appreciating the importance of both cultures. This model still has to be tested to see whether it will work in practise.

As mentioned previously, the South African workforce is a diverse one and leaders are required to understand the numerous cultural and ethnic groups that comprise their workforce. As a result in order to effectively manage and lead their workforce leaders will have to develop the ability to manage this diversity. Courses have been developed to assist organisations to manage diversity. For example, the Wits Business School offers a course in Strategic Workplace Diversity Management. In their marketing pamphlet they provide, in its broadest context, the definition of strategic diversity management as "recognising, appreciating, valuing, and utilising the unique talents and contributions of all individuals" regardless of age, career experience, colour, communication style, culture, disability, educational level or background, employee status, ethnicity, family status, function, gender, language, management style, marital status, national origin, organisational level, parental status, physical appearance, race, regional origin, religion, and sex." This all encompassing definition provides an insight into what needs to be considered when leading, managing or working in a diverse work environment.

Theoretically, the process of managing diversity appears on the surface to be a fairly easy one to implement. It is worth noting the two cautionary points that Foldy (2004) makes. “Firstly, research has established that simply creating diversity through hiring does not automatically lead to enhanced organisational performance. Secondly, while an agency’s workforce may represent its service population, if it doesn’t work together effectively, it will provide less-than-optimal services, thereby undermining legitimacy rather than enhancing it” (Foldy, 2004:530).

The consequences of not managing a diverse workforce can be detrimental to an organisation. Meares et al. (2004:4) conducted a study which examined mistreatment through the perspectives of employees with different cultural backgrounds and positions in order to understand the ways in which some voices are muted and others are privileged. This study identified two macro categories (privileged and muted). The muted category was distinguished by three subcategories (muted-but-engaged, angrily disengaged, and resigned). A brief description of these macro- and sub-categories is provided in Table 2-1 below together with a description of the employees who fell into those categories:

Macro category	Subcategory	Description
Privileged		Includes a sense of voice as the speakers demonstrated confidence that they would be able to satisfactorily resolve the conflict either on their own or with help from management, if needed.
Muted	Muted-but-engaged	Characterised by frustration as a dominant emotion. Frustration came from the experience of not being heard or not getting a response, yet trying to work through the system and remain constructive.
	Angrily disengaged	Focussed on anger as the predominant emotion coupled with a lack of agency beyond avoiding the situation or the mistreater. Employees with this level of anger have ceased to look for ways to be heard in the organisation and have ceased to view commitment to the organisation as having any possible constructive outcome.

	Resigned	This is an extension of the angrily disengaged subcategory. Participants have reached the stage of apathy and are resigned to the problems never being resolved. They have given up hope for any change in the organisation. They are still present physically and still doing their work, but describe no sense of optimism that change is possible.
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Table 2-1: Macro- and Sub-categories

Amongst the findings of the study by Meares et al. (2004:19) was that employees' experiences, expectations, and sense of power all played a role in determining whether an employee's communication about mistreatment is muted or privileged.

“The long-term consequences of mistreatment in the workplace for muted individuals are daunting. For organisations, the consequences are also severe, as a large portion of the workforce may withdraw as a result of their negative experiences in the workplace. Mistreatment has the potential to damage the health of employees, as well as increase health-related absenteeism and medical costs for organisations. Mistreatment impacts the organisational culture and productivity, as well as our society as a whole” (Meares et al. 2004:22).

One of the suggestions that Meares et al. (2004) make, is that by using Muted Group Theory extensively, an organisation can address muting on the basis of gender and even ethnicity. According to Meares et al. (2004:8), “muted group theory is based on four main premises”. The first is that members of different groups have different experiences and, as a result, different perceptions of the world. Second, each society privileges some groups over others. This privilege is enacted through communication as those at the top of the social hierarchy determine the dominant discourse for that society. Third, to attempt to get their concerns recognised in the public realm, the subordinate groups must use the language and style of the dominant group. The fourth premise is that resistance and change are possible.

However, managing diversity has benefits which could be realised by organisations who invest in initiatives to ensure the successful management of their diverse workforce. In Table 2-2 below, Cox (2008:4) provides a summary of

the major arguments that support the management of diversity in order to create a competitive advantage:

Argument	Description
Cost Argument	Given the reality of diversity in workgroups, failure to manage the special challenges that it presents may lead to higher cost structures for firms by contributing to higher employee turnover, higher interpersonal conflict, and more miscommunication.
Resource Acquisition Argument	As sources of labour become increasingly diverse, firms that are able to hire, retain and effectively utilize workers from all social-cultural backgrounds may gain an advantage in human assets over firms that less effectively meet their diversity goals.
Marketing Argument	By tapping the insights and understanding of people of different cultures, genders, ethnic groups, etc., firms may gain advantages in designing and selling products and services to a culturally diverse marketplace.
Creativity Argument	Human diversity in workgroups creates a richer flow of ideas and thus has the potential to increase creativity and innovation; this, in turn, can improve organisational financial performance.
Problem-Solving Argument	Diverse perspectives create a potential for better problem solving in workforces that are culturally diverse. These advantages should be observable in recognizing and defining problems as well as in generating useful solutions.
Values Argument	Organisations seek to perform on a diverse set of measures, including integrity on stated core values such as fair and respectful treatment of all members and/or promotion of equal employment opportunities in the broader society. Firms must be proactive in managing diversity in order to honour these values.

Table 2-2: Support Arguments for Diversity Management

There are a number of definitions of what managing diversity is and they all encompass similar elements. Thomas (2006:46) observes that “future leaders will define diversity management as making quality decisions in the midst of differences, similarities, and tensions. This definition will allow them to deal with

all kinds of discussions involving differences, similarities, and tensions and to see themselves as engaged in diversity management”.

Thomas (1996:8) defines diversity management as “a planned, systematic and comprehensive managerial process for developing an organisational environment in which all employees, with their similarities and differences, can contribute to the strategic and competitive advantage of the organisation and where no-one is excluded on the basis of factors unrelated to productivity.”

Cox and Blake (1991:45) suggest that “the term managing diversity refers to a variety of management issues and activities related to hiring and effective utilization of personnel from different cultural backgrounds”. Figure (2)-4 below illustrates the activities involved in managing cultural diversity.

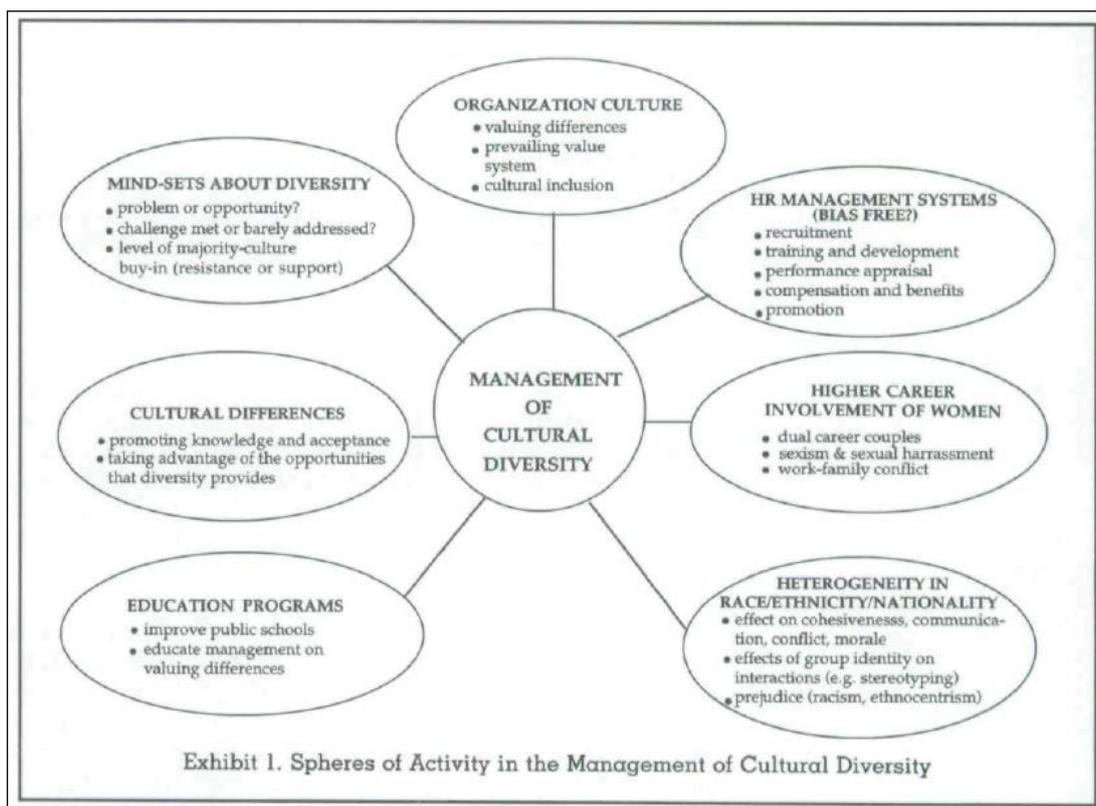


Figure 2-4: Cox and Blake’s “Spheres of Activity in the Management of Cultural Diversity”

As the definitions of diversity management suggest, there is a need to formalise the approach to this form of management and Thomas (1996:10) suggests that the process to managing diversity is:

- a means of creating an organisational environment which promotes the sustainability of well constructed programmes of affirmative action;
- linked to individual and interpersonal interventions;
- linked to training and development; and
- linked to sound business reasons which ensure the achievement of organisational objectives.

The model (Figure 2-5) below provides an overview of Thomas' "Managing Diversity Model" (1996:96):

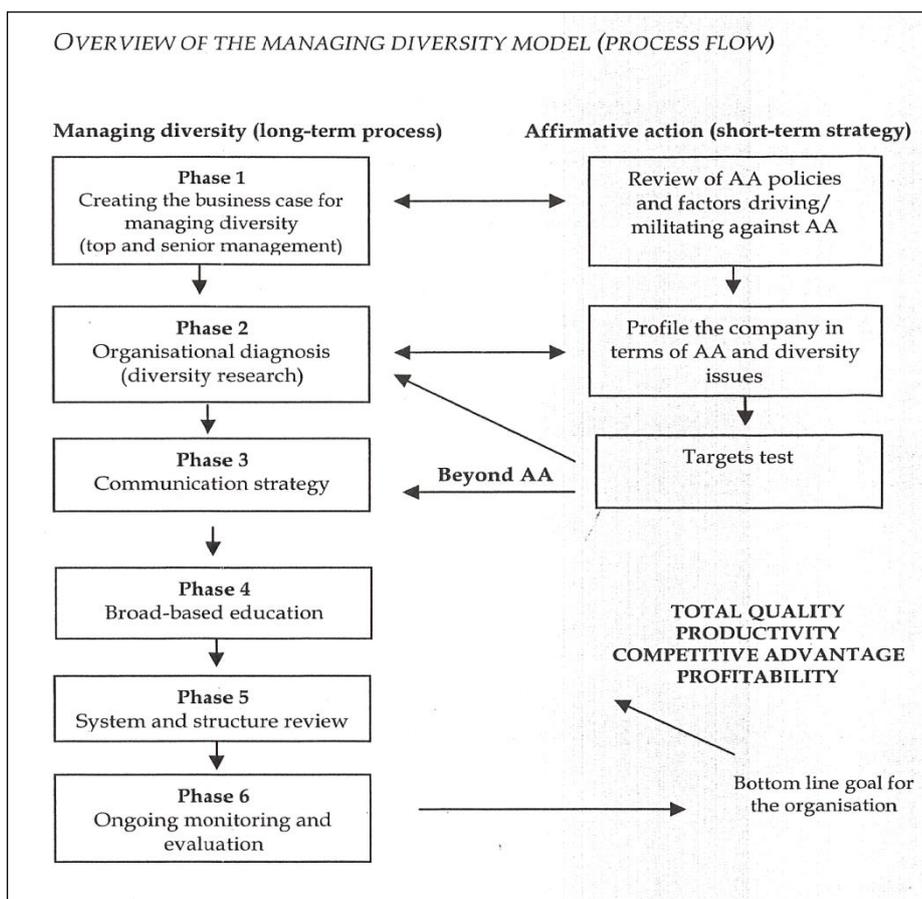


Figure 2-5: Overview of Thomas' "Managing Diversity Model"

Thomas (1990:107-117) provided ten guidelines for managing diversity. Even though these guidelines were defined almost twenty years ago they are still relevant for South Africa. These guidelines are listed below:

1. *Clarify your motivation.* In business terms, a diverse workforce is not something your company ought to have; it's something your company does have, or soon will have.

2. *Clarify your vision.* The vision to try to communicate to all your managers and employees is an image of fully tapping the human resource potential of every member of the work force.
3. *Expand your focus.* The objective is not to assimilate minorities and women into a dominant white male culture but to create a dominant heterogeneous culture.
4. *Audit your corporate culture.* If the goal is not to assimilate diversity into the dominant culture but rather to build a culture that can digest unassimilated diversity, then you had better start by figuring out what your present culture looks like.
5. *Modify your assumptions.* Every culture, including corporate culture, has root guards that turn out in force every time you threaten a basic assumption.
6. *Modify your systems.* The first purpose of examining and modifying assumptions is to modify systems. Promotion, mentoring, and sponsorship comprise one such system.
7. *Modify your models.* The second purpose of modifying assumptions is to modify models of managerial and employee behaviour.
8. *Help your people pioneer.* Learning to manage diversity is a change process, and the managers involved are change agents.
9. *Apply the special consideration test.* The test consists of one question: Does this programme, policy, or principle give special consideration to one group? Will it contribute to everyone's success, or will it only produce an advantage for blacks and whites or women or men? Is it designed for them as opposed to us? Whenever the answer is yes, you're not yet on the road to managing diversity.
10. *Continue Affirmative Action.* The fact remains that you must first have a work force that is diverse at every level, and if you don't, you're going to need affirmative action to get from here to there.

Whiteford (2005:32) states that "managing diversity targets all employees and assumes that multicultural norms can prevail in an organisational culture where consensus exists around performance criteria and not around individual styles that

have no bearing on job output. Managing diversity ensures the natural upward mobility of employees by creating an organisational environment where all employees can progress without hindrance from factors unrelated to job performance”.

The Diversity Continuum in Figure 2-6 indicates the various stages of a culture in transition from one stage to another.

AA/EO	Understanding differences	Workforce diversity	Managing diversity
Focuses on recruiting women and people of colour	Expands the definition of a successful employee	Establishes diverse work teams, refines the organisational culture/climate	Promotes multicultural orientation
Relies on numerical tracking	Begins to understand and value differences	Begins to tap into the talent of the diverse workforce	Markets to diverse groups
Emphasises legal requirements	Begins to limit the impact of irrelevant performance factors, establishes additional organisational competencies	Empowers employees, retains diversity in the workforce	Adjusts human resources systems, processes
Responds to compliance issues	Aims at mutual understanding, encourages discussion of differences	Promotes diversity up and down the organisational structure	Establishes organisational focus on cross-functional and global diversity issues

Thomas (1996)

Figure 2-6: The Diversity Continuum

The Diversity Continuum was compiled more than a decade ago and yet it is still relevant for present day South Africa.

Thomas (2006:45-48) has identified ten expectations for the future of diversity management. These trends are as follows:

1. Future leaders will differentiate between representation and diversity. Representation will refer to the presence of multiple races and both genders in the workplace, while diversity will refer to the behavioural differences, similarities, and tensions that can exist among people when representation has been achieved.

2. Future leaders will not think in terms of diversity, nor will they view it only as an extension of the civil rights movement. Leaders will concern themselves with diversity management and view it as a craft.
3. Future leaders will define diversity management as “making quality decisions in the midst of differences, similarities, and tensions”.
4. Future leaders will not automatically assume that all racially inappropriate behaviour is caused by racism.
5. Future leaders will be more willing to admit having difficulty making decisions in the midst of diversity.
6. Future leaders will grow in their understanding of diversity management as a craft.
7. Leaders armed with the diversity management craft will become more comfortable with tension and complexity.
8. Leaders across the globe will make it a global craft.
9. Future leaders will be more strategic in their approach to diversity and diversity management.
10. As future leaders master the application of the craft in their workplaces, inevitably and eventually they will turn their attention to diversity issues within their countries and communities.

Some of these trends appeared to be fairly obvious but they illustrated the need for leaders in South Africa to be aware of them because of the diverse workforce in the South African work environment.

Leaders are also be required to understand the competencies they need to in order to manage diversity and then to develop them. Charlton (2000:100-101) identified five competencies that both top management and coaches had to have from a diversity perspective. These competencies are listed below:

1. Catching people’s attention with an inspiring *vision* or picture of diversity opportunities and benefits with the department/organisation.

2. Constantly *communicating* this in creative, understandable ways, which *motivates* people to implement and act on diversity, and simultaneously provide synergy and co-ordination or effort.
3. Inspiring and earning *trust* in the process/objectives, and developing trust in the leader, as well as trusting peers/followers.
4. The three previous strategies are interdependent with the leader's ability to be congruent in word and deed, and to manage *himself/herself*. The constructive deployment of self includes acting as a role model for diversity and assuming personal responsibility for understanding individual difference.
5. Lastly, leaders need to create an *empowering* environment where people are willing (motivated), able (trained) and allowed (given authority and responsibility) to learn and perform to their potential.

Charlton's list is similar to that of the authors mentioned previously in this paper. The main difference is that Charlton acknowledges that the leader has to develop the trust of his followers and that the leader has to set the example in the organisation on how to behave appropriately. This is especially true when dealing with a diverse workforce and followers look to the leader for guidance on how to treat cultural groups different to their own.

Additionally to these competencies, are other responsibilities that leaders have to assume. Charlton (2000:101) also states that diversity leadership should be applied on four transformational levels simultaneously in order to create synergy and momentum for change and sustained performance:

- i. Intra-personal (building psychological confidence)
- ii. Inter-personal (coaching)
- iii. Team level
- iv. Transformational / organisational level (systems)

An organisation which uses Charlton's approach will be far more sustainable because each level of the organisation will address the issue of diversity. The handling of diversity in an organisation has to include an individual focus and an

overall organisational focus. One without the other will not be as effective as when both are addressed.

De Pree (1989:21) suggests that one of the responsibilities he assigns to leaders is “the role in developing, expressing, and defending civility and values.” “In a civilized institution or corporation, we see good manners, respect for persons, an understanding of ‘good goods,’ and an appreciation of the way in which we serve each other. Civility has to do with identifying values as opposed to following fashions. Civility might be defined as an ability to distinguish between what is actually healthy and what merely appears to be living. A leader can tell the difference between living edges and dying ones” (De Pree, 1989:21).

The importance of managing diversity and multiple cultures is paramount to the success of an organisation. However, this is even more important in a South African context because of the number of different ethnic groups that exist in South Africa. Within the context of a diverse South African workforce, the next area of focus is on how leaders are developed in South African organisations.

2.3 Leadership definitions and theories

In the past few decades there have been a number of definitions and theories of what constitutes leadership. In order to understand the current views of leadership, it was necessary to first review the development of leadership definitions over time. For the purposes of this research, as an approximate guideline, previous definitions of leadership refer to the definitions and theories of leadership prior to 2005. The current definitions of leadership refer to theories that emerged after 2005. The reason for this categorisation is firstly to show the evolution of the theories and to provide the context in which they were defined. Secondly, the split of the definitions highlights the current thinking about leadership without detracting from the previous literature. The current definitions continually build on the foundation of leadership definitions that already exist.

It is important to note that the previous definitions of leadership are still relevant today and still have to be taken into account during any discussion pertaining to the topic of leadership.

2.3.1 Previous definitions of leadership (Prior to 2005)

The topic of leadership and its definition has been debated and revisited continually throughout the decades. The difficulty with trying to define leadership is that “either no one knows what leadership is (since there is no commonly accepted definition of leadership) or everyone is supposed to have their own definitions of leadership (since that is common wisdom in both academic and practitioner circles)” (Rost, 1995:129). Rost (1995:133) provides his own definition of leadership which is that “leadership is an influence relationship among leaders and collaborators who intend real changes that reflect the purposes mutually held by both leaders and collaborators”. As a result of the continual revision of leadership thinking a number of leadership paradigms have been developed. Northouse (2004) provides a comprehensive summary of the various paradigms and these are reflected in Appendix 1 (Table (A1)-1). Yukl (2002:11-13) also provides an overview of the major research approaches and these are reflected in Table (A1)-2 in Appendix 1.

Mintzberg (2004:22) suggests that leaders should “provide less leadership but appropriate leadership.” He gave three areas which organisations should focus on to encourage “just enough leadership”. Firstly, he suggests stopping the dysfunctional separation of leadership from management. Secondly, he suggests that organisations involve followers in the selection of leaders. Finally, he suggests that organisations recognise the importance of being engaged. By engaged, he means that leaders should “stick around to live the consequences of their actions”.

The above mentioned approach will allow an organisation to focus on a sustainable leadership approach.

Mintzberg and Westley (1989), also provided a process that could be used by leaders. The leadership vision process can be broken down into three distinct stages:

1. the envisioning of ‘an image of a desired future organisational state’; which
2. when effectively articulated and communicated to followers; serves
3. to empower those followers so that they can enact the vision.

(Westley and Mintzberg, 1989:17)

In summary, the vision (idea) leads to communication (word) which leads to empowerment (action). Westley and Mintzberg (1989:18) modified this cycle to form a dynamic model:

repetition (idea) \Leftrightarrow representation (vision) \Leftrightarrow assistance (emotion and action).

Initially, “the strategic visionary ... must develop strategic perception as much through practice and gut-level feel for the business, product, market, and technology, as through conscious cognition” (Westley and Mintzberg, 1989:18). Secondly, the vision of the leader has to be “articulated, the vision represented and communicated, in words and in actions” (Westley and Mintzberg, 1989:18). How the vision is communicated as well as what is communicated, are equally important areas. As Westley and Mintzberg (1989:20) state “language has the ability to stimulate and motivate, not only through appeals to logic but also through appeals to emotion.” Finally, an audience is needed. The leader and follower participate together in creating the vision. The vision only comes alive when it is shared. “The visionary leader not only empowers his audience; it also empowers him” (Westley and Mintzberg, 1989:20). Therefore, “only at the right time with the right leader and the right audience can strategy become vision and leadership become visionary” (Westley and Mintzberg, 1989:20).

Bottyan (2004:24) supports Westley and Mintzberg by adding another dimension to the managing of a team and that is if the group has been responsible for its functioning up to this point but now seems unable or unwilling to continue to do so, the appropriate leadership behaviour would have to be implemented. If a leader cannot change or adapt his or her leadership style once the group becomes more functional, low morale, apathy or resentment and low productivity may cause the group to end prematurely. The impact of this is that at its most extreme

case, organisations could go out of business due to them becoming economically unviable.

Westley and Mintzberg (1989:23) believe there are a number of leadership styles that visionary leaders display. These are the Creator, the Proselytizer, the Idealist, the Bricoleur and the Diviner. These are summarised in the Figure 2-7 below.

Characteristic style	Salient capacities	Content	Process	Organization content	Product/market context	Target group
Creator (Edwin Land)	Inspiration, imagination, foresight	Product focus	Sudden, holistic; introspective, deliberate	Start-up, entrepreneurial	Invention and innovation, tangible products, niche markets	Independent consumer, scientific community
Proselytizer (Steven Jobs)	Foresight, imagination	Market focus	Emergent, shifting focus, interactive, holistic	Start-up, entrepreneurial	Tangible product, adaptation, mass market	Collective market, competitor infrastructure
Idealist (René Lévesque)	Imagination, sagacity	Ideals focus	Deliberate, deductive, introspective, incremental	Turnaround, public bureaucracy	Political concepts, zero-sum market	General population, 50% market share
Bricoleur (Lee Iacocca)	Sagacity, foresight, insight	Product/organization focus	Emergent, inductive, interactive, incremental	Revitalization, turnaround, private and public bureaucracy	Product development; segmented, oligopolistic markets	Government (in Chrysler), union, customers
Diviner (Jan Carlzon)	Insight, sagacity, inspiration	Service focus	Incremental, sudden crystallization, interactive	Revitalization, bureaucracy	Service development and innovation, mass oligopolistic market	Employees

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Figure 2-7: Varieties of leadership style

- *Creator*: is characterised by two qualities: the originality of his or her ideas or inventions and the sudden, holistic quality of their realization.
- *Proselytizer*: merges foresight and imagination to add value at the circumference rather than at the core.
- *Idealist*: is someone who speculates on the ideal, who dreams intensely of perfection and minimizes or ignores the flaws and contradictions of the real.
- *Bricoleur*: is the capacity of the leader for building, whether that be organisations, teams, designs or ideologies; Has an interactive, social ability to ‘read’ situations and recognize the essential (insight), to

understand and deal with people (sagacity), and to project these essential understandings into the future for promotional purposes (foresight).

- *Diviner*: is characterised by insight, which comes with great clarity in moments of inspiration.

The Leadership Diamond®, created by Peter Koestenbaum, Ph.D., the founder of Philosophy-in-Business (PIB), is a model of the leadership mind and a methodology for expanding leadership (www.pib.net). The Diamond distinguishes four interdependent leadership imperatives, or "orientations": Ethics, Vision, Courage and Reality (See Figure 2-8). These orientations are one's inner resources, always available to help one if they are accessed. The relationship among the four orientations determines the shape and size of the space within one's Leadership Diamond®. The space within the Diamond is one's leadership capacity, which is called "Greatness."

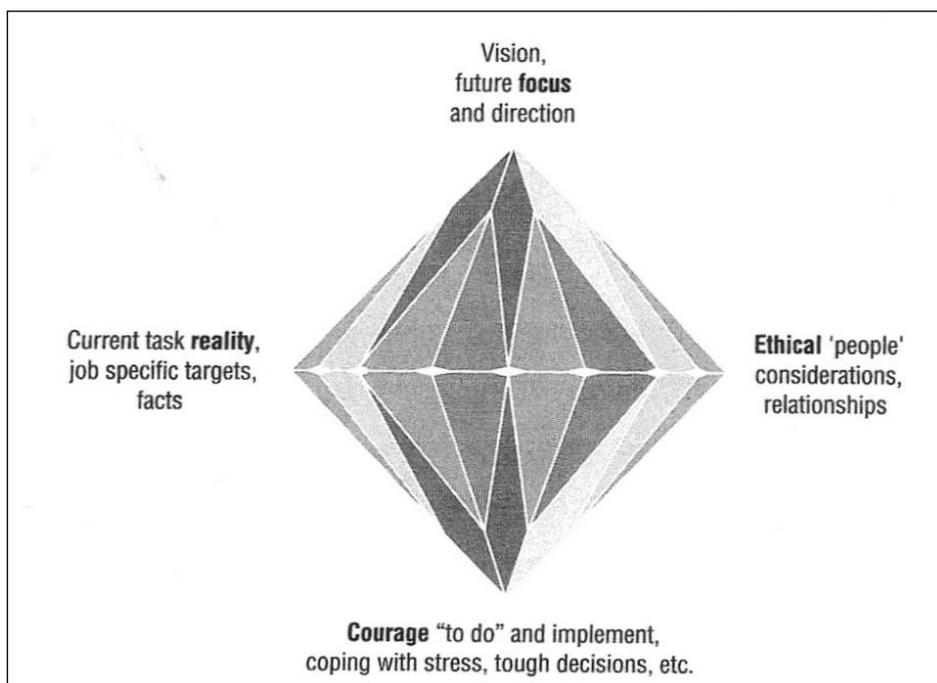


Figure 2-8: Koestenbaum's Leadership Diamond

- *Courage*: Implies taking risks in the process of acting. Sometimes this involves standing alone in what you believe. Courage also implies managing others, stress and anxiety. Involves assertiveness, achievement, initiative, courage and decision-making intelligence.

- *Vision*: Involves holistic, strategic thinking, the ability to see the larger picture, play with scenarios, think freshly and creatively and define and articulate a meaningful motivating future direction and purpose. Vision involves strategic, conceptual and meaning intelligence.
- *Reality*: Involves collecting and responding to facts and practical details of a situation. It involves planning, budgeting pragmatic structures and analytical research. It implies an endless drive for results and task completion and a focus on the bottom line. Reality then involves business, information seeking, analytical, ordered, technical and customer intelligence.
- *Ethics*: Involves a sensitivity to people and relationships. People and their feelings and emotions matter. Loyalty, trust, integrity and idealism are actually encouraged. Ethics involves interpersonal, developmental, team-leading, value-driven and emotional intelligence.

The fourth apex of Koestenbaum's diamond is Ethics. This apex is an important one in the South African context because of the diverse nature of the South African workforce. Leaders need to be sensitive to others and their relationships, and in addition to this to be aware of the differences with regards to the culture of the people within the organisation.

There has also been a drive towards the sustainability of effective leadership. This is becoming increasingly important for leaders globally, as well as leaders in South Africa. A good example of where this did not occur is at South African Airways (SAA) under the leadership of Coleman Andrews. It has been felt in certain quarters that his actions and initiatives were not sustainable. Andrews was appointed in 1997 to turn around the loss-making SAA. He quit a few years later (March 2000) after having received a total remuneration package of R232 million. SAA's pre-tax losses for the year was R735 million. The South African Transport and Allied Workers Union (SATAWU) were one of the fiercest critics of Andrews stating that "Andrews' employment resulted in SAA recording a loss of R244 million; laying off of more than 2000 workers through restructuring, mutual consent packages, retrenchments and outsourcing; dismissal of more than 25 black managers; and eruption of industrial disputes" (COSATU Weekly News, 22 June

2001). It appears that Andrews' actions were taken in order to realise the greatest personal benefit with little regard to a long term sustainable future for SAA.

“The cultivation of productive dispositions of thinking and behaviour – both in self and in others – are the means by which leaders elevate the sustainability of their leadership influence on others toward the achievement of goals” (Stanford-Blair and Dickmann, 2005:168). Figure 2-9 below summarizes the strategies which a leader should implement in order to sustain effective leadership even in his absence:

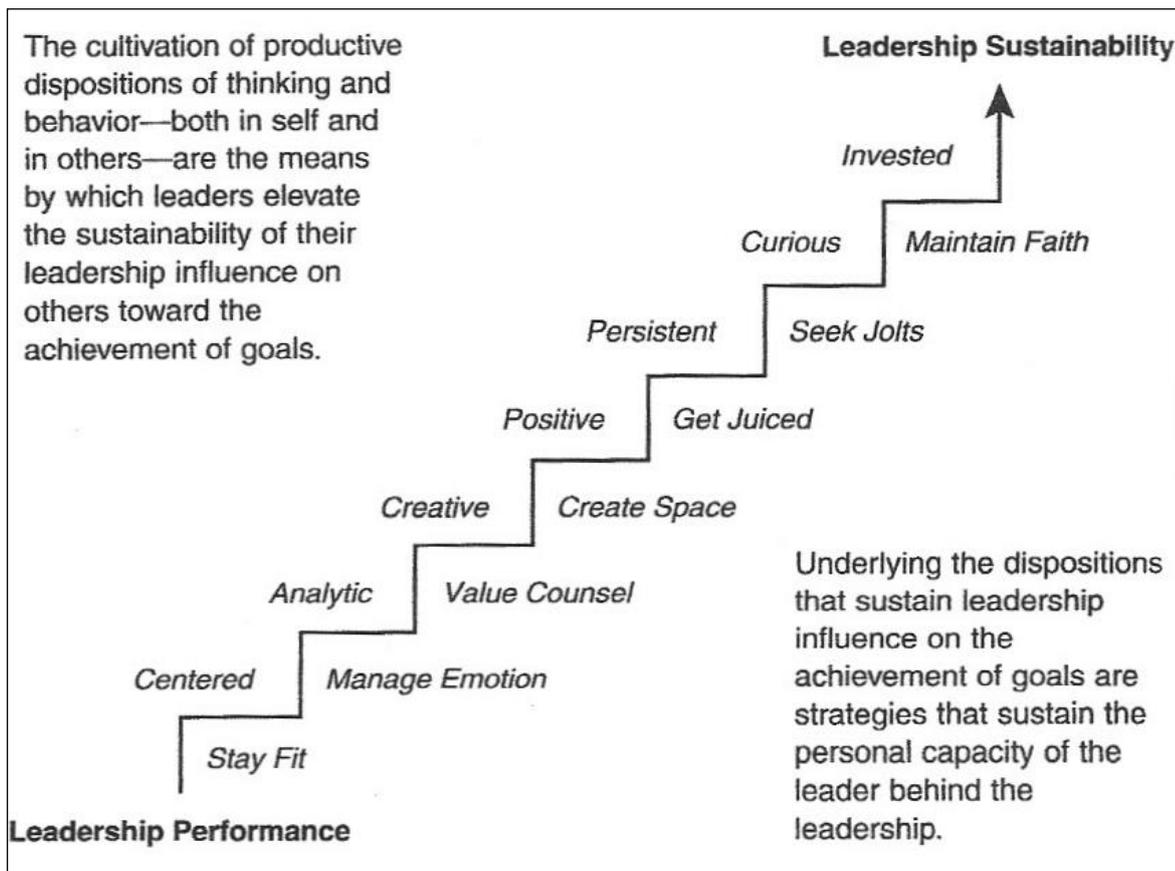


Figure 2-9: The elevation of leadership through sustaining dispositions and strategies

Regardless of the style of leadership, leadership sustainability “is one of sustaining dispositions and strategies that together elevate leadership to enduring influence and legacy. An inner coherence about values forged in leadership information is subsequently extended to a broader coherence with leadership performance. The dispositions that sustain leadership are, in turn, supported by strategies that sustain the personal capacity of the leader behind the leadership (See Figure (2)-10 below)” (Stanford-Blair and Dickmann, 2005:168). This

requires a leader to be aware of the dispositions and this will result in a leader's tenure being sustainable.

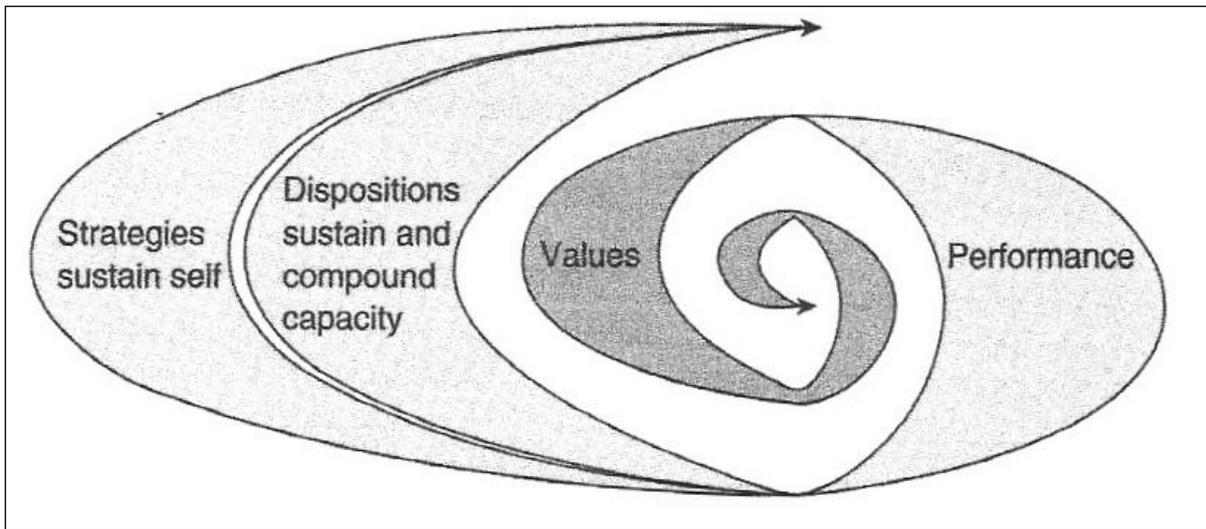


Figure 2-10: Compounding leadership through sustaining dispositions and strategies

Standford-Blair and Dickmann (2005) use Figure 2-10 above to create a “Model of Coherent Leadership”. The model is described below:

1. Leadership *formation* forges an inner coherence of core values, vocational calling and commitment to lead.
2. An inner coherence about values, callings, and commitments is subsequently extended through congruent leadership *performance* aligned to the nature of human capacity.
3. A coherency between elements of leadership formation and performance is further extended to leadership *sustainability* through dispositions and strategies that elevate leadership influence.
4. A dynamic coherency between the elements of leadership formation, performance, and sustainability expands leadership *consequence*.

These definitions have a number of similarities, namely the need for a communicated vision, the need for followers, the need for sustainability and the need to use certain attributes in certain situations in order to be successful.

There are new leadership trends that have emerged in the last few years. These trends were relevant to this study because they gave an understanding of which

areas needed to be focused on when considering the development of leaders within an organisation.

2.3.2 *Current definitions of leadership*

As mentioned previously, discussions and theories of leadership are continually evolving because of the dynamic environment and needs of organisations to remain competitive. As a result, old theories are enhanced or amended and new theories emerge. The current theories are ones that have been defined post 2005. The Center for Creative Leadership (CCL) is one of the research organisations that provide the latest theories on leadership. These are mostly global views with a Western slant.

The Center for Creative Leadership state that “central to its definition of effective leadership are these three tasks: setting direction, building commitment and creating alignment. It is believed that if these outcomes are achieved, leadership must be present” (Martin, 2007:10). “Increasingly, leadership is defined not as what the leader does but rather as a process that engenders and is the result of relationships – relationships that focus on the interactions of both leaders and collaborators instead of focusing on only the competencies of the leaders” (Hernez-Broome and Hughes, 2004:24). This focus on relationships has led to new approaches to leadership. These approaches will have to be more complex than current approaches.

One of these new complex approaches is the concept of “interdependent” leadership. In September 2005, the Connected Leadership Project Team undertook to design and implement a case study research project to better understand “interdependent” leadership in organisations (McCauley et al, 2008:1). Their findings will be briefly discussed later on in this report. However, three main leadership cultures and practices are referred to and these are briefly discussed below.

- *Dependent leadership cultures and practices* are broadly characterized by the assumption that only people in positions of authority are responsible for leadership. These cultures can be thought of as “conformer” cultures.

- *Independent leadership cultures and practices* are broadly characterized by the assumption that leadership emerges as needed from a variety of individuals based on knowledge and expertise. These cultures can be thought of as “achiever” cultures.
- *Interdependent leadership cultures and practices* are broadly characterized by the assumption that leadership is a collective activity that requires mutual inquiry and learning. These cultures can be thought of as “collaborative” cultures.

(McCauley et al, 2008:3)

Within interdependent leadership, is the concept of interdependent logic. Interdependent logic can be described in terms of three interrelated frames:

- *Intersystemic framing* means seeing the organisation and its environment as a product of the interactions of systems. Thus, in general, organisations using this frame value the interaction among various people, functions, and constituencies as sources of identity and knowledge.
- *Dialectical framing* means seeing how beliefs and values are always entangled with their opposites. Thus, in general, organisations using this frame value learning from differences and engaging with paradoxes.
- *Transformational framing* means seeing core identity, mission, and strategy of the organisation as being open to revision and change. Thus, in general, organisations using this frame value inquiry into the identity of the organisation to bring about useful change.

Dialectical framing is particularly relevant to this research study because of the diverse workforce in South African organisations. Ensuring that leaders have the ability to learn from the differences amongst employees and being able to leverage those differences to benefit the organisation is an imperative skill to develop.

Another emerging view of leadership is that of “connected leadership” as an inclusive and collective networked activity throughout organisations. The focus of this type of leadership is to build relationships. Four perspectives emerged from the analysis of the CNL research that helped further define the Connected Leadership perspective:

1. Leadership when leader and follower roles are not clearly distinguished.
2. Leadership when there is no clear authority hierarchy.
3. Leadership when the active role of followers is seen in the leadership process.
4. Leadership when the role of culture is seen as a shaping aspect.

(Martin, 2007:21-22)

Although the views represented above are relevant in the South African environment there has been a need for African specific literature. This need is being addressed and evidence of this is that over the past decade there has been significantly more literature produced on African leaders and leadership. Nkomo (2006:4-5) has identified four broad categories of literature on African leaders.

The first body of literature is referred to as *African management development*. It portrays African leadership and management as deficient and one that lacks the capacity to manage.

The second stream falls within the body of literature on national culture. The underlying argument of this work is the observation that U S theories of leadership and management may not apply outside the borders of the United States because of differences in national culture.

The third category consists of representations of 'African leadership and management' that appear in discussions of precursors to management theory in popular management textbooks. These representations most often appear in sections discussing management history and its origins.

The final stream is the growing body of literature on African management philosophy. Proponents of African management philosophy argue that Africa's effort to engineer authentic development will continue to be unsuccessful until endogenous leadership and management systems are established and institutionalised.

The review of these streams highlighted the importance and need for African and more specifically South African research to be conducted in order to find a leadership and management identity for South African leaders. The focus of research therefore needed to include the ethnicity of South Africans in order to establish the current lack of identity. The current research is lacking in this area.

With an understanding of what the attributes of a successful leader are, it was now possible to explore how leaders are developed.

2.4 Leadership development

The development of leaders in an organisation needed to be understood in the context of the global recession that began in 2009. The strategies that organisations implement with regards to leadership development have had to change through necessity and not necessarily through voluntary actions. During the previous high-growth periods, organisations focused on frenetic recruiting practices to address their leadership needs. Organisations have been forced to implement strategies that deliver long-term results, minimize the loss of critical talent, and ultimately save the organisation money. Kristick (2009:51-52) provides five of the strategies that organisations are implementing to achieve a balance between acquiring and developing leaders and managers.

The first strategy is for organisations to cultivate existing talent. By ‘farming’ rather than ‘hunting’ for the right skills, organisations will keep skilled employees longer, decrease training costs, and reduce or eliminate hiring cycles. As the Forum’s Leadership Practice (2005:1) states “while external hiring at senior levels may be required on occasion to bring in new skills and perspectives, experience demonstrates that the most reliable – and cost-effective – strategy is to grow as many of your own leaders as possible.”

The second strategy is for organisations to improve employee satisfaction. By supporting internal talent in their personal career and mobility plans, and by providing greater opportunities for and access to learning and development activities, organisations will reduce attrition and conserve their knowledge capital.

The third strategy is for organisations to plan ahead for succession. Organisations cannot risk leaving mission-critical positions vacant. Successful organisations will prepare succession plans for critical job positions and keep transitions short.

The fourth strategy is for organisations to act on performance reviews. Instead of managing performance appraisals once a year, organisations must perform

ongoing analysis of performance data against position requirements, career and succession plans, and the goals of employees and the organisations.

The last strategy is for organisations to gain talent visibility. An integrated, unbiased snapshot of critical roles and skills, key people and their specific skills, and relative performance ratings will help organisations avoid expensive mistakes brought about when managers make employee decisions based on incomplete information or ‘partial pictures’. By viewing and analysing the quality and quantity of their existing talent, executives and managers can make informed decisions that will allow them to adjust quickly to changing business conditions.

Day (2001:581) highlights the fact that there is “conceptual confusion regarding distinctions between leader and leadership development”. He further states that “leader development is based on a traditional, individualistic conceptualization of leadership. The underlying assumption is that more effective leadership occurs through the development of individual leaders. It also assumes that leadership can be added to organisations to improve social and operational effectiveness. On the other hand, leadership development has its origins in a more contemporary, relational model of leadership. This model assumes that leadership is a function of the social resources that are embedded in relationships” (Day, 2001:605). Both approaches need to be incorporated in an organisation and Day (2001:605) suggests that the preferred approach is to link leader development with leadership development such that the development of leadership transcends but does not replace the development of individual leaders.

The approach to leadership development should be one that takes the organisational environment into conjunction with the development initiatives. Unfortunately, most organisations do not follow this approach. “In the pursuit of leadership talent, organisations tend to hire for knowledge, train for skills, develop for judgment – and hope for wisdom.” (Gandz, 2002:8). This approach can have potentially disastrous consequences for an organisation. It is necessary to formally train and develop leaders into their new roles. “Successful training ensures that a person will act predictably in response to a given stimulus. Organisations need leaders to be able to assess situations that are frequently complex and seldom identical to past situations.” (Gandz, 2002:8).

It is crucial for organisations to be aware of the context in which leadership development occurs. Dalakoura (2009:434) observes that “programs aiming at the development of leadership at all levels are more difficult to design and implement than those targeted at increasing the skills and competencies of individual leaders”. This view is supported by Hernez-Broome and Hughes (2004:24) who observed that there is “a growing recognition that leadership development involves more than just developing individual leaders [and this] has now led to a greater focus on the context in which leadership is developed, thoughtful consideration about how to best use leadership competencies, and work/life balance issues”.

Day (2001:582) identifies three contexts in which leadership development can take place. The first context is that of developing leaders versus developing leadership (ie. conceptual context). The second context is that of the work itself, and how state-of-the-art development is being conducted in the context of ongoing organisational work (ie. practice context). The third context is related to research that has direct and indirect implications for leadership development (ie. research context).

By focussing on the context in which leaders are developed, it is possible to ensure sustainable leadership within an organisation. This, however, is dependent on the employees who are identified and selected for leadership development. Prof. Laetitia van Dyk, the head of the University of Stellenbosch Business School’s Centre for Leadership Studies was interviewed by Penny Haw from *In Depth* magazine (August 2007). During the interview Prof. van Dyk was quoted as saying that “sustainable leadership depends on developing leaders who are a great deal more than capable. They must demonstrate integrity, vision, accountability and stewardship” (Haw, 2007:4). Prof. van Dyk builds on this point of view by stating that “it is evident that leadership development needs to be more personalised, with increased focus on the individual to ensure that he or she significantly enhances his or her authentic leadership capabilities and personal effectiveness” (Haw, 2007:5). Prof. van Dyk also stated that “leadership development must nurture integrity, judgment and intuition, and produce leaders who are more thoughtful, aware, sensitive, flexible and adaptable – people trained

to think, decide and act efficiently and innovatively in today's complex and unstable world' (Haw, 2007:5).

There is a need for organisations to adopt an effective leadership agenda for building a talent mindset (Kesler, 2007:2), which includes the following four elements:

1. A Vision: The CEO must set a vision for talent development in the same manner that he sets a vision for business.
2. Clear objectives and priorities: The CEO should work with human resources leadership to define a clear set of outcomes and targets for the process.
3. A culture that grows leaders: The top executive must set the norms by laying out a set of principles or philosophies that will guide decision-making and shape talent culture.
4. A robust set of practices: The organisation should focus on the entire talent pipeline. The development potential of individuals should be rigorously assessed. Learning through experience requires a thoughtful approach.

Hernez-Broome and Hughes (2004:24-31) reviewed leadership development in the past, present and future. They identified that some of the most noteworthy issues and trends in the field of leadership development in the past 20 years fall under two general headings:

1. *The proliferation of leadership development methods*: This is the increasing use and recognition of the potency of developmental experiences;
2. *The importance of a leader's emotional resonance with and impact on others*: The understanding of leadership in organisations was dominated by the classic two-factor approach focusing on task and relationship behaviours.

It became clear that without a formalised approach to leadership development, organisations would not benefit from it. Organisations should be aware of the potential root causes of their leadership development which might cause their initiatives to fail. The research and advisory work conducted by Ready and Conger (2003:83) has led them to believe that "three pathologies are the root

cause of the failure of so many leadership-development efforts”. They define pathology as “the causes and effects of systemic problems in the way organisations attempt to develop leadership capability” (Ready and Conger, 2003:83). A brief summary of the three pathologies is provided below:

- *Pathology #1: The “Ownership is Power” Mind-Set:* Older ways of managing are colliding with new realities about what makes companies and their employees tick. Leadership development suffers from this pathology when executives approach it with control, ownership and power-oriented mind-sets rather than with an understanding of the need for shared accountability.
- *Pathology #2: The Productization of Leadership Development:* Leadership-development efforts are not aligned with strategic goals. As with other complex organisational challenges, companies are frequently in search of quick fixes, and they orient their leadership initiatives around commercial products that have limited relevance to their actual needs.
- *Pathology #3: Make-Believe Metrics:* Businesses search for accountability for most of their actions, and accountability is driven by metrics. Leadership-development initiatives are being scrutinized, as they should be. The metrics that most companies are using to assess the effectiveness of their leadership-development efforts, however, are leading them astray.

“Organisations often thrust managers into senior leadership with the expectation that they will figure it out for themselves, not recognising the significant thinking and emotional shifts that are required of top leaders.” (Lash, 2002:45) Organisations require “executives who possess a more sophisticated set of skills, including global business acumen, technological literacy, multicultural fluency and the ability to manage non-hierarchical, ever changing organisations” (Caudron, 1999:73). “The term executive education now implies a much more sophisticated approach than management training” (Fulmer, 1997:59).

It became clear that leadership development was a crucial area to focus on. The attention shifted from the attributes of a leader to how leadership was developed and to provide a definition of leadership development.

McNamara (2008:1) suggests that a simple definition of leadership development is “an effort (hopefully, planned in nature) that enhances the learner’s capacity to

lead people". However, for the purposes of this paper, leadership development is defined as "every form of growth or stage development in the life-cycle that promotes, encourages and assists the expansion of knowledge and expertise required to optimise one's leadership potential and performance" (Brungardt, 1997:83). Therefore, "the growing emphasis in leadership development is clearly on customized programs created to help achieve specific corporate initiatives" (Fulmer, 1997:59). In order to implement a successful leadership programme it was necessary to be aware of its components, as well as taking into account the unique characteristics of the organisation which would implement the LDP.

In order to meet the aforementioned criteria of leadership development, leadership development studies include formal training programmes as well as the full range of leadership experiences. The full range of leadership experiences include mentoring, job assignments, feedback systems, on-the-job experiences, developmental relationships which include exposure to senior executives, and leader-follower programmes. (Collins, 2001:44). These areas are important as they provide a holistic approach to leadership development and not a segmented one.

"Leadership development is a continuing process" (Atwater et al., 1999:1544) and as Malloch (2001:7) suggests, it "includes accountabilities for both the organisation and the individual." Leadership development for staff will equip them to progress in their careers, provide a pool of leadership candidates, in addition to improving the leader's skills. Companies traditionally promote people based on their technical skills - yet many employers have not supplied leadership or management training to complement and support these employees in their new role (Joyner, 2000:29). If employees are promoted based solely on their technical skills, the risk of that leader failing in his new role will increase. This is because of the requirement for a successful leader to have skills other than technical ones. For example, interpersonal and communication skills are extremely important for a leader to be effective. The research conducted by Gentry and Leslie (2007:39-40) provided a very good illustration of the competencies that were most and least chosen in leadership development. A summary of this research is provided later on in this paper. However, it is clear from the responses that were received that relationship building and people skills dominated the top ten competencies most

chosen whilst there were a number of “business skills” that fell into the least chosen competencies.

Leadership development “prompts employees to work harder for the company and set more challenging career-development goals; it teaches managers to be better coaches to their own direct reports; and it prepares the entire population to react more effectively to a shifting workplace environment (Gale, 2002:82). Thus, LDP’s should be mutually beneficial to the organisation and the employee.

Yearout, Miles and Koonce (2000:34) refer to companies that do the best job of growing and nurturing new generations of leaders as ‘leader-builders’. Change, speed, resilience, and renewal are central to their business strategy and to their leadership development philosophy. Most leader-builders share seven common traits, namely:

- Leader-builder companies have an unusually strong vision of their futures.
- Executives and managers in leader-builders display remarkably consistent behaviours, regardless of their level in the organisation.
- In leader-builders, there’s a strong emphasis on the continuous development and replenishment of the leadership talent pool and pipeline.
- In leader-builders, there’s a strong emphasis on the identification of specific leadership competencies to support current and emerging mission and strategy.
- Inside leader-builders, there’s strong, strategic alignment.
- Leader-builders show a high degree of team unity at the senior level.
- Leader-builders display a strong commitment to continuous organisational renewal.

(Yearout, Miles and Koonce, 2000:35-37)

Gandz (2002:9) believes that leaders are born and that leadership talent can be accelerated. Based on this statement it is possible that a formal LDP will provide the theoretical knowledge and guidance to leaders which is missing in an informal or ad-hoc approach to leadership development.

Gandz (2002:9) makes the following observations about leadership development:

- It pays to start with excellent talent

- It pays to channel high potentials into the “right” experiences.
- Development must be integrated with personal career management and organisational development.
- There must be “on-“and “off-ramps”.
- High potentials must be managed differently.

Gandz’s observations make sense and few would disagree with him. The challenge organisations face is how to practically implement these observations.

The current thinking on leadership development is described by Hernez-Broome and Hughes (2004:27) where they observe that “developing ‘more and better’ individual leaders is no longer the sole focus of leadership development, although it remains a critical aspect”. Due to the focus of leadership being on relationships, “leadership development practices based on this paradigm are more difficult to design and implement than those that have been popular for the last several decades in which the objective was to train leaders to be good managers” (Hernez-Broome and Hughes, 2004:27).

Hernez-Broome and Hughes (2004:27-29) have identified several themes that describe the state of leadership development today. These themes are listed and briefly described below.

1. *Leadership Development within the context of work:* Leadership development initiatives today typically offer performance support and real world application of skills through such methods as training programmes, coaching and mentoring, action learning, and developmental assignments. The goal of leadership development ultimately involves action not knowledge. Therefore, development today means providing people opportunities to learn from their work rather than taking them away from their work to learn.
2. *Critical reflection about the role of competencies in Leadership Development:* Leadership competencies remain a core dimension of leadership development activities in most organisations. Organisations must correspond with and are specific to their distinct business challenges and goals.

3. *Work / Life Balance revisited:* Health and well-being at work are issues of increasing interest and attention, including their relevance to leadership. In an environment of constant change and unrelenting competition, managing stress and personal renewal to avoid burn-out are becoming a central focus for leadership development. There is increasing recognition that a person's work and personal life have reciprocal effects on each other.

Hernez-Broome and Hughes (2004:29-31) have also identified several trends that had a major role in the understanding and practice of leadership and leadership development. These trends are listed and briefly described below.

1. *Leadership Competencies will still matter:* Leadership competencies will still matter, but they will change as the competitive environment changes. The model of effective leadership in the future will be one of encouraging environments that unlock the entire organisation's human asset potential.
2. *Globalization / Internationalization of Leadership Concepts, Constructs, and Development Methods:* Future leaders will need to be conversant in doing business internationally and conceiving strategies on a global basis.
3. *The role of technology:* The technology revolution has changed organisational life. It has changed the ways information and knowledge are accessed and disseminated, and the ways in which people can communicate and share with one another. This has profound implications for what effective leadership will look like as well as how to use technology most effectively in leadership development.
4. *Increasing interest in the integrity and character of leaders:* Interrelationships among leadership, character, and values ought to be made more salient. Assuming there is continuing if not increasing interest in the character of leaders, much work is needed in the years ahead to assure greater clarity of concept about the vital-yet-elusive concepts if they are to play a prominent role in leadership development practices in organisations.
5. *Pressure to demonstrate Return On Investment (ROI):* While leadership development is strategically important, it is usually expensive. Demonstrating and quantifying the impact of leadership development investments is likely to emerge as a priority for organisations committed to

building leadership strength. To maximise ROI for leadership development efforts and its payoffs, organisations must effectively plan, implement, and evaluate their initiatives.

6. *New ways of thinking about the Nature of Leadership and Leadership Development:* Emerging new perspectives on the nature of leadership may profoundly affect our thinking about leadership development. Leadership will be understood the collective capacity of all members of an organisation to accomplish such critical tasks as setting direction, creating alignment, and gaining commitment. Leadership development based on this paradigm is more difficult to design and implement than those that have been popular for the last several decades in which the focus was to train individual leaders.

Fulmer and Bleak (2008:26) recognise that “the skills and abilities of effective leaders can be developed through many avenues, such as coaching, mentoring, exchange with peers, skill building, stretch assignments, and opportunities to practice. They further state that “these skills and abilities are just as important as individual qualities such as emotional intelligence, self-motivation, and being results-oriented.”

It is the opinion of Fulmer and Bleak (2008:27) that in order to develop leaders in organisations, resources must be invested in the following:

- Skills building so that high-potential employees are exposed to a vast array of opportunities and knowledge
- Relationship building among executives, managers, and employees to remove inherent barriers between levels within an organisation
- Strategies to ensure relevance and applicability to business goals within an organisation

The findings of the research conducted by van der Merwe and Verwey (2007) suggest that from a South African perspective, the leadership competencies required now and in the future are different. They suggest that organisations in their leadership selection and development approaches:

- Focus on aspects such as values, integrity and honesty towards all;
- Move from the traditional focus on leadership towards leadership of organisations and not the leader per se; and
- Take into account emerging forms of distributed leadership – more effective leadership at more levels – to assure organisational innovation and change at all organisational levels.

Based on the literature above, it became clear that leadership development comprises many components. Conger (2004:136) provides a good summary of the factors that shape the extent to which an individual becomes a leader and these include “genetic predisposition, family environment, school experiences, hardships, job experiences, bosses, organisational incentives, and training”. He further stated that “it is not a matter of whether leaders are born or made. They are born and made” (Conger, 2004:136). Fulmer and Bleak (2008:44) provide a good summary of the essential elements for developing a successful leadership development strategy. These are:

- Experiencing a teachable moment and coupling it with the opportunity to change the culture
- Establishing a corporate business strategy that is visionary, then linking the leadership-development strategy to it
- Engaging in conversations about the leadership vision and gaining support through the communication efforts
- Creating a lean competency model and the values that can guide the leadership-development strategy

The focus of the literature is on developing leaders in an organisation. However, von Krosigk (2007:30) suggests that the childhood experiences and other factors during childhood could have contributed to the development of leadership attributes of effective leaders. Therefore, he suggests that leadership courses should be aimed at school going children. It suggests that developing leaders in an organisation may be too late. It takes time to develop ourselves adequately in the

area of emotional intelligence and interpersonal skills in conjunction with an unshakable belief in our own intuition.

It is clear from the literature that the focus should be on individuals and the relationships they build and develop. This is particularly relevant in South Africa with the number of ethnic groups that make up South Africa's workforce. South African organisations will not only have to be aware of a person's race, which has been the focus for a number of years, but leaders need to be aware of a person's ethnicity in order to understand the workforce composition.

With this in mind, in order to gain the full advantage of leadership development, a formal Leadership Development Programme (LDP) needed to be defined, created and implemented.

2.5 Leadership development programmes

There are many suggestions as to what should be included in a Leadership Development Programme. A number of researchers and academics have attempted to provide the components of an LDP and although some of these components are similar others are not. The starting point for an LDP, is that "there is no one clear 'model' or 'framework' for determining the competencies to use for leadership development" (Gentry and Leslie, 2007:38).

In order to develop and implement a successful leadership programme, Fulmer and Bleak (2008:66) suggest that organisations engage in the following critical conversations:

1. *Determine destination:* This deals with the organisation's vision or destination.
2. *Define guiding principles and current reality:* This is to identify the values and principles that define the organisation's culture.
3. *Create the new leadership blueprint:* This looks at the organisation's existing portfolio of programmes and its experiences and then compares that with the proposed leadership design.

4. *Review and align the infrastructure:* This involves reviewing, adjusting, and aligning the infrastructure required to support the new leadership-development strategy.
5. *Measure:* This focuses on determining how success will be measured, what specific results are expected, and which behaviours should be changed.

These conversations should provide the foundation for the leadership development strategy which will result in the development of the leadership development programme.

Gandz (2002:10) provides a diagram (See Figure 2-11) which illustrates the components of an integrated Leadership Development System:

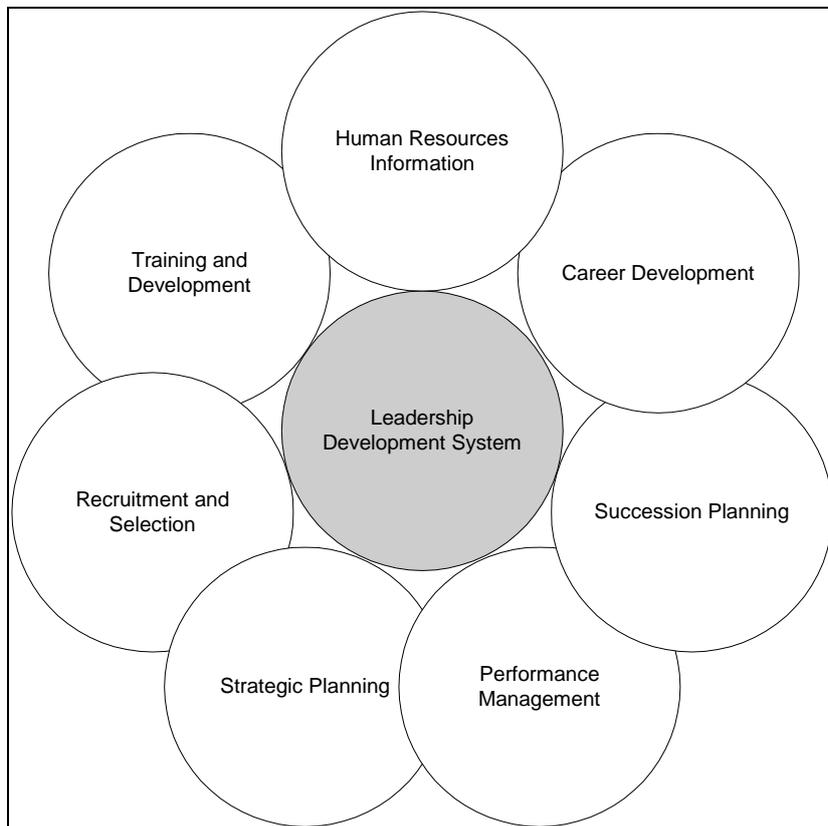


Figure 2-11: Gandz's Leadership Development System

The components of Gandz's model all have an impact on each other. It is imperative that all of these components are addressed when an organisation implements an LDP. For example, it will be very difficult to ensure a succession plan is successful if the individuals who will be promoted are not aware of their career development path and if they are not given the appropriate training to

support their new position. Gandz's model is based in administrative processes to a large extent. There are other approaches to leadership development which will complement Gandz's model. One of these approaches is the Leadership Pipeline suggested by Drotter and Charan (2001).

Each passage of the Leadership Pipeline requires people to acquire a new way of managing and leading, which emphasizes:

1. Skill requirements – new capabilities required for execute responsibilities.
2. Time applications – new time frames that govern how one works.
3. Work values – what people believe is important; the focus of their efforts.

“Organizations are therefore challenged to place people in leadership positions that are appropriate to their skills, time applications and values.” (Wallace, 2006:3).

As mentioned previously, Drotter and Charan (2001) advocate building leaders at every level. Their model, called The Leadership Pipeline, is one used to understand the leadership requirements throughout the entire company. The six turns, or passages, in the leadership pipeline are major events in the life of a leader. By grasping what each passage entails, and the challenges involved in making each transition, will help organizations build a leadership pipeline. It will also help build a leadership culture that will enable the organization to respond to changes and threats in the business environment. The six passages are briefly discussed below.

Passage 1: Managing self to managing others: By sharpening and broadening their individual skills, employees make increased contributions and are then considered for promotions. When people become skilled individual contributors who produce good results, especially when they demonstrate an ability to collaborate, they usually receive additional responsibilities. This often leads to their promotion to first-line manager which is when individuals are at Passage 1. At this passage, the most difficult change is for the new managers to learn to value managerial work rather than just tolerate it.

Passage 2: Managing others to managing managers: This is the level where a management foundation is constructed. At this level managers must only manage. The key skills they must master during this transition include selecting people to turn Passage 1, assigning managerial and leadership work to them, measuring their progress as managers, and coaching them. At this point they must also see beyond their own job description and consider the broad strategic issues that affect the business overall.

Passage 3: Managing managers to managing a function: At this level functional managers must not only endeavour to understand areas which are unfamiliar to them but learn to value it as well. To be successful in this leadership passage requires increased managerial maturity. This means that managers need to adopt a broad, long-term perspective. Effective leadership entails creating a functional strategy that enables them to do something better than their competition.

Passage 4: Functional manager to business manager: This is often the most satisfying and challenging of a manager's career. A major shift in skills, time application and work values must take place. Rather than consider the feasibility of an activity, a business manager must examine it from a short- and long-term profit perspective. Business managers must meet quarterly profit, market share, product and people targets and, at the same time, plan three- to five-year goals.

Passage 5: Business manager to group manager: A business manager values the success of his own business; a group manager values the success of other people's businesses. Group managers must master four skills:

1. Evaluate strategy in order to allocate and deploy capital.
2. Develop business managers.
3. Develop and implement a portfolio strategy.
4. Assess whether they have the right core capabilities.

Passage 6: Group manager to enterprise manager: The transition during the sixth passage is much more focused on values than skills. People must re-invent themselves as enterprise managers. They must set direction and develop operating mechanisms to know and drive quarter-by-quarter performance that is in tune with longer-term strategy.

Drotter and Charan (2001:27) state that having a well-defined leadership pipeline delivers important benefits. Firstly, by establishing appropriate requirements for the six leadership levels, companies can greatly facilitate succession planning, and leadership development and selection processes in their organisations.

Another benefit is that individual managers can clearly see the gap between their current performance and the desired performance. They can also see gaps in their training and experience, and where they have skipped a passage (or parts of a passage) and how that's hurting their performance.

The Human Resources department can make development decisions based on where people fall short in skills, time application and work values, rather than rely on generalised training and development programmes.

A fourth benefit is that an individual's readiness for a move to the next leadership level can be evaluated objectively rather than tied to how well they performed in their previous position.

Leadership passages provide companies with a way to improve selection, which is another benefit to the organisation. Rather than basing their selection decisions on past performance alone, personal connections or preferences, managers can be held to a higher, more effective standard. Organisations can select someone to make a leadership turn when an individual is demonstrating some of the skills required at the next level.

A sixth benefit is that a defined pipeline provides organisations with a diagnostic tool that helps them identify mismatches between individuals' capabilities and their leadership level. Therefore, remedying the situation or, if necessary, removing the mismatched person which is more likely.

A seventh benefit is that a leadership pipeline helps organisations move people through leadership passages at the right speed. The pipeline provides a system for identifying when someone is ready to move to the next leadership level.

The last benefit is that a leadership pipeline reduces the time needed to prepare an individual for the top leadership position in a large corporation.

The Forum's Leadership Practice (2005:2-4) suggests that high-performing organisations build leadership pipeline systems that:

- Drive strategy, values, and business goals;
- Clarify expectations of leaders at all levels;
- Align and integrate with other development and talent management processes;
- Are actively championed by top management;
- Involve and connect leaders at all levels;
- Develop an integrated curriculum that reinforces common themes across all levels while also supporting the specific learning needs of each level;
- Engage leaders' hearts, heads, and hands;
- Bridge the gap between learning and real work through action learning;
- Provide support to accelerate transitions;
- Measure impact and continuously improve.

Ready and Conger (2003:87-88) cite IBM as an organisation that is making great strides in leadership development. Briefly, IBM has identified three keys to the successful creation of a pipeline of next-generation leaders. These are:

- Share ownership and demand accountability.
- Invest in processes and not in products.
- Measure what matters.

Fulmer and Goldsmith (2000:18) mention several areas of leadership development to focus on:

- 2 Focus on core issues.
- 3 Focus on human resources development and business experience.
- 4 Focus on internal and external factors.

Koprowski (2002:32) provides six principles for successful global leadership development:

- 1 Be clear about why you're developing leaders.
- 2 Use customer input to drive leadership development.
- 3 Involve the line.

- 4 Find a global way.
- 5 Build globally, adapt locally.
- 6 Get sponsors to live up to their commitments.

Koprowski's principles suggest that it is important to get feedback from as many parties as possible when making a decision regarding leadership development. These principles are similar to the 'ubuntu' approach in that many parties are consulted prior to making a decision which will affect all.

Pernick (2002:10-17) provides nine tasks which will provide an overall approach to establishing a comprehensive LDP. These tasks are listed below:

- Task 1: Devise Program Selection Criteria
- Task 2: Define Leadership Competencies
- Task 3: Establish an Application Process
- Task 4: Assess Current Leadership Skills
- Task 5: Provide Developmental Activities
- Task 6: Align Structures to Reinforce the Program
- Task 7: Develop Leaders in Context
- Task 8: Plan for the Next Generation of Leaders
- Task 9: Evaluate the Leadership Development Program

The list above is very similar to Gandz's components. For example, Pernick's Task 8 translates to Gandz's Succession Planning and Pernick's Task 6 is Gandz's Strategic Planning.

Schafer (2000:64) suggested that a leadership development programme requires a top-down approach and should include the following elements:

- Announcement of an executive commitment to leadership development.
- Counselling and provision of mentoring and leadership training for prime candidates.
- Building of employee scorecards to measure performance.
- Linking of competencies to results.
- Adopting innovative learning methodologies (computer-based training, distance learning).
- Creating and assigning accountability.

- Transforming management development into a definable process.

One of the points that Schafer (2000) makes which the other theorists have not mentioned is the assignment of accountability. If people are responsible for certain tasks and then held to account based on the outcome, successful or not, the process is more likely to succeed because there will be a consequence for their actions.

Wright, Rowitz and Merkle (2001:61-62) suggest that a conceptual model for Leadership Development needs to be both dynamic and comprehensive in scope. They identified seven elements that are critical for the design of a leadership development programme. These elements are:

- Capacity Development Need.
- Recruitment Target.
- Geographic Area Served.
- Program Content.
- Learning Level.
- Learning Approach.
- Implementation Methods.

Friedman (2001:28) uses Ford's new leadership DNA to suggest guidelines when creating a leadership development programme:

- 1 Create a sense of urgency for leadership development.
- 2 Develop a brand for your leadership-development strategy.
- 3 Communicate the results of leadership-development activities.
- 4 Celebrate achievements.
- 5 Promote your alumni as leaders of tomorrow.

Robertson and Webber (2000:317) believed a leadership development framework called the Boundary-Breaking Leadership Development Model moves some way towards closing the gaps between theories-in-action and espoused theories of the participants involved.

The planning process includes six steps:

- 1 Forecast business and leadership needs.

- 2 Generate a list of competencies.
- 3 Assess internal talent and identify gaps.
- 4 Provide developmental opportunities.
- 5 Hold people accountable for their own development.
- 6 Make succession planning an integral part of business planning.

It is clear that a number of researchers, academics and business commentators have provided opinions on what should be included in a Leadership Development Programme (LDP). All have very similar themes and messages. These ideas and opinions provide high level frameworks within which organisations can approach their LDP. From a South African perspective these opinions should be considered when developing a LDP. However, as Fitzgerald (2003:19) suggests, “we (South Africa) need to have more grounded programmes and make our leadership development programmes a little less rhetoric and more action-oriented to make sure that the public service acts”. Although Fitzgerald was specifically referring to mobilising the Public Sector, his view is also relevant in the Private Sector.

There have been a number of initiatives in South Africa with regards to leadership between the private and public sectors. As early as 1997, SAB chairman Meyer Kahn was seconded to the SA Police Service as chief executive on a two-year secondment. A similar initiative, which forms part of the first leg of the SA Experiment, was launched by the South African deputy president at the time, Phumzile Mlambo-Ngcuka. It involved senior government officials getting a taste of life in the corporate world.

According to Salgado (2007:1), between 40 and 50 senior executives from some of South Africa's top companies in the tourism sector were selected for secondment to government departments and parastatals ahead of the 2010 Fifa World Cup. Tourism had been selected as the sector to kick off the project, due to the urgency of changing mindsets ahead of 2010. The initiative would then target the manufacturing sector, around which "key challenges" existed on export issues. In particular, the automotive components, engineering and textiles sub-sectors had been identified. Each project would typically run for five to six months. Participating companies would carry any costs incurred.

Leadership Development Programme's comprise similar elements and provide a solid theoretical foundation for organisations to implement their own LDP. Koprowski (2002:34) mentioned that the LDP should "adapt locally" and Pernick (2002:14) suggests that "leaders should be developed in context".

The research conducted by von Krosigk (2007) involved interviewing leaders, one or two peers and one or two subordinates. The purpose of the interviews was to identify effective leaders and their leadership traits. The aim of the research was to uncover "attitudes, values, likes, dislikes, natural affinities, ideas, feelings and responses to events, people, places and situations throughout an individual's life" (von Krosigk, 2007:26). Amongst the findings was that the effective leaders all demonstrated a clear understanding of themselves. In addition to this, all the leaders had been exposed to a number of different traditions, values and beliefs.

The following section explores the requirements for leaders in South Africa with regards to the diverse workforce.

2.6 Leadership and Diversity in the South African context

The South African business landscape has a number of core characteristics. There are many factors which leaders have to take into account in order to be sustainable and successful.

Firstly, a number of business imperatives have an impact on South African organisations. The South African government has considered a variety of tax and other forms of incentives to promote Black Economic Empowerment (BEE). Organisations that effectively apply BEE and Employment Equity (EE) policies in their organisations are amongst the intended beneficiaries of such measures. These measures will ensure compliance, but as Thomas (1990:107) noted with regards to the American business environment where affirmative action was put in place during the nineteen sixties, "sooner or later, affirmative action will die a natural death". He acknowledges that "affirmative action had an essential role to play and

played it very well” (Thomas, 1990:108). Thomas (1990:108) does caution however, that “affirmative action is an artificial, transitional intervention intended to give managers a chance to correct an imbalance, an injustice, a mistake”. He concludes that once the numbers mistake has been corrected, he does not think that affirmative action alone can cope with the remaining long-term task of creating a work setting geared to the upward mobility of all kinds of people, including white males.

As Whiteford (2005:26) suggests, “an innovative way of dealing with cultural differences in corporations is the development of a unique corporate culture of BEE-styled companies”. He does acknowledge that “this corporate culture is severely criticised because it was felt that it tended to dominate the corporate environment, given that it reflected the values espoused by the BEE partners. It also did little to minimise or alleviate national cultural differences”. Whiteford’s conclusion (2005:27) is that “the idea that one can alleviate cultural differences through the imposition of a BEE corporate culture would have to be construed as inadequate”. However, in a South African context, cultural differences should be considered as part of the strategic development process.

The situation already prevails where an organisation’s BEE and EE credentials determine whether or not it qualifies for government incentives and preferential procurement contracts. One of the main aims of the imminent Black Economic Empowerment Bill is to tighten up government procurement by setting targets for black economic empowerment contracts.

A second consideration for South African organisations is the legislative imperatives which will be imposed on them.

The dual purpose of the Employment Equity Act, No. 55 of 1998 (The South African Department of Labour, 2004:5) is clearly stated:

To achieve equity in the workplace by

a.promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination; and

b.implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups, to ensure their equitable representation in all occupational categories and levels in the workplace.”

There is also a Code of Good Practice on the preparation, implementation and monitoring of Employment Equity Plans, which is not legally binding, but nevertheless provides important and useful information to any employer who undertakes the EE process.

The Broad-Based Black Economic Empowerment Act, No. 53 of 2003 (The South African Department of Labour, 2003:4) provides a broader definition of black economic empowerment than the one that was originally provided.

The broader definition has been designed to cover joint ventures and to encourage white-owned firms to relinquish part of their equity to black partners without the fear of losing control. The definitions will be important in determining which firms qualify for government incentives and preferential procurement contracts.

This legislation has made it possible for the Minister of Trade and Industry to issue Codes of Good Practice, which are not legally binding, but which provide guidelines to organisations and state institutions on how to implement empowerment in areas such as procurement, ownership and investment strategies. The Act also paves the way for the creation of Sectoral Transformation Charters, which will set overall targets for particular industries.

The South African legislation will continue to be modified in order to ensure that organisations address transformation issues. Some organisations will now be forced to address the issue of previously disadvantaged individuals.

A third consideration facing South African organisations is the leadership model required to effectively lead the diverse workforce. A large number of that workforce is previously disadvantaged. As a result, as the composition of leadership in South African organisations evolves so the variety and diversity in leadership styles becomes more apparent. Charlton (2000:101) suggests that the empowerment of previously disadvantaged people is both a consequence of diversity and an indication of effective leadership. As Booysen (2001:32) notes “although South Africa is a complex amalgam of several cultures and subcultures, the dominant management practices are, for historical reasons, Western”. She does, however, also observe that “the face of South African leadership is

becoming more diverse and inclusive of all race groups posing a challenge to the dominant management values and practices” (Booyesen, 2001:32).

“The challenge for South African organisations is to find a leadership model that considers cultural differences, and optimises benefits from the diverse beliefs, values and principles that influence performance.” (Poovan, du Toit and Engelbrecht, 2006:17). Successful organisations with strong leadership can use the cultural differences in their organisations to their benefit. There is an opportunity to expand their customer base and to harness the combined strengths of their diverse workforce.

Barrett (2009) refers to the term cultural capital which combines Hofstede’s definition of organizational culture (ie. “the collective programming of the mind which distinguishes the members of one organization from another”) and the definition of capital (ie. the assets available to an individual or a group that can be used for the creation of wealth). The definition of cultural capital is “the value attached to the collective mental programming (values, beliefs and behaviours) of the organisation that supports its relationships with its employees, customers and society” (Barrett, 2009:3). An awareness of Barrett’s seven levels of personal consciousness as well as the seven levels of corporate consciousness will help a South African leader to better deal with the diverse workforce he has to lead. The diagrams below (Figure 2-12 and Figure 2-13) graphically represent the personal consciousness and the corporate consciousness levels.

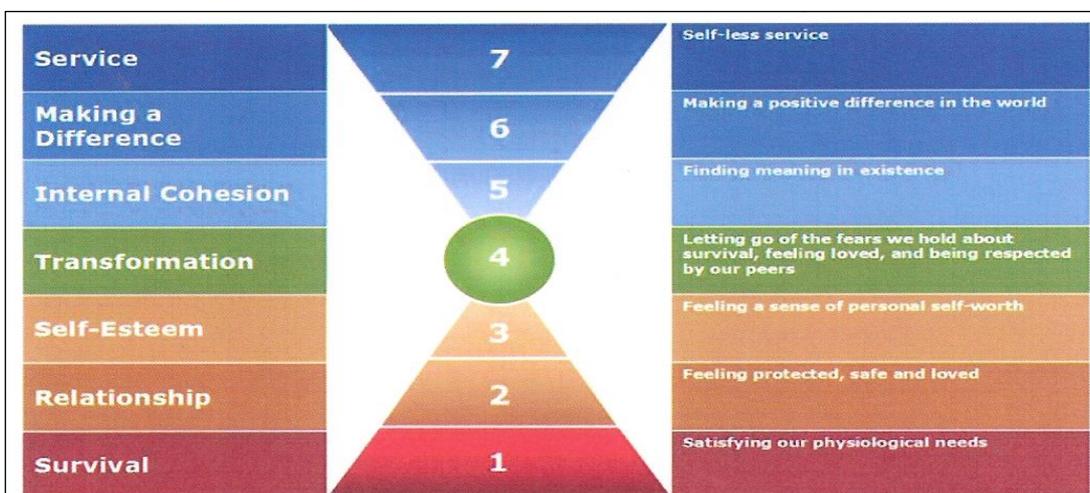


Figure 2-12: Barrett’s Seven Levels of Personal Consciousness

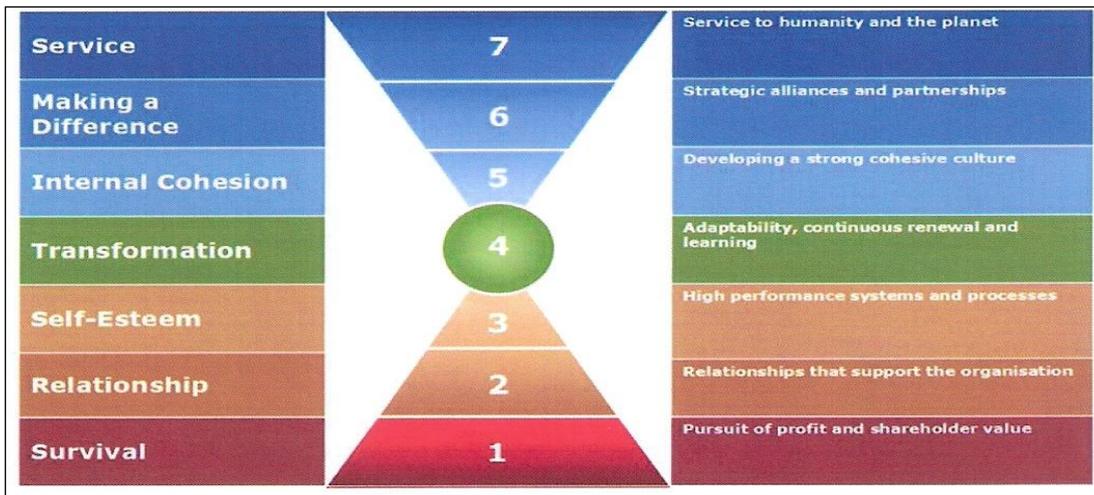


Figure 2-13: Barrett's Seven Levels of Corporate Consciousness

South African leaders will have to embrace all leadership styles and models to find a hybrid which will be effective for their workforce. This means that leaders should include their current styles whilst incorporating appropriate styles that may be new to them. A number of researchers and commentators support this view. An observation made by Nantulya (2006:55) is that “leadership programmes currently in place in Africa tend to focus on short training courses for select interest groups. Others focus on propagating the personal leadership styles and philosophies of former presidents (mainly through presidential foundations). The Ugandan experience, however, shows that to be effective, sustainable and realistic, leadership programmes ought to be targeted at primary and secondary school level instead”. In addition to this observation, Nantulya (2006:55) also states that “there is a widely held notion that colonialism and dictatorship brought about a leadership deficit on the continent and that there are no institutional mechanisms through which leaders can be nurtured, trained and deployed. The Ugandan case shows that this is not the case”.

Eric Mafuna, the Group Chairman and Project Leader of The African Leadership Group (ALG) believes that “the primary quest of the African Leadership Group is to find a ‘formula’ for effectiveness; to take the best leadership models and experiences and make them accessible to private structures, to public structures, to communities, to families and to associations” (Mafuna, 2007:1). A possible approach that could be followed is Saunders’ (2008b:72) suggestion that African leadership should be viewed from two perspectives, ie the post-modern world, chaotic, unpredictable and constantly changing, and from the African perspective,

the indigenous aspect of Africa that needs to be interwoven into whatever leadership hybrid we may want to propose for the development of emerging leaders in this context.

It may not always be possible to incorporate the existing leadership style onto a workforce. This is largely due to the context in which it was conceived and implemented. Saunders (2008b:72) summarises this view eloquently when she states that history is important when defining an African leadership theory because of the mark it has left on African people. One of the extreme debilitating effects of this history of disadvantage is the distorted self-image that non-egalitarian social systems imposed on those who are considered by those in power to be unworthy. Over time, a deep sense of inferiority and the inability to make a worthwhile contribution grow within the individual. The present demands a hybrid of global issues that relate to the post-modern era, and that which is indigenous to Africa.

It is Saunders' (2008b:74) opinion that "tried and tested leadership models from a Western or European framework are consistently imposed on our African people with little concern for the fact that they reflect a completely different world order to those who are required to embrace them. These models are often irrelevant and have dubious value as tools in the toolkit of an African leader in the post-modern era". Saunders (2008b:74) recommends that Africa needs a pedagogy that combines that which is universal in the global post-modern world with that which is specific to Africa. There is a need for the pedagogy to be radical in nature, one that allows leaders to engage effectively and meaningfully with more than just the operational and strategic challenges of running an organisation; one that will enable them to engage with the social reformation which is needed to release the potential of a nation whose energy and growth have been deeply submerged by many years of psychological, if not social or even physical, imprisonment.

It appears that regardless of the composition of the African leadership style, it is imperative that the content contain the values of 'ubuntu'. Mbigi (2005:68), states that "the distinctive cultural glory of the African culture lies in the African philosophical concept of ubuntu. Ubuntu is a view that suggests that it is not through solitude that we discover who we are, but through relationships with other

people". It is not difficult to conclude that the five key social values of ubuntu, namely survival, solidarity spirit, compassion, respect and dignity, have always been part of the African culture. van den Bergh (2007:2) believes that "the ability to honour the concept of ubuntu as a servant leader is the key to the success of leaders in Africa". The challenge for young people in Africa is to retain their roots and to find a uniquely African leadership style that is focused on healing the broken spirits of their followers, cherishing a warrior tradition that emphasizes self-discipline and having a high degree of personal consciousness that allows one to transcend self-interest in order to focus on the common good of society.

The recent study by Poovan, du Toit and Engelbrecht (2006:19) postulated that relationships exist between certain values of ubuntu and certain characteristics of effective teams. They further suggest that creating a value system that all team members agree upon could be a difficult task in South African organisations, because of the existence of diverse teams. Each team member may offer different cultural contributions, which may lead to contradictions. They further suggest that it would be wise for South African leaders to develop a values-based style of leading which incorporates the social values of ubuntu. Particularly, Afro-centric leadership is founded on an inclusive ubuntu based value system, where the collectivist notion of the interdependence of people is recognised in the workplace.

However, merely following the principles of ubuntu is not enough for African leaders. Saunders (2008a:80) makes the observation that "what seems to be lacking [with regards to African Leadership] is consensus on the applicability of a coherent set of concepts that would support effective leadership in Africa, long acculturised by the emergence of a complex society representative of many different cultures, some African and some not". The suggestion that Saunders (2008a:80) makes is to find a model of leadership that will work in Africa. Instead of borrowing from leadership models that focus on competencies and are culturally inappropriate if not irrelevant, we should look at the challenges and issues that face African leaders.

van den Bergh (2007:2) supports Saunders' suggestion above and is of the opinion that due to the diversity in Africa, African leaders need to be able to quickly

adjust to multiple cultures and work well in multinational teams. van den Bergh (2007:2) calls this ability Cultural Intelligence. Cultural Intelligence consists of three components namely Cognition, Motivation and Behaviour.

“Culturally Intelligent leaders are able to easily adjust to different cultures. They are secure enough in their own cultures, that they are able to freely explore different and often opposing views of other cultures by responding appropriately without fearing loss of their own cultures. Cultural Intelligence allows a person to pick up the finer nuances of another culture with relative ease, and to interpret them in the correct context. It allows a person to think strategically about their interactions with other cultures by planning what they are about to say. Furthermore, it allows a person to mimic the behaviours, gestures and language of people from another culture with enough self-confidence to continue in spite of possible failures” (van den Bergh, 2007:3).

The final consideration for African and particularly South African leaders is to be aware of the unique challenges facing them. Three challenges facing African leaders were identified by Saunders (2008a:81). The first challenge is the issue of paradox, which is unquestionably evident in a society as complex and diverse as the South African one. The second challenge is the need for African leaders to be comfortable with improvisation (i.e. an ability to make good decisions spontaneously without preparation and with the application of significant creative and innovative skills). The third issue identified is the role of social architect that African leaders in business, public life or wherever they find themselves, are being called upon to play. The integration of the political and social objectives of the state need to be supported by leaders in all aspects of the community.

Swanepoel (2000:398) summarises the challenges facing South African leaders in the following way:

- The increasing multi-nationalism and multiculturalism of workforces pose significant challenges for leaders in South African organisations.
- The implementation of affirmative action and equal opportunity programmes, change in workplace values and in people’s values and norms, impacts on styles of management and leadership.

- By-products of diverse workplaces may include aspects like distrust, negative attitudes towards diversity and perceived barriers to successful careers for newly disaffected groups.

In order to address the challenges identified by Swanepoel (2000:398), South African leaders will have to actively select the leadership styles and values which will be the most successful for them. This presumes that leaders are aware of the different cultures in their organisations and understand each of them.

South African leaders will also be expected to understand that “people within a culture do not all have identical sets of artefacts, norms, values and assumptions. Within each culture there is a wide spread of these. (Trompenaars and Hampden-Turner, 2007:24). This adds to the complex environment that South African leaders operate in. There is a need to focus on individuals whilst having an understanding of the broader cultures from which they come.

“South Africans have to come to terms with each others’ differences, acknowledge them, put them in perspective, discover the strengths and weaknesses in different ideologies and resolve them, in order to improve the aggregate potential of South African organisations – to create the best prospects of unity through diversity (Koopman (1994); Khoza (1994); Avolio (1995)” (Swanepoel 2000:396). The above approach is theoretically sound but there is little documented research on how to implement this practically. The reason for this might be that South African organisations do not dedicate enough time addressing this subject.

Due to the diverse nature of the South African workforce it is inevitable that employers and employees have to deal with stereotypes and prejudices in varying degrees. Carrell, Jennings, and Heavrin (1997:285-6) define a stereotype as “a fixed and distorted generalization about members of a group.” Stereotyping that stems from the primary dimensions of diversity – race, gender, age, physical attributes/qualities or sexual orientation – attributes incomplete, exaggerated, or distorted qualities to members of these groups. Clinging to negative stereotypes about people different from ourselves results in prejudice. Prejudice, according to Carrell, Jennings, and Heavrin (1997:286), “is processing our stereotypes in such a way as to reinforce our own superiority over the members of that group”.

A good example of stereotypical views was highlighted by Reuel Khoza. In 2001 Reuel Khoza was the Chairman of Eskom and during one of his interviews he stated that “there are those who would argue that as you go black or you go non-racial, productivity and quality of service will suffer. On the contrary, in fact, we (Eskom) have delivered a lot more during the period” (Mangaliso and Nkomo, 2001:9).

“Culture is the glue that bonds nations, corporations, families and teams together and keeps them united. Without this bond, entities will fragment and break up to become non-entities. Organisational culture provides meaning, direction and mobilisation – it is a social energy that moves the corporation into either productive action or destruction” (Whiteford, 2005:30).

Organisations have in the past struggled to come to terms with the diverse nature of the South African workforce. A typical response to diversity in the workplace was an attempt to assimilate people. “Assimilation is the process of integrating members of diverse groups into the organisation by changing them to look, act, and feel like the dominant group in the workforce” Carrell, Jennings, and Heavrin (1997:287).

Even though organisations have struggled with the diverse workforce, Human (1996:46) points out that “South Africa, unlike some other countries of the world, has no choice but to manage workforce diversity and to manage it effectively; the future prosperity and stability of the country, and possibly the region, depend on it”.

The authors quoted above all suggest that diversity exists in the South African workplace and all agree that exploring ways to utilise the strengths of a diverse workforce is a way to remain competitive and be sustainable. It is also necessary to understand the legislation that governs and is imposed on organisations. The South African leader will be required to adopt a flexible leadership style and adopt a leadership model, which is a hybrid of many different models that will be effective for his organisation.

2.7 Effectiveness of Leadership Development Initiatives

Prior to the global recession in 2009, organisations attempted to determine the value they were deriving from their development initiatives. This will become even more important post-recession. The reason for this is that organisations will no longer automatically hire the leadership talent they require. The cost of recruiting is very high and in order to reduce costs, organisations will seek to develop talent internally. However, the need to measure their Return on Investment (ROI) will still exist. In order to determine whether or not an organisation's leadership development initiatives are effective or not, a number of models have been used.

2.8 Research findings

There are a number of studies that have looked at leadership traits and styles, and leadership development programmes. The research focuses on the identification of leaders and the effectiveness of LDP's. There has also been leadership research conducted specifically in Africa and South Africa. An area of research that has found prominence recently is that which focuses on multiple cultures and diversity management.

2.8.1 General leadership research

The first area of research findings is the one concerning general leadership. This area includes research on leadership styles and traits.

An example of the research on leadership in general is that of Huczynski. Huczynski (1992:15-20) identified twelve recurring features that were found after analysing the six families of popular management ideas of the twentieth century. These features are listed below:

1. *Communicability*: the ability of the idea to be understood by the manager.
2. *Changeable human nature*: a view of human nature that holds that people's behaviour is capable of being modified.

3. *Individual focus*: refers to the management idea addressing individual behaviour issues such as motivation, communication, personality and delegation.
4. *Control*: refers to the managers increased control over their work environment in general, and over employees in particular.
5. *Steps and principles*: are the checklists, roadmaps, guides and associated idea-implementation technology which accompanies the management idea itself.
6. *Universal application*: is the claim that the promoted idea can be used in all organisations.
7. *Applicability*: is the dual notion that the proposed management idea possesses a practical application that will produce a benefit or pay-off, and that this can be secured in a short period of time.
8. *Authorization*: refers to the basis of belief in the management idea and its associated techniques.
9. *Self-confirmation*: refers to the idea's ability to confirm some aspect of the manager's own beliefs or attitude.
10. *Unitary perspective*: a management idea based on a unitary perspective holds that workers and management share common interests and goals.
11. *Contribution-ownership potential*: is the capacity of a management idea to be partly created by the manager himself.
12. *Leadership focus*: refers to our guru's management idea strongly alluding to the notion of leadership.

The 2002 Global Leadership Survey by the Society for Human Resource Management (www.shrm.org), included 426 respondents, roughly half of whom were based outside of the United States of America. The survey found that respondents identified potential leaders in the following ways:

- Some 67% have an internal process under which managers recommend individuals
- 65% use performance management
- 49% have senior management select potential candidates
- 42% hire leadership talent from outside the organisation
- 39% have a formal succession-planning process.

In September 2005, the Connected Leadership Project Team undertook to design and implement a case study research project to better understand “interdependent” leadership in organisations (McCauley et al 2008:1). The research team initially reviewed twelve nominated organisations to be included in the research sample. Of these twelve organisations, nine were considered viable for the study and six of these organisations agreed to participate in the study. Three of these organisations were non-profit organisations. One organisation was headquartered in Europe and the other five were headquartered in the USA.

McCauley et al (2008:14) examined the descriptions of interdependent leadership cultures and practices identified in the six organisations and grouped them into ten categories:

1. organizing structures
2. executive team
3. organisational planning
4. lateral integration mechanisms
5. pay and benefits systems
6. social responsibility initiatives
7. statements of organisational values
8. making decisions and solving problems
9. dealing with differences and conflict
10. facilitating organisational change and adaptation.

Amongst the findings of this study (McCauley et al, 2008:8-9), after the data was examined, was that particular characteristics stood out indicating that an interdependent frame was operating to some degree:

1. Intersystemic framing (seeing the organisation and its environment as a product of the interaction of systems):
 - People with diverse perspectives working together to create new solutions or opportunities.
 - People engaged in mutual influence, shared sense-making, or co-construction of direction, alignment, and commitment.
 - People collaborating to enhance the effectiveness of the total system (rather than just the effectiveness of their individual units) and to develop their collective competence.

- People expressing an open-systems perspective (e.g., any system is part of larger systems, systems have permeable boundaries).
2. Dialectical framing (seeing how beliefs and values are always entangled with their opposites):
 - People engaged in dialogue to explore differences.
 - People actively managing organisational polarities.
 3. Transformational framing (seeing the core identity, mission, and strategy of the organisation as being open to revision and change):
 - People engaged in continuous change processes, seeing change as normal and desirable.
 - People indicating that collective development requires individual development and vice versa.

The purpose of the Changing Nature of Leadership research (CNL), which began in 2003, “was to explore the current field of leadership and forecasting future trends” (Martin, 2007:4). CNL included 389 volunteers who completed one or more of the research. The types of challenges facing organisations and their leaders were a focus area in the CNL research (completed by 128 respondents). These increasingly complex challenges “are bundles of *technical challenges* – within our current problem-solving expertise, *adaptive challenges* – requiring new processes and perspectives found outside current knowledge and resources and *critical challenges* – resulting from an unexpected event requiring an immediate and often drastic organizational response” (Martin, 2007:7). Technical challenges were most often cited, followed by adaptive and critical challenges. The dominance of technical challenges could be explained as an organisation’s need to see challenges as within their skills and problem solving methods.

An interesting finding of the CNL research is that there was an even spread of the activities respondents believed would improve the organisation’s ability to respond more effectively to new challenges and opportunities. According to Martin (2007:12) this “suggests either that leaders are not sure where to invest or that the specific challenges might require differentiated investment”.

2.8.2 Leadership development and LDP research

Leadership development and leadership development programmes is the second area of research findings identified. Many authors have contributed to the research findings regarding leadership development. “Little is known about what outcomes or knowledge, skills, or processes in leadership development programs contribute to organizational performance” (Collins, 2001:45).

“To become a more effective leader one must decide what is desired change, plan for it, learn how to do it and then transfer learning to the job” (Alimo-Metcalfe, 1998:38) It is unclear whether those who attend a LDP transfer their learning to their job. Byham (2002:21) found that executive groups around the world mostly estimated that “less than 10 percent of managers actually changed their on-the-job behaviour after going through a leadership-development program”. He cites four reasons for this:

- 1 There’s no opportunity to apply these skills after they are learned.
- 2 Individuals are told they are responsible for their own development, yet most of their development experiences are outside of their control.
- 3 The individual’s boss does not model, reinforce, or encourage the use of leadership skills.
- 4 Behaviour change is not measured.

Carden and Callahan (2007:173) explored personal narratives from monthly activity accounts contributed by members of a leadership development programme over an 18-month training period. The organisation that sponsored the leadership development programme is an environmental and management consulting corporation which consists of multiple satellite offices throughout the United States of America. A senior leadership team evaluated nomination packages submitted by office managers to select 15 participants for the programme based on criteria established by the selection committee. The final participant roster included eight women and seven men; the ages ranged from approximately 24-34. Fourteen of the participants held professional level consultancy positions; one held a technical finance position. All fifteen participants were European American. Amongst the research findings of this leadership development programme by Carden and Callahan (2007:183) was that “leadership development programmes have broader implications than simply

creating better leaders or creating lines of succession for senior leadership positions”. They also serve to strengthen or modify organisational identity on the part of the participants.

Fulmer and Conger (2004:40) suggest that “best-practice firms focus their developmental activities on the skills needed for success in the future rather than those that have worked in the past”. The second part of the CNL research examined if leadership had changed in the last ten years. The differences between the skills respondents thought were important in 2002 and the skills they believe would be most important in the future were explored. The most striking difference is the skill called “soft skills”, such as building relationships and participative management. Martin (2007:13) suggests that “the results point to a belief that future leadership skills should place increased emphasis on building relationships, collaboration and change management”.

This view is supported by the research conducted by Gentry and Leslie (2007). The data that was assembled for this research covered 24000 managers from 30 industries and 101 organisations. The 101 organisations were able to select from 99 competencies, comprising over 6000 questions drawn from existing reliable and validated assessments.

The ten most chosen competencies in leadership development are provided in Table 2-3 below:

Rank	Competency	Definition
1	Leading Employees	Delegates to employees effectively, broadens employee opportunities, acts with fairness toward direct reports, and hires talented people for his/her team.
2	Building and Mending Relationships	Knows how to build and maintain working relationships with co-workers and external parties; can negotiate and handle work problems without alienating people; understands others and is able to get their cooperation in non-authority relationships.
3	Risk-taking, Innovation	Visionary; seizes new opportunities and consistently generates new ideas; introduces and creates needed change even in the face of opposition.
4	Change Management	Uses effective strategies to facilitate organisational change initiatives and overcome resistance to change.

Rank	Competency	Definition
5	Influence, Leadership, Power	Good at inspiring and promoting a vision; able to persuade and motivate others; skilled at influencing.
6	Communicating Information, Ideas	Effectively communicates organisation goals and is able to inspire through presentation of information (articulate, good speaker, good writing skills).
7	Brings Out the Best in People	Has a special talent with people that is evident in his/her ability to pull people together into highly effective teams.
8	Taking Action, Making Decisions, Following Through	Action-oriented and decisive; follows through.
9	Listening	Is a willing and patient listener and is open to feedback.
10	Openness to Influence; Flexibility	Takes ideas different from own seriously; shares responsibility and collaborates with others; accepts criticism well; does not assume a single best way.

Table 2-3: Ten most chosen leadership development competencies

Of the top ten most commonly selected competencies, the majority include the interaction and building of relationships with co-workers and external parties. The requirement, as Gentry and Leslie (2007:41) observe is for “employees to be extremely effective at communication, change management, problem-solving, and decision-making. With the flattening of organisations, a chain-of-command or managerial hierarchy disappears, resulting in the need for people to be flexible and open to ideas from others”.

It is clear that the most commonly selected competencies rely on relationship building. However, amongst the least commonly selected competencies are “several competencies important for people to work across cultures or countries” Gentry and Leslie (2007:42). Table 2-4 below provides a list of the ten least commonly selected competencies. It is unclear from the sample selected for this research whether or not these responses related to the need for a leader to have global business management competence or whether the competence was having the ability to work in a multicultural environment. It appears that the former option is more accurate.

Rank	Competency	Definition
90	Sales	Maintains necessary client and customer relations and is good at selling organisation's products/services.
91	Marketing	Understands marketing strategy, research, and planning.
92	Coping	The ability to deal well with set-backs, and to remain calm, resolute, and resilient under stress.
93	Innovator	The ability to integrate knowledge, perspectives, and entities to create new outcomes.
94	Decision Maker	The ability to make timely and effective decisions.
95	Business Knowledge	Knows the business.
96	International Business	Knows how to conduct business throughout the world.
97	Perspective Taking	Taking The ability to listen well, accept divergent points of view, and to act and communicate from the perspective of others.
98	Negotiator	The ability to translate strategy into action by negotiating the use of time, roles, and resources with individuals and groups.
99	Cultural Adaptability	The ability to adapt to meet cultural expectations.

Table 2-4: Ten least chosen leadership development competencies

In 2007, researchers at the Center for Creative Leadership (CCL) asked 247 senior executives around the globe about 10 leadership trends in business. The sample consisted mainly of male senior executives, and a large majority were between the ages of 41-55 residing in the United States of America. (Criswell and Martin, 2007:3).

The trends are summarised below:

Trend 1: The rise of complex challenges: Nearly 92 percent of the executives surveyed believe the challenges their organisations face are more complex than they were just five years ago. The top factors listed were internal changes to the organisation, market dynamics, a shortage of talent, and globalisation.

Trend 2: The Innovation Revolution: Only 50 percent of the executives surveyed believe their organisations are “top in class” in innovation. The strategies the executives use to promote innovation that were most cited were overt processes aimed directly at innovation. The next most cited categories focused on talent / talent development, reward / recognition programmes, and research / external best practices.

Trend 3: The Art of Virtual Leadership: Of those surveyed, 85 percent of 129 leaders believe virtual leadership is a necessary skill for senior leaders in their

organisation. Further, 92 percent of 115 executives believe virtual leadership requires different skills from face-to-face leadership. Communication is the one skill that was identified as central to effective virtual leadership (over 70 percent of the responses). The most frequently cited communication skills were frequency of communication and clarity / effectiveness of the message.

Trend 4: Collaboration Nation: Over 97 percent of executives surveyed believe leaders in their organisations must collaborate to succeed, a clear indication that this skill should be a key leadership quality. However, only 47 percent of 115 executives believe leaders in their organisations are skilled collaborators.

Trend 5: The world of interruption: The senior executives indicated that they are interrupted about every half an hour. The strategies that the executives used to overcome interruptions included solutions such as closing their door, empowering their executive assistant and turning off phones.

Trend 6: Authenticity is the next celebrity: Many executives believe they face major obstacles to remaining authentic because of the need to maintain an “executive image”. These executives are cognizant of the importance of perception management, and they acknowledge that they conform to others’ perceptions of how a senior leader should act.

Trend 7 and 8: The fallout from the Baby Boom and Filling the leadership void: When asked to rank the expertise that is most likely to be lost if their tenure ended tomorrow, 30 percent of 132 leaders selected institutional vision, followed by knowledge, external personal networks, internal personal networks, skills and historical context. Surprisingly, only 35 percent of the leaders believe their organisation will experience a leadership void as the current generation of leaders retires. Organisations will need to create pools of candidates with high leadership potential, but only 47 percent of 115 executives surveyed have a well defined succession plan in place to develop the next generation of senior leaders.

Trend 9: Leadership for longevity: Research shows that effective leadership and regular exercise are strongly linked. Forty-seven percent of 115 leaders surveyed believe that they are role models for diet, health and fitness. However, when asked about other senior leaders in their organisation, only 33 percent believe their counterparts serve as role models. As we attempt to lead and live in an increasingly complex world, improved levels of stress, health, diet, and fitness will be essential to ensure a sustainable and productive career.

Trend 10: What's next?: When asked to identify a trend they see emerging in leadership, 112 executives mentioned 21 different trends, including everything from internationalisation (9 percent) to internal alignment (6 percent). But the trend most often mentioned is the shift from an autocratic style to one that's more participative. Leaders also note a trend towards instant gratification (14 percent) and a trend towards the more effective use of technology as a communication and management tool (13 percent).

A few of these trends are relevant to this research because they focus on relationships. For example, collaboration (Trend 4) and filling the leadership void (Trend 8) both require the building of strong relationships. It is also important that leaders remain authentic (Trend 6) and this means embracing culture and ethnicity.

It is important to determine these types of trends in order to compare these trends with the contents of the leadership development programmes that South African organisations are implementing. This will help to determine whether or not organisations are preparing their current and future leaders for the dynamic changes in the business environment they operate within.

Martin (2007:19-20) provides a list of areas that will determine what the new leader will look like:

New Skill Sets: The new leader needs to achieve bottom-line results, but must do this through collaboration, teamwork, and innovation.

Greater Collaboration: Leaders need to build important relationships and work across boundaries to collaborate effectively.

Change the Environment: To create an environment that facilitates the new skill sets for leaders, an organisation must change the systems and the way it operates to allow people to collaborate and work more independently.

Create a More Flexible Style: One way for individuals to build skills is to accept – or actively seek – challenging assignments that take you out of your technical expertise and into work that involves a broader range of people across the organisation.

Be Open and Adaptable to New Ideas: Leaders need to be as flexible as possible and participate in numerous diverse experiences.

Find Examples of Positive Disobedience: Look to the leaders who have been successfully practicing participative leadership and change management. Embrace these leaders and study their methods.

It is needs to be determined whether or not South African organisations are focusing on these skills when developing their leaders. If these skills do not form the basis for leadership development in South Africa then which ones are being developed?

2.8.3 African and South African leadership and leadership development research

There have been a number of research projects that have focused on African or South African leadership practices. The areas of focus for these research projects include leadership and leadership development.

Gemini Consulting held conversations with 50 South African leaders (12 white women, 12 black men and 26 white men), most of whom were based in business in Gauteng (Yudelowitz, 2000:1). The survey was conducted with CEOs, chairmen, and group MDs. According to Yudelowitz (2000:1), the survey revealed several dominant leadership styles in South Africa, of which the “Learner Leader” was shown to be the style to aspire towards. The results of the survey also indicated the influence that early leadership had upon shaping later organisational leadership style. The majority of those interviewed (85%) had occupied a leadership position in their youth. These positions included sporting, cultural, academic and general leadership roles. The survey showed how leaders value experiential styles of learning when considering the ways in which they are currently influenced. “In particular the Learner Leader focuses on both emotional growth as well as cognitive development, and reads widely and critically. This focus on growth, learning and development is the key difference between the comments and style of the Learner Leaders and the others” (Yudelowitz, 2000:2).

Another difference identified is the manner in which failure is readily acknowledged and is seen as part of learning. Learner Leaders tend to take ownership of the areas in which they have not been successful, and tend to accept that they are responsible rather than abrogating blame outside of themselves.

The willingness to acknowledge the need for support and expert guidance was noted in the trends towards mentors, advisors and role models. Learner Leaders readily create and depend upon the insights that other people can give to them, whether in terms of business or personal development.

Yudelowitz' (2000:3) concluding observations were that "the ability and the desire to keep learning is seen to be the cornerstone of the kind of leadership that will allow South Africa to enter the new century (21st Century) in a competitive position". He also noted that "the Learner Leader model is a model which shows, in theoretical and behavioural terms, the need for leadership to be a marriage of both personal awareness and the more typical aspects of knowledge that are required. The blend of personal insight, experience, knowledge and the practice of ongoing learning appear to hold the key".

Yudelowitz' view is supported by the way Uganda has developed their leaders. According to Nantulya (2006:51), "Uganda's success in developing leaders of such high standing rests on a very strong education system that is over 100 years old". Amongst the leaders who have been trained and educated at Ugandan academic institutions are Joseph Kabila (Democratic Republic of the Congo President), Mwalimu Julius Nyerere (the late Tanzanian President), Mwai Kibaki (Kenyan President) and Jaramogi Oginga Odinga (former Kenya Vice President). Four Ugandan heads of state and all the Ugandan post-war vice presidents were trained at Uganda's prestigious Makerere University. Nantulya (2006:54) provides a list of attributes of the Ugandan Education Experience. These attributes are listed below:

- *Tolerance of diversity and non-sectarianism:* Initially, the centenary schools in Uganda focussed on training students from designated religious and social backgrounds, but this eventually gave way to accommodate and educate students from all backgrounds. This has given the Ugandan educational system a decidedly non-sectarian outlook which is a good foundation for developing conscientious and nationally minded leaders.
- *Inclusion and integration of foreign leaders:* The multi-cultural orientation of the Ugandan educational system could be used as a tool to develop leadership values that promote and respect diversity.

- *High academic standards and competition for national prominence:* International recognition of the strength and quality of the Ugandan education system has made Uganda one of the most attractive choices for primary and secondary education in Eastern Africa.

There has been very little empirical research conducted on leadership development programmes in South African organisations over the last decade.

It appears that the industry sector an organisation forms part of will determine the drivers for leadership development in that organisation. For example, it appears that legislation drives these initiatives in the Mining industry but is less of a driver in the Telecommunication industry.

2.8.4 *Multicultural and diversity management research*

There have been a number of recent studies which have explored the areas of diversity management and cross cultural research. Research on cross-cultural leadership has increased rapidly during the last decade of the twentieth century, and there has been a corresponding increase in the amount of empirical research on the subject (Yukl, 2002:414). This area of focus blends with another focus area which is diversity management.

The recent survey conducted by Poovan, du Toit and Engelbrecht (2006:25) identified a number of implications for management:

- As a value system underpins one's behaviour, the value system that a leader adheres to underpins his or her leadership behaviour.
- Team members need to establish the social values of ubuntu as a set of 'group' values that every team member can buy into, while at the same time acknowledging and appreciating the differences of each team member, because the values of ubuntu can have a tremendous impact on effectiveness.
- In a team setting, the existence of ubuntu as a shared value system implies that team members will be encouraged to strive towards the outlined values, and this could enhance their functioning.

- Conversely, a value system that is not intrinsically held by all members can have a negative impact because each team member works towards different goals based on differing value systems.

Poovan, du Toit and Engelbrecht (2006:25) concluded that the approach of their study was based on homegrown values, more specifically the value system of ubuntu. The introduction, proper implementation and the daily practice of the social values of ubuntu in organisations would not only preserve these values in the modern business world, but would also lead to team effectiveness in South Africa. However, a leader who has a values-based style of leadership, and who could be aware of and appreciate the already existing value systems within the team can only achieve such role modeling. When implemented properly, ubuntu values will increase team effectiveness and, ultimately, organisational effectiveness.

The purpose of Douglas' (2003:8) research was "to explore the self-reported managerial experiences of a diverse group of individuals in order to better understand (1) the experiences that managers see as key to their own leadership development and (2) the lessons they have learned from those experiences". This study is an American one but its findings can be related to a South African context. Booyesen (2001) conducted a similar study to this one in South Africa.

Douglas' study included 288 managers, of which 160 were whites (121 males, 39 females) and 128 were African Americans (81 males, 47 females). A total of 752 events were coded as belonging to one of 22 key event categories. Two of the key events made up almost a quarter of the entire sample of reported key experiences. These events are "business mistakes (a type of hardship), which is the most frequently reported experience, followed by changes in scope (a type of challenging assignment)" (Douglas, 2003:9).

When Douglas (2003:11) compared the key experiences of African American managers and white managers, the results suggested that the key events cited by African American managers and white managers were significantly different and lend support to the idea that African American managers experienced more hardships and fewer challenging tasks than white managers experienced. On the

other hand, white managers proportionally reported more challenging assignments, including start-from-scratch assignments, fix-it assignments, and serving on or leading project teams and/or task forces. Douglas (2003) suggests that these reported results suggest two alternative interpretations. "One, the results might indicate that African American managers actually experience fewer developmental job assignments. Two, it is possible that African American managers do not see developmental assignments as opportunities through which important career lessons are learned" (Douglas, 2003:9).

Another finding when comparing the reports of African American and white managers was related to mentoring experiences. "African American managers reported significantly more mentoring experiences than their white counterparts. In light of the hardships and obstacles that African American managers may face in the workplace, developing a relationship with a mentor provides needed support and sponsorship in a difficult environment. Therefore, mentoring relationships may be seen by them as critical to their success. In contrast, white managers see these same kinds of experiences as less critical for their success" (Douglas, 2003:10).

Managers participating in Douglas' (2003) study reported 13 different types of lessons from key events. "For the most part, these lessons relate to managing themselves, managing relationships, and managing the work. Almost half of the lessons reported are about managing relationships (managing direct reports, managing upwards, managing laterally, managing the effects of racial identity, valuing diversity, and managing organisational politics). More than half of the lessons related to managing relationships focusing specifically on managing direct reports" (Douglas, 2003:10). These lessons may, also be appropriate to the South African business environment because of the diverse workforce in South African and the need for relationships to be managed effectively in order for organisations to operate effectively.

As mentioned previously, Booysen (2001) conducted a similar study in South Africa. The study she undertook was among junior, middle and senior management from the three largest retail banks in South Africa. The target population included a total of 18449 managers, 17558 whites and 891 blacks. The

perceptions of the races were measured on eight bipolar universal cultural dimensions:

- *Low versus high uncertainty avoidance*: the extent to which a society tolerates and copes with uncertainty and changes or reduces uncertainty by social interventions.
- *Low versus high assertiveness*: the extent to which a society emphasizes assertive non-assertive behaviour.
- *Gender differentiation versus gender egalitarianism*: the degree to which society minimizes or maximizes the division and differentiation between the sexes.
- *Low versus high future orientation*: the extent to which a society encourages and rewards either present/past orientation or future oriented behaviours.
- *Low versus high power distance*: the extent to which a society tries to minimize inequalities between individuals and groups or maintains inequality by power and status stratification at all levels of society.
- *Individualism versus collectivism*: the extent to which a society encourages and rewards individualistic or collectivistic behaviour.
- *Inhumane versus humane orientation*: the degree to which a society encourages and rewards aggressive and hostile actions or fairness, altruism, generosity and kindness.
- *Low versus high performance orientation*: the extent to which society encourages and rewards achievement and excellence.

Amongst the findings pertaining to differences between blacks and whites on the cultural differences between South African black and white managers (irrespective of gender) from Booysen's (2001:3-4) study are:

- South African black managers are more collectivistic than South African white managers who are more individualistic,
- white managers show a higher intolerance for uncertainty than black managers,
- white managers show a higher future orientation than black managers,
- white managers show a higher power distance than black managers.

Booyesen (2001:5) also found “some significant differences between black and white managers on seven of the eight cultural dimensions. Power distance is the only dimension on which there is no significant difference between the scores of the black and white groups”.

The Global Leadership and Organisational Effectiveness (GLOBE) research programme was released in 2006 by House et al. This research, and the Third Culture Bonding Model of Cross-Cultural Leadership research approach by Graen et al (2006:95), both have the objective of trying to understand leadership in different cultural populations and in different cultures. Graen (2006) has been critical of the approach of the authors of GLOBE. The response by the authors of GLOBE was to defend their research and criticize Graen’s TCB Model (House, Javidan, Dorfman and de Luque, 2006:102-113). Regardless of the arguments presented by both parties, it is evident that the GLOBE research has merit and will guide further research in cross-cultural research. As mentioned previously, the GLOBE research is outdated for South Africa because they only used race as a basis to divide the societies in South Africa. They only identified two societies namely, Black and White.

As part of the GLOBE research programme, Booyesen and van Wyk (2007) conducted research on culture and leadership in South Africa. “The South African data was collected over a 4-year period, from 1994 to 1997. It included the collection of qualitative and quantitative data from junior, middle, and senior White men from one organisation in the telecommunications sector (Telkom) and two organisations in the financial services sector (Standard Bank and Sanlam), as well as participant observations, unobtrusive measures, and media analysis on culture and leadership in South Africa. A total of 666 respondents participated in this research, comprising a sample of 232 White male South African managers, 426 management students of mixed race and gender, of which 82% were White men, and 8 South African leadership specialists” (Booyesen and van Wyk, 2007:443).

One of the observations from this research is that “even though South Africa is a complex amalgam of several cultures and subcultures, the South African management and leadership philosophies did not evolve in harmony with all the

cultures and subcultures in South Africa. In fact, for historical reasons it evolved in harmony with Western thinking and the dominant management practice today are Anglo-American, as practiced by the dominant White male group in management” (Booyesen and van Wyk, 2007:446). A limitation of this research as identified by Booyesen and van Wyk (2007) is the composition of the sample to which the whole battery of analytic methods could be employed, being exclusively White men. The South African workforce in the mid-nineties was dominated by the White male sub-cultural group. It has become clear over the last decade, this dominance has been diluted and that other cultural groupings need to be taken into account when analyzing leadership in South Africa.

English (2002:197) established a cultural diversity training programme for employees of a major South African construction company in 1997 and 1998. The long-term outcomes of this programme were assessed over two years. An assessment of the participants’ progress in managing cultural differences was also made. The random sample comprised employees representing three primary cultures (English, Xhosa and Afrikaans) and 28 secondary cultures (tribes), totaling 160 employees. The data showed that subjects who had attended the programme could cooperate across cultures more efficiently than those who had not attended.

The research conducted by Thomas and Bendixen (2000:507) attempted to describe the impact of ethnicity on management culture and perceived effectiveness in South Africa and to extract the organisational culture and management development implications for the country with a view to developing an internationally competitive base. They identified 14 demographic subgroups of managers to control for sex, colour, race, and geographic region, which are listed below:

- white, English-speaking males
- white, English-speaking females
- white, Afrikaans-speaking males
- white, Afrikaans-speaking females
- asian males (any language)
- asian females (any language)
- coloured males (any language)

- coloured females (any language)
- black, Xhosa-speaking males
- black, Xhosa-speaking females
- black, Zulu-speaking males
- black, Zulu-speaking females
- black, Sotho-speaking males
- black, Sotho-speaking females

A summary of the findings of the research by Thomas and Bendixen (2000) is as follows:

1. There is a similarity in values across the various ethnic groups of middle managers within South Africa.
2. The instrument used to distinguish between individualism and communalism in a management context within South Africa was inadequate.
3. Both management culture and perceived effectiveness are independent of the dimensions of culture or race. This suggests that management effectiveness and management culture can be improved or enhanced through education and experience.

Ghosh (2001:136-137) points out that the results of the Thomas and Bendixen (2000) study have significant organisational policy implications. “For South Africa, they indicate that, despite a tumultuous history that includes apartheid, the country’s ethnic diversity does not harm its management productivity”. (Ghosh, 2001:136).

2.9 Conclusion

The body of knowledge concerning leadership development, culture and ethnicity is vast. As individual topics they are each relatively comprehensive. An overview of the current literature will illustrate this. However, there are strengths and weaknesses with the existing research that has been conducted. These will be discussed in more detail below. The significance and relevance of this research will also be discussed.

2.9.1 Significance and relevance of this research

Leadership development has been a topic that has been researched and documented extensively over the past few decades. Due to the fluid definition of what leadership is, a number of leadership paradigms have been developed. Northhouse (2004) provided a comprehensive summary of these paradigms and Yukl (2002) provided an overview of the leadership approaches. Other researchers addressed the leadership styles they believed were appropriate (Westley and Mintzberg (1989), Bottyan (2004)). Koestenbaum created the Leadership Diamond which illustrated what he believed were imperative for a good leader. Koestenbaum and Standford-Blair and Dickmann both hold the view that effective leadership has to be sustainable.

The Center for Creative Leadership (CCL) is one of the research organisations that provide the latest theories on leadership. The research undertaken by CCL researchers, such as McCauley et al (2008) and Martin (2007), provide a view of what skills future leaders will have to possess in order to be effective.

Although the Western research from the USA is appropriate for South Africa, there is still a need for African specific literature on leadership. This is being addressed by researchers, such as Nkomo (2006).

Leadership development and leadership development programmes (LDP) have been topics that have been covered extensively by a number of researchers over the past few decades. These include Brungardt (1997), Fulmer (1997), Atwater (1999), Yearout, Fulmer and Goldsmith (2000), Miles and Koonce (2000), Robertson and Webber (2000), Schafer (2000), Malloch (2001), Day (2001), Friedman (2001), Gandz (2002), Gale (2002), Koprowski (2002), Pernick (2002), Hernez-Broome and Hughes (2004), Gentry and Leslie (2007) and McNamara (2008). Ready and Conger (2003) also identified the potential root causes which might cause an organisation's leadership development initiatives to fail.

All these researchers and commentators provided opinions about what should be included in a LDP. These opinions are conceptually sound, however, there not many practical examples of where these suggestions have been implemented successfully.

Culture, ethnicity and diversity are three areas of focus that are relevant for South African research because of the diverse nature of the South African workforce. A number of researchers have highlighted the need for leaders to be culturally aware and to manage diversity (Cox and Blake (1991), Cox (1994), Thomas (1996), Carrell, Jennings and Heavrin (1997), Charlton (2000), Foldy (2004), Whiteford (2005), Thomas (2006), Trompenaars and Hampden-Turner (2007) and Wewege (2008)).

The forefather of cross cultural research is Geert Hofstede. His work provided the foundation for a number of research studies. One of the most recent and comprehensive is the GLOBE Research Project undertaken by House et al (2004).

There have also been studies that have highlighted the consequences of not managing a diverse workforce (Mearns et al (2004) and Foldy (2004)).

The South African business landscape has to operate within certain legislative and operational parameters. The need to develop leaders and manage diversity are two factors that have played and will continue to play prominent roles in South African organisations. Thomas (1990) and Whiteford (2005) both provided suggestions on how to deal with BEE and cultural differences in an organisation. A number of researchers have identified the complexity of cultures and subcultures in South Africa and how to optimize the diversity (Booyesen (2001), Poovan, du Toit and Engelbrecht (2006). Other researchers have focused on the lack of an African leadership model and the need for African to develop their own leadership styles (Swanepoel (2000), Nantulya (2006), Mafuna (2007), Saunders (2008a) and Saunders (2008b). A possible African leadership model should include the values of 'ubuntu' (Mbigi (2005), van den Bergh (2007)).

The topics above are supported by a number of research projects. Leadership styles, traits and leader identification have been researched (Huczynski (1992), SHRM (2002), McCauley et al (2008) and Martin (2007)). These research papers provide information on the trends for leadership and what the most appropriate leadership styles are based on the dynamic business landscape.

There has also been a significant amount of research conducted on leadership development and leadership development programmes (Byham (2002), Carden and Callahan (2007), Martin (2007), Gentry and Leslie (2007), Criswell and Martin (2007)).

There have been a number of research projects that have focused on African and South African leadership practices. Gemini Consulting conducted a survey with South African leaders (Yudelowitz (2000) and Nantulya (2006) provided details of Uganda's success in developing leaders.

Recently, a number of research surveys have been conducted on leadership development programmes in South Africa. Van der Merwe and Verwe (2007) attempted to define the nature and work of leaders within the context of the future world of work. One of the most significant findings of their research was that leaders in the retail industry in South Africa perceive a difference in the leadership competencies required now and in the future.

They suggest that organisations in their leadership selection and development approaches:

- Focus on aspects such as values, integrity and honesty towards all;
- Move from the traditional focus on leadership towards a focus that is more orientated towards leadership of organisations and not the leader per se; and
- Take into account emerging forms of distributed leadership – more effective leadership at more levels – to assure organisational innovation and change at all organisational levels.

(van der Merwe and Verwe, 2007:39-40)

Similarly van Krosigk (2007) explored a holistic approach to leadership development and identified the complex nature of leadership.

Research has also been conducted in the area of multicultural and diversity management (English (2002), Thomas and Bendixen (2000), Booysen (2001), Douglas (2003), Whiteford (2005), Poovan, du Toit and Engelbrecht (2006) and Booysen and van Wyk (2007)).

2.9.2 Strengths and weaknesses of the current literature

There are both strong points and weaknesses in the current literature with regards to the concepts of culture, ethnicity and leadership development.

One of the strengths of the current literature is that each topic, namely leadership development and culture, has been well documented. It is possible to gather information and research reports on leadership opinions and leadership development programmes. There is also a lot of research that has been conducted on diversity management and cross cultures.

Research institutes such as CCL have forecast trends and provided direction in Leadership thinking. Likewise, the GLOBE research has built on the foundation for cross cultural studies that Hofstede laid. An updated research instrument has been developed and this will be used in many future research projects.

From a South African perspective, there have been a number of initiatives implemented and documented. Some of the organisations involved include Vodacom, Gold Fields and Anglo Platinum. These have been well documented and provide insight into the direction that large organisations are going with regards to their leadership development initiatives.

There are a number of weaknesses with the methodology adopted in the existing body of knowledge. These weaknesses are gaps in the existing literature with regards to leadership development and ethnicity.

Research and commentary on Leadership Development and Leadership Development Programmes has tended to be very theoretical. The successful implementation of leadership development initiatives has been difficult and practical approaches are lacking in the research literature. As Conger (2004: 137) states “our knowledge of the factors that shape leadership development is remarkably advanced despite the perceived scarcity of leaders. It is in the *application* of that knowledge, however, that the field of leadership development falls short”. The whole body of literature on leadership development tends to be prescriptive with very little high quality empirical research. In addition to this, another issue is whether or not leadership effectiveness and competencies are universal.

Another one of the weaknesses identified is the lack of African specific literature. Research from the CCL does not always apply to Africa and in particular South Africa. In the few cases where Africa or Southern Africa is included in the research surveys, the research is inadequate. For example, both Hofstede and Globe tend to homogenize African culture based on sampling only a few countries. African Leadership has only recently been explored and given a voice. The thinking is still new and immature.

There are a limited number of research surveys that relate to ethnicity. It appears that the predominant focus has been on race groups and not on ethnic groups. Douglas explored the relationship between a diverse group of individuals and leadership development. This was an American survey and ethnic groups were not part of the sample. The closest research with regards to leadership development and ethnicity is the research conducted by Thomas and Bendixen (2000). Thomas and Bendixen (2000:511) grouped their South African sample into ethnic groups and explored the management development implications for South Africa. They did not comprehensively explore the relationship between ethnicity and leadership development.

CHAPTER 3

RESEARCH QUESTIONS AND HYPOTHESES

3. Chapter 3: Research Questions and Hypotheses

A review of the literature indicated that there was still a lot of research on the relationship amongst culture, ethnicity and leadership development that needed to take place from a South African specific perspective. The literature review prompted a number of research questions to be raised.

The first research question was asked in order to determine if there were differences amongst the various race and ethnic groups.

The first question asked was:

How does ethnicity influence a leader's perceptions of culture?

It was expected that there would be differences in one or more of the nine Societal Value Scales as well as the nine Societal Practices Scales amongst the various ethnic groups in South Africa. Therefore Hypothesis 1 and Hypothesis 2 were the following:

Hypothesis 1: There are differences of perception of the Societal Values amongst the various ethnic groups in South Africa.

Hypothesis 2: There are differences of perception of the Societal Practices amongst the various ethnic groups in South Africa.

It was anticipated that there would be behaviours and characteristics that are perceived by all ethnic groups to be outstanding for a leader to possess. This was significant, especially for the South African workforce, because if there are universal attributes that make a leader outstanding it means that organisations will be able to determine the skills and competencies which should be developed in the leaders in their organisation. If organisations focus on developing skills in their leaders which all ethnic groups believe will make them outstanding then this will assist the leader to manage a diverse workforce. The belief is that if a leader has the characteristics that his followers deem to make him outstanding then his culture or ethnicity becomes less relevant. The second question asked was therefore:

What is the influence of ethnicity on a leader's perceptions of leadership attributes?

It was expected that there would be differences in one or more of the six Leadership Scales amongst the various ethnic groups in South Africa. Therefore Hypothesis 3 was the following:

Hypothesis 3: There are differences of perception of leadership attributes amongst the various ethnic groups in South Africa.

The third question that was asked was:

How do culture and ethnicity influence perceptions of the appropriateness of content of leadership development programs for South African organisations?

It was expected that there would be differences between what delegates deem to be appropriate for the content of their leadership development programme and what an organisation would deem to be appropriate. Therefore Hypothesis 4 was the following:

Hypothesis 4: There are differences of perception of the appropriateness of the content of an organisation's leadership development programme between the organisation and the delegates.

The fourth question that was asked was therefore:

Do South African organisations take culture and ethnicity into account when developing leaders in their organisation? If so, how do they do it?

It was anticipated that South African organisations that have LDPs would have common elements which would contribute to the success of their LDP. These may be formally documented or just be intrinsically known. However, it was anticipated that a formal framework that contained all the LDP areas into account does not exist or is not documented.

This was significant because if a framework could be developed, it would help organisations that do not have an LDP or that have one informally would now have a structure that they could use as a foundation for a more formal LDP. The benefit of this is that the framework would ensure that all

areas are considered. It is possible that organisations might not have considered all the aspects of an LDP. For example, the infrastructure required to facilitate the courses or the back office systems that are required to support the training and competency framework are often neglected.

The final question to be asked was therefore:

What is an appropriate framework for leadership development in the multicultural work environment in South African organisations?

It was the aim of this researcher to investigate these areas of research and therefore a detailed literature review had to be conducted to inform the research about culture, ethnicity and leadership development which is discussed in Chapter 3.

CHAPTER 4

RESEARCH METHODOLOGY

4. Chapter 4: Research Methodology

4.1 Research Design

Bryman and Bell (2007:44-72) identified five types of research designs, namely experimental design; cross-sectional or social survey design; longitudinal design; case study design; and comparative design. The research design types relevant to this research are briefly discussed below.

True field experiments are rare in business and management research, mainly because of the problems of achieving the requisite level of control when dealing with organisational behaviour. There is a basic distinction between the laboratory experiment and the field experiment. As Bryman and Bell (2007:45) observe, “the laboratory experiment takes place in a laboratory or in a contrived setting, whereas field experiments occur in real-life settings, such as in classrooms or organisations, or as a result of the implementation of reforms or new policies”. The interviewees were all interviewed at their organisations. However, they were not observed doing their jobs.

The cross-sectional design is often called a social survey design. “A cross-sectional design entails the collection of data on more than one case (usually quite a lot more than one) and at a single point in time in order to collect a body of quantitative or quantifiable data in connection with two or more variables (usually many more than two), which are then examined to detect patterns of association” (Bryman and Bell, 2007:55). This research design was relevant to this research study because multiple sources were used to gather data.

The longitudinal design represents a distinct form of research design that is typically used to map change in business and management research.

The basic case study entails the detailed and intensive analysis of a single case. A case can be:

- a single organisation;
- a single location;

- a person;
- a single event.

A comparative design “entails the study using more or less identical methods of two or more contrasting cases” (Bryman and Bell, 2007:66).

The research design selected for this research study was a mixed-mode survey. The survey was administered by a questionnaire distributed electronically and the respondents in the second sample were interviewed in person to gather more detailed information. There were a number of reasons for selecting a mixed-mode survey but two of the main reasons are mentioned below.

Firstly, two samples were identified for this research study. The information required from the samples was similar. However, a lot more detail was required from the second sample. As a result, information was collected from the first sample via the means of a questionnaire and by means of an interview with the second sample.

Secondly, the information required from the second sample required more detail and the opportunity to probe responses and gather more detailed responses from the members of the sample. A questionnaire does not permit this exploration but a semi-structured interview allowed this.

A pre-test was administered prior to the questionnaire being distributed. As Bryman and Bell (2007:273) state, “the desirability of piloting such instruments is not solely to do with trying to ensure that survey questions operate well; piloting also has a role in ensuring that the research instrument as a whole functions well”. Due to the nature of this research, both questionnaires and semi-structured interviews were utilised and “with interviews, persistent problems may emerge after a few interviews have been carried out and these can be addressed” (Bryman and Bell, 2007:273).

Bryman and Bell (2007:274) provide a list of uses of pilot studies in survey research and the ones pertinent to this research are listed below:

- Piloting an interview schedule can provide interviewers with some experience of using it and can infuse them with a greater sense of confidence.

- If everyone (or virtually everyone) who answers a question replies in the same way, the resulting data are unlikely to be of interest because they do not form a variable. A pilot study allows such a question to be identified.
- In interview surveys, it may be possible to identify questions that make respondents feel uncomfortable and to detect any tendency for respondents' interest to be lost at certain junctures.
- Questions that seem not to be understood (more likely to be realized in an interview than in a self-completion questionnaire context) or questions that are often not answered should become apparent. The latter problem of questions being skipped may be due to confusing or threatening phrasing, poorly worded instructions, or confusing positioning in the interview schedule or questionnaire. Whatever the cause might be, such missing data are undesirable and a pilot study may be instrumental in identifying the problem.
- Pilot studies allow the researcher to determine the adequacy of instructions to interviewers, or to respondents completing a self-completion questionnaire.
- It may be possible to consider how well the questions flow and whether it is necessary to move some of them around to improve this feature.

The target audience for the pilot was “not carried out on people who might have been members of the sample that would be employed in the full study” (Bryman and Bell, 2007:274). “One reason for this is that, if you are seeking to employ probability sampling, the selecting-out of a number of members of the population or sample may affect the representativeness of any subsequent sample. If possible, it is best to find a small set of respondents who are comparable to members of the population from which the sample for the full study will be taken” (Bryman and Bell, 2007:274). The recommendations by Bryman and Bell (2007) were taken into account when selecting the respondents for the pilot study.

In order to reduce the number of problems that could potentially have occurred in the questionnaire responses, the suggestions by Drennan (2003) were followed. For example, Drennan (2003:57) suggests using a technique referred to as cognitive interviewing. The definition of cognitive interviewing (also known as verbal protocols and think-aloud interviewing) “is an amalgamation of cognitive

psychology and survey methodology in the identification of questions that may elicit response error. Amongst the five categories of problems that were identified are lexical problems, inclusion/exclusion problems, temporal problems, logical problems and computational problems”.

A description of these five categories as provided by Drennan (2003:58-59) is listed below:

- Lexical problems are associated with respondents’ understanding of the meaning and use of words and the context in which they are used on the questionnaire.
- Inclusion/exclusion problems deal with the scope of the question.
- Temporal problems in questionnaires relate to time, both in relation to time periods and time spent on activities.
- Logical problems are associated with respondent difficulties in relation to words that connect concepts such as ‘and’ or ‘other than’, and the use of presuppositions in questions.
- Computational problems include those that do not fall into any other category.

Cognitive interviewing was conducted with the pre-testers to ensure that the wording in the questionnaire was clear, unanimous and permitted respondents to successfully answer the questions that were asked. The pre-testers were interviewed after they completed the questionnaire. Their suggestions and feedback was used to make the appropriate changes to the questionnaire and semi-structured interview (See Appendix 4 for the list of pre-testers and their feedback).

4.2Method of Study

The method of study was divided into two focus areas.

The first focus area was to conduct a between-cases field study using a survey methodology. “Survey and field study designs can be classified as between-cases or within-case. A between-cases field or survey study involves a group of cases. Surveys and field studies focus on relationships between individual cases” (Schwab, 1999:120-121). The first sample, the MBA/MBL respondents,

completed the questionnaire. This gave a measure of their perceptions of culture and also their opinions on leadership development in their organisations. The nature of the data collected was cross-sectional since the respondents were employed in several different industries. The responses from the first sample provided the population for the second sample.

A threat that Schwab (1999:126) notes is the effect that the researcher has on surveys and field studies. Although researchers do not intentionally manipulate the findings, there is more chance of manipulation if there is greater involvement between researchers and participants. This was particularly valid in this research because the researcher distributed the questionnaires to the respondents directly. Every effort was made by the researcher to remain as neutral and unbiased as possible during the distribution, collection and analysis of the questionnaire. An example of how this was achieved is that the researcher introduced the research whilst distributing the questionnaire to the first sample. The researcher then arranged to collect the responses a few days after the questionnaire was distributed. This allowed the respondents the time to complete the questionnaire and participate voluntarily. The respondents' answers were not influenced in any way by the researcher.

The researcher also had to identify the sources of bias as LeCompte (2000:146) states that "good qualitative data are as unbiased as possible". However, she acknowledges that "people tend to record as data what makes sense to and intrigues them". To develop an awareness of this selectivity, LeCompte (2000:146) suggests that "people collecting data should be aware of the effects of both tacit and formative theory". Chi (1997:279) supports LeCompte's view and suggests that qualitative methods sometimes rely on the researcher as the main observer in both the data gathering and the analysis, thus making both the data collection and the analysis vulnerable to subjective interpretation. The researcher in this research was the main observer in both data gathering and analysis. The assumption was made that the researcher was aware of tacit and formative theories and that the data gathering and analysis was unbiased and as objective as possible.

The second focus area was to conduct semi-structured interviews with the second sample, the coordinators of the LDPs in the organisations identified. A pre-interview questionnaire was also completed prior to the interview. The interviews explored the organisation's approach to leadership development, including the selection process of participants and the content of the programmes. The influence of culture or ethnicity on the organisation's leadership development programme content design was also explored.

The approach taken for the second sample was the one described by Bryman and Bell (2007). Bryman and Bell (2007:474) describe a semi-structured interview as an interview where the researcher has a list of questions on fairly specific topics to be covered, often referred to as an interview guide, but the interviewee has a great deal of leeway in how to reply. The questions in the interview guide did not follow on exactly in the way they were outlined on the schedule. However, this is one of the strengths of conducting a semi-structured interview as it allows the interviewer the freedom to explore the areas of focus whilst still having a structured interview guide. The reason why the questions did not follow the sequence on the interview guide is that during the interviews some responses led to other questions naturally, even if those questions were not in the sequential order in the interview guide. By allowing the conversation to progress naturally the interviewer was able to delve into some topics in more depth and to probe areas that were not necessarily focus points. The implication of not following the interview guide rigidly was that the responses were more comprehensive and yielded more data than was anticipated. Questions that were not included in the guide were also asked as the interviewer picked up on things said by interviewees. But, by and large, all the questions were asked and a similar wording was used from interviewee to interviewee.

Another area where the researcher was involved was in the conducting and transcribing of the interviews. Armstrong, Gosling, Weinman and Martaeu (1997:5) suggest that "an interview transcript might represent 'raw' data but the basic themes that are extracted have already been 'contaminated' by the researcher". Hinds, Scandrett-Hibden and McAulay (1990:433) observe that during the transcribing of the data from the recorded interviews, it is probable that the transcriber begins to develop their own context of meaning and assign their

own significance to certain content. This could lead to the data units being interpreted from the transcriber's own contextual framework rather than from the data.

Jacelon and O'Dell (2005:219) support this point of view and provide a list of the problems and pitfalls in qualitative data analysis. Firstly, they suggest that a common problem with qualitative data analysis is premature closure. The end product of premature closure lacks the richness of a well-developed qualitative research project and does not illuminate practice. In order to overcome this problem, the researcher pushed beyond the obvious to explore hidden meanings with regards to the data analysis.

A second problem identified by Jacelon and O'Dell (2005:219) is the researcher's tenacious commitment to a point of view. Sometimes, researchers are unable to put aside their preconceived opinions of a topic under study. The danger of this is that the researcher will simply confirm their own beliefs. The hallmark of good qualitative research is creative data analysis. The researcher was aware of the possibility of contaminating the research and the assumption was that the data was analysed as objectively as possible. The data was recorded, accurately transcribed and then placed into themes. The data, utterances by the interviewees and supporting collateral were all used to ensure that the data was objectively analysed.

4.3 Justification for the Selected Method

The research questions and objectives dictated that a mixed methods research approach be selected for this research. This is "research that integrates quantitative and qualitative research within a single project" (Bryman and Bell, 2007:642). The implication of this is that the results of the first investigation employing a method associated with one research strategy (Questionnaire) are cross-checked against the results of using a method associated with the other research strategy (Interview).

The first method that was utilised in this research was to use a questionnaire. The questionnaire contained research measures derived from previous research. These

questions were supplemented with additional questions which were included to answer some of the research questions.

How does ethnicity influence a leader's perceptions of culture?

What is the influence of ethnicity on a leader's perceptions of leadership attributes?

How do culture and ethnicity influence perceptions of the appropriateness of content of leadership development programs for South African organisations?

Goldman (2001:8) states that "choosing the right survey channel is imperative to the success of an in-depth study and even a quick poll". The decision to conduct a survey and distribute it in person and electronically was justified for the following reasons:

Firstly, by distributing the questionnaire in person the researcher was able to explain clearly and concisely why the researcher wanted the respondent to complete the survey. Any queries were addressed immediately.

Secondly, by requesting the respondents to complete the questionnaire within a very short time frame the response rate was increased and as Cobanoglu, Warde and Moreo (2001:441) state "high response rates in questionnaires generally increase the confidence that the sample accurately reflects the true population and that the findings can be generalised to other contexts, settings and groups of interest". The researcher distributed the questionnaires to the first sample and agreed a deadline with the respondents. The deadline for completion and collection was a few days after the questionnaire was distributed. By setting a deadline the response rate was increased.

According to Bator (2002:4) "the best technique, or combination thereof, to use depends on two primary factors. The first purpose is to gather feedback and the second factor is the budget available for the research". In order to ensure that the first factor was met, the survey was distributed and then completed by the respondents within a short period of time. The budget for the research was limited and the delivery of surveys by hand helped to reduce the costs of the survey. There was no need to procure return envelopes and stamps. In addition to the

physical questionnaire, an electronic questionnaire was also designed and distributed to the first sample as a follow up to ensure a greater response rate.

The questionnaire was designed in order to extract relevant information about ethnicity, culture and leadership development. In order to ensure a high response rate the advice of certain authorities on the subject was followed. For example, Goldman (2000:6) suggested, “the survey be well-written, concise and easy to respond to”. The questionnaire met these criteria.

The second method that was utilised in this research was to use a semi-structured interview. The purpose of these interviews was to answer the following research questions:

Do South African organisations take culture and ethnicity into account when developing leaders in their organisation? If so, how do they do it?
What is an appropriate framework for leadership development in the multicultural work environment in South African organisations?

It was decided to use a semi-structured interviewing process with the coordinators of the LDPs because the interview process is flexible and as Bryman and Bell (2007:496) observe, “you need to be generally flexible in your approach to interviewing in qualitative research”. This allowed the interviewer to guide the interview process so that areas of interest could be explored without the restrictions of having to follow a formal interview process. Bryman and Bell (2007:496) also state that flexibility “is important in such areas as varying the order of questions, following up leads, and clearing up inconsistencies in answers. Flexibility is also important in other aspects, such as coping with audio-recording equipment breakdown and refusals by interviewees to allow a recording to take place”. All the interviewees allowed their interviews to be recorded. This allowed the researcher to focus on the responses and to actively listen to what the interviewees were saying without having to document everything. This also allowed for the interviews to take the form of a free flowing conversation which was invaluable to the data collection process because of the quality of the responses.

Another reason for selecting the semi-structured interview approach was to provide the interviewer with “the opportunity to ‘probe’ answers, where you want your interviewees to explain, or build on their responses. This is important if you are adopting an interpretivist epistemology, where you will be concerned to understand the meanings that respondents ascribe to various phenomena” (Saunders, Lewis and Thornhill, 2007:315). This was particularly relevant to this research because the subject matter required in-depth analysis which could not adequately be explored through the response of a questionnaire only. The questions provided the starting point for the interview topics but these led to more in-depth questions which resulted in more information being gathered.

Finally, since little was known about the relationship amongst culture, ethnicity and leadership development practices in South Africa, the objective of the study was essentially descriptive. Hence, the statistics will largely be descriptive (frequencies, means and paired test analyses).

4.4 Research Measures for Data Collection

Two main research measures were developed for this study.

The first measure was a questionnaire with two main sections. The first section was to determine the influence of ethnicity on culture and on leadership development and the second section was to determine the relationship amongst ethnicity, culture and leadership development in South African organisations.

The second measure was a semi-structured interview which covered similar topics to the questionnaire but also discussed a number of themes revolving around leadership development in the interviewee’s organisation.

4.4.1 Research Measure 1: Questionnaire

Section 1

Bryman and Bell (2007:274) recommend that researchers “consider using questions that have been employed by other researchers for at least part of the questionnaire or interview schedule”. The reason for this is that if any reliability

and validity testing has taken place, then the measurement qualities of the existing questions will be known. This would also allow the researcher the opportunity to draw comparisons with other research.

Two research instruments that could be used for this research study were identified namely, Hofstede's model of national culture and the GLOBE research project questionnaire. These research instruments were available to validly and reliably determine the influence of ethnicity on culture and on leadership development. The researcher had to select one of these research instruments to include in the questionnaire for the first sample. A comparison between the two research instruments had to be conducted in order to determine the most appropriate instrument to use for this research study.

There have been a number of comparisons between Hofstede and the GLOBE research. Smith (2006) provides a very good summary of the issues and has been able to give a balanced view of the points on either side of the debate.

Smith (2006:915) states "the Hofstede model of cultural differences has certainly not been endorsed by all those working in the [cross cultural] field". Smith (2006:916) identified four issues that underline the debate between Hofstede and GLOBE, namely "preferred ways of conceptualising and measuring culture; the question of how many culture dimensions we can usefully study; the problem of levels of analysis; and the role of wealth".

Addressing the first issue, the GLOBE researchers have doubted that it is adequate to conceptualise culture simply as the average of individuals' self-reported values or other attributes. They therefore, formulated their measures in terms of respondents' perceptions of their organisational and national contexts, distinguishing what they call values and practices. Smith (2006:917) reaches the conclusion with this issue that the Hofstede measures may prove more useful in predicting behavioural frequencies whilst the GLOBE value dimensions could prove more useful in studying aspects of inter-group and international relations.

With regards to the second issue, the number of cultural dimensions optimally needed for progressing cross-cultural research, both Hofstede and the GLOBE

researchers are able to defend the number of dimensions they chose. However, Smith (2006:918), states that “in response to Hofstede’s earlier choice of five dimensions, the field as a whole has tended to ignore three of these dimensions and concentrate upon the two correlated dimensions of individualism and power distance”. In the Hofstede data, individualism and power distance were not empirically separable. In the case of the GLOBE nation-level data, there are substantial correlations between future orientation, uncertainty avoidance, performance orientation and low power distance among the practices measures.

The process whereby data are to be aggregated to higher levels of analysis is the third issue identified by Smith (2006:918-919). The procedure espoused by Hofstede is clearly described and has been followed by almost all subsequent nation-level researchers. The score for each individual survey item is aggregated to the nation level before the interrelations between items are explored. This has often been stated as a weakness of Hofstede’s project but this same weakness exists in the GLOBE project.

The final issue that Smith (2006:919) identified is the role of national wealth. Hofstede’s approach to national wealth has been to conceptualise it as something that is separate from national culture. Hofstede’s definition of culture as the ‘collective programming of the mind’ does not tell us whether to include or exclude wealth from our understanding of culture.

The comparison between the Hofstede and GLOBE research projects has not only been conducted by external parties but the authors of the research projects have also provided their observations.

Hofstede (2006:883-885) has identified seven points of comparison and differences between his project and the GLOBE project. These points are listed below:

1. *New data versus existing data.* GLOBE used a large group of volunteers for collecting data in almost 1000 local organisations in 62 societies. The Hofstede used the database of employee attitude survey scores assembled by one single multi-national (the IBM Corporation), from its subsidiaries in 72 countries between 1967 and 1973, and later expanded to 75 countries

and/or regions. Hofstede (2006:883) states that the two studies have the following in common: an industrial setting, a large number of countries, seven years' delay between data collection and reporting and a common publisher, Sage.

2. *Team versus single researcher.* The GLOBE data was a team effort whilst Hofstede's analysis was a one-person effort.
3. *Managers versus employees.* The respondents in GLOBE were managers. The respondents in the Hofstede project were matched groups of employees in seven occupational categories, two managerial and five-non-managerial.
4. *Theory-driven versus action-driven.* The development and analysis of the GLOBE questionnaire was theory-driven, based on the existing literature and on statistical pretests. The Hofstede surveys were action-driven and dealt with issues that IBM employees from different categories and/or their management considered relevant in their work situation.
5. *US inspired versus decentered.* GLOBE's network and respondent population were very international, but its project design and analysis still reflected US hegemony. In the Hofstede project, locally recruited company researchers with local degrees conducted the pilot interviews and contributed substantially to the questionnaires and the interpretation of the results.
6. *Organisational culture as similar or different in nature to/from societal culture.* GLOBE asked its culture questions in two formats: 'in this society' and 'in this organisation'. The Hofstede project focused solely on societal cultures (differences between IBM respondents from different countries).
7. *National wealth as a part or as an antecedent of culture.* Many measures of national culture are correlated with national wealth (or national poverty): they are affected by economic factors. The GLOBE authors are conscious of the role of wealth, but it does not influence their interpretations of culture.

It must be noted that Hofstede points out the similarities and differences but it was not clear what the relevance of some of his observations were. For example, the academic qualifications of the researchers should not have a major impact on what

their research attempted to study. The number of researchers involved was also an observation that was irrelevant unless it indicated that the research was more comprehensive because there were more researchers working on it. This was not clear from Hofstede's article.

In reaction to Hofstede's article "*What did GLOBE really measure? Researchers' minds versus respondents' minds*", Javidan, House, Dorfman, Hanges and de Luque (2006) published a paper explaining why GLOBE used a set of cultural values and practices to measure national cultures.

Javidan et al (2006:899) identified two assumptions with regards to measuring cultures, namely the *ecological values assumption* and *onion assumption*. The *ecological values assumption* assumes that calculating respondents' individual values is a sufficient measure of the collective's culture. The *onion assumption*, in reference to Hofstede's Onion Diagram, assumed that knowing values in a culture tells us about what actually happens in the culture.

GLOBE approached the *ecological values assumption*, from a different perspective. GLOBE "took a holistic view of culture as more than just a set of values, consisting rather of both values and actual ways in which members of a culture go about dealing with their collective challenges" (Javidan et al, 2006:899).

GLOBE tested the *onion assumption* by constructing measures that ask respondents to report on how things are done in other societies. Societal cultural practices were operationalized in terms of isomorphic items to cultural values. GLOBE was able to empirically assess the widespread but never tested assumption that cultural values drive cultural practices.

Javidan et al (2006:900) pointed out that "GLOBE felt that it was time to take a more rigorous approach to understanding and measuring national cultures by separating values and practices". Javidan et al (2006:901) concluded that the *onion assumption* is too simplistic to be helpful and that the validity of this assumption has doubt cast on it. The *ecological values assumption* is also in

doubt, according to Javidan et al (2006:902) because studying a culture's values is only one, but not the most robust, way of measuring a culture.

Javidan et al (2006) responded to each of Hofstede's critique. They finally concluded with a number of valid points. Firstly, they asserted that "no single researcher or research team, including GLOBE, should own the cross-cultural research field" (Javidan et al, 2006:910). Secondly, Javidan et al (2006:910-911) pointed out that "cross-cultural researchers have more options and opportunities, and should use them. They can continue to use the Hofstede five dimension model of cultures, or they may wish to choose a more complex approach such as ours [GLOBE] that is anchored in strong theory and empiricism".

Prior to the GLOBE research, Hofstede had a number of critics. Amongst these critics is McSweeney who challenged some of the crucial assumptions which underlie Hofstede's claim to have uncovered the secrets of entire national cultures. McSweeney (2002:91) observed that Hofstede treats national culture as implicit; core; systematically causal; territorially unique; and shared. He described each of these alleged characteristics of national culture and then challenges them.

McSweeney (2002:95) also disregarded the assumption Hofstede made that cultures carried by each respondent to be exclusively three non-interacting and durable cultures: the 'organisational', an 'occupational', and the 'national'. Hofstede assumed that only one IBM culture exists worldwide. Hofstede also assumed that throughout the world, members of the same occupation, regardless of diverse entry requirements, regulations, social status, structure and number of trade associations or professional bodies, each share world-wide occupational culture. Based on Hofstede's assumption that organisational and occupational cultures are uniform, national culture can be identified.

Based on the literature and the nature of this research, the GLOBE survey was selected as the research instrument for the following reasons.

Firstly, the GLOBE survey is a more recent survey and therefore the findings are more relevant than Hofstede's model.

Secondly, the GLOBE survey incorporates the Hofstede model's dimensions. The GLOBE has nine dimensions whilst Hofstede only measures five dimensions. Table 4-1 provides the list of the dimensions:

Hofstede Model's Dimensions	GLOBE Research's Dimensions
Power Distance	Power Distance
Uncertainty Avoidance	Uncertainty Avoidance
Individualism	Collectivism 1
	Collectivism 2
Masculinity	Gender Egalitarian
	Assertiveness
Value	Future Orientation
	Humane Orientation
	Performance Orientation

Table 4-1: Hofstede and GLOBE dimensions

GLOBE has a stereo vision whilst Hofstede has a monocular vision.

Thirdly, the GLOBE survey extends Hofstede's model. For example, GLOBE re-worked the Masculine / Feminine dimension into two dimensions, Gender Egalitarian and Assertiveness. GLOBE also refined the Collectivism vs Individualism measurement.

GLOBE is a respected tool and has won many accolades and awards. This does not detract from the Hofstede model but merely indicates that the GLOBE research is credible and respected.

GLOBE has more data than Hofstede. "Although Hofstede's survey covered 66 countries, the data from only 40 countries were used in characterizing national cultures" (McSweeney, 2002:94). McSweeney (2002:94), also states that the "scale of the problem of Hofstede's research is radically compounded by the narrowness of the population surveyed". Hofstede only focused on a single company (ie IBM).

Hofstede measures cultural differences whilst GLOBE measures preferred leadership attributes. "GLOBE has found that culture also influences the type of

leadership qualities that are perceived to lead to outstanding leadership. Most intriguing from a cross-cultural perspective, however, is finding that certain aspects of leadership, such as humane and/or participative leadership, are culturally contingent” (Javidan et al, 2006:911). This was particularly relevant for this study.

Another important factor is that a baseline study exists in South Africa in the GLOBE study. This was important for this research paper because a comparison with the results could have been conducted if required. The results from this research paper could be used as a basis for future research.

The GLOBE questionnaire is freely available and could be used for this research.

Finally, the methodology followed for the GLOBE research project was sound. Chhokar, Brodbeck and House (2007) provided a brief description of the overall methodology they followed for their research. This description is provided below: One of the major and unique strengths of GLOBE is the combination of quantitative and qualitative methodologies. The quantitative methodology consisted of starting without any pre-existing definitions of concepts. All definitions including those of culture and leadership were developed *ab initio*. All the instruments for measuring these concepts were also developed from first principles starting with item generation and item analysis (across the participating cultures, e.g., by collaborative development of dimensions and respective Q-sorting of items) followed by comprehensive and rigorous psychometric analyses to establish properties such as reliability, validity, and so forth. Generalizability of the instruments across various cultures and countries was ensured through two pilot studies....The data thus collected from all the participating 61 countries were analysed through a variety of statistical techniques to test various hypotheses.

The qualitative methodology consisted of focus groups, in-depth ethnographic interviews, media analysis, participant observation, and unobtrusive measurement within each country. The findings of the focus groups and ethnographic interviews were used to ensure that various items and instruments were applicable in all countries, and that the concepts and definitions developed were understandable, not culturally offensive, in and relevant to respondents in all the participating countries.

Chhokar, Brodbeck and House (2007) also provided a brief description of the quantitative methodology of GLOBE. Phase 1 of GLOBE concerned the development and validation of the GLOBE questionnaire scales designed to measure societal and organisational culture variables as well as Culturally Endorsed Implicit Theories of Leadership (CLTs). The original item pool contained 753 items, of which 382 were leadership items and 371 were societal and organisational culture items. The initial scales were refined through several techniques, such as double-blind translation-back translation, item evaluation reports, Q-sorts, and were also tested in two pilot studies. The final GLOBE scales possess sound psychometric properties, and the findings indicate justification for the use of the scales as aggregate measures of cultural phenomena. All 54 GLOBE scales demonstrate significant and nontrivial within-culture response agreement, between-culture differences, and respectable reliability of response consistency. Generalizability coefficients, which are joint measures of these psychometric properties, exceed 0.85 for all the scales. These coefficients indicate that the scales can be meaningfully applied to measure culture differentiation in terms of societal, organisational, and leadership phenomena.

Section 2

The second part of the questionnaire contained items specifically designed for this study. The content of this part of the questionnaire incorporated the present and future trends in leadership development identified by Hernandez-Broome and Hughes (2004) and the future leadership skills required by leaders identified by Martin (2007) as documented earlier in this report. The questions determined the focus areas that organisations deemed important with their LDP. For example, the respondents were asked their opinions on what they believed the content of the LDP should be and how they believed their organisation selected their candidates for the LDP.

The questionnaire is contained in Appendix 3.

4.4.2 Research Measure 2: Semi-Structured Interview

A semi-structured interview was designed specifically for this survey (See Appendix 3). An interview guide was prepared prior to the interview being conducted. The basic elements that Bryman and Bell (2007:483) provided in the preparation of an interview guide were followed in this research. The elements used are listed below:

- A certain amount of order on the topic areas was created, so that the questions about them flow reasonably well, but the researcher was prepared to alter the order of questions during the actual interview. In some instances the order of questions was altered during the interview;
- The interview questions and topics were formulated in a way that helped the researcher to answer the research questions. However, the questions were not made too specific;
- The language that was used during the interviews was comprehensible and relevant to the people that were being interviewed;
- Leading questions were not asked during the interviews;
- ‘Facesheet’ information of a general kind (name, age and gender) and a specific kind (position in company, number of years employed, number of years involved in a group, etc.) was asked and recorded in the pre-interview questionnaire. The reason for this was because this information was useful for contextualizing the interviewee’s answers.

Saunders, Lewis and Thornhill (2007) also provided guidelines for preparing the semi-structured interviews and these guidelines were followed by the researcher for this research report. The guidelines for preparing for semi-structured interviews are listed below:

- *Level of knowledge.* The interviewer had to be knowledgeable about the organisational or situational context in which the interview was to take place. This was confirmed prior to each interview.
- *Level of information supplied to the interviewee.* Credibility was promoted through the supply of relevant information to participants before the interview in the form of a covering letter and pre-interview questionnaire.
- *Appropriateness of location.* It was possible that the location of the interview could influence the data that was collected. It was requested that

the interview be conducted in a quiet location in order to ensure minimal distractions.

- *Appropriateness of the researcher's appearance at the interview.* The researcher's appearance could have had an influence on the interviewee and could have affected the perception of the interviewee. The researcher ensured that his appearance was appropriate and business casual attire was worn for each interview.
- *Nature of the opening comments to be made when the interview commences.* The researcher was aware that because the interviewees had not met him before, that the first few minutes of conversation would have a significant impact on the outcome of the interview. The researcher therefore ensured that the opening statements were prepared and delivered in a focused and professional manner so as to have the greatest positive impact on the interview.
- *Approach to questioning.* The researcher was aware that when conducted appropriately, one's approach to questioning should reduce the scope for bias during the interview and increase the reliability of the information obtained.
- *Nature and impact of the interviewer's behaviour during the course of the interview.* The researcher was also aware that the appropriate behaviour displayed by him should have also reduced the scope for bias during the interview.
- *Demonstration of attentive listening skills.* The purpose of the semi-structured interviews was to understand the participant's explanations and meanings. The researcher demonstrated attentive listening skills during the interviews.
- *Scope to test understanding.* The researcher tested his understanding of the responses by summarising any explanations provided by the interviewees during the interviews.
- *Approach to recording data.* The researcher recorded the interviews, made notes as the interviews progressed and also gathered relevant organisational collateral from the interviewees.
- *Cultural differences and bias.* The researcher was aware that it would be difficult to attempt to control bias in all cases. However, the researcher

was aware of the cultural differences of the interviewees and their implications.

Bryman and Bell (2007:484) also provided practical details that should be attended to before the interview and these were followed by the researcher. The practical details are provided below:

- The researcher made sure that he was familiar with the setting in which the interviewee worked and in the behaviours that were of interest for this research. This was done through background research on each of the organisations prior to the interview and it helped the researcher to understand what the interviewee's was saying in his / her own terms.
- The researcher made use of a digital voice recorder during the interviews and the recordings were all of a high quality. This process was important to ensure that the detailed analysis required in qualitative research was adhered to and to ensure that the interviewees' answers were captured in their own terms. If the researcher only took notes, it would be easy to lose the phrases and the language used. Also, because the interviewer was not following a strictly formulated schedule of questions of the kind used in structured interviewing, he needed to be responsive to the interviewee's answers so that it was possible to follow them up.
- The interviews took place in settings that were quiet so that there was no or little outside noise that affected the quality of the voice recording and private so that the interviewees did not have to be worried about being overheard.
- The researcher prepared for the interviews by cultivating as many of the criteria of a quality interviewer as possible. Amongst these criteria are being knowledgeable, structured, clear, gentle, sensitive, open, steering, critical, remembering and interpreting.

The guidelines provided were taken into consideration prior to the interviews and when conducting the semi-structured interviews.

The following themes were covered during the semi-structured interviews:

- The organisation's approach to leadership development;
- The organisation's selection process for leadership development;

- The contents of the leadership development programmes;
- The influence of culture or ethnicity on leadership development programme content design.

4.5 Sample

4.5.1 Sample Selection Criteria

Two sample groups were identified for this survey.

The first sample consisted of first year students enrolled in a MBA or MBL course at five main business schools in South Africa. The details are as follows

- Unisa School of Business – MBL students
- Wits Business School – MBA students
- GIBS – MBA students
- UCT – MBA students (Did not participate)
- Stellenbosch – MBA students (Did not participate)

A convenience sample was selected for a number of reasons. The most important ones are the following. Firstly, as Cooper and Schindler (2001:192) observe “while a convenience sample has no controls to ensure precision, it may still be a useful procedure”. They further go on to state that “in the early stages of exploratory research, when you are seeking guidance, you might use this research” (Cooper and Schindler 2001:192). This research field can be characterised as being in its early exploratory stages.

This convenience sample was selected because it was felt that these business schools would best represent South African organisations that provide leadership development training in their organisations. A majority of students pursuing the MBA or MBL in South Africa are sponsored by their respective organisations. It was decided that the questionnaires would be delivered to the students by hand at one of their lectures. This would improve the response rate and ensure that the questionnaires were filled in and collected within a short period of time. An electronic version of the questionnaire was also developed to send as reminders to the sample.

The results of the questionnaire identified the organisations that pay for their employees to attend leadership development courses such as an MBL or MBA. This information was used to identify the second sample of the survey. The organisations that pay for employees to attend leadership development courses such as an MBL or MBA were identified. The persons responsible for leadership development in these organisations were the second sample of the survey.

Due to the sample, it was decided that a semi-structured interview with the person responsible for leadership development in the organisation would be conducted. All the organisations in the second sample were contacted and the name of the person responsible for leadership development was obtained.

4.5.2 Data Collection Procedures and Sample Response Rate

The researcher attended the various business schools' lectures and distributed the questionnaires to the students. The questionnaires were then collected on a specified date agreed with the respondents.

An electronic questionnaire was also made available to the respondents to complete. This was undertaken as a follow up so that the response rate would increase.

The data was collected within a week after the face-to-face meeting with the first sample. The link to the electronic questionnaire was emailed to the sample and this was followed by reminder emails.

The following response rate was received:

Business School	Number of 1st Year Students	Number in Sample	Number of responses received	% of responses received
Wits Business School	47	39 (8 Non South Africans)	20 received (17 by hand and three by email) All included in scope	51.28%
GIBS	160	103 (14 Lesotho, Malawi, Mozambique, Nigeria, Sudan, Uganda), 43 not present during the distribution of the questionnaire.	146 received (27 excluded – non South African)	26.21%
Unisa SBL	573 (including Ethiopian, Zimbabwean, Swazi, Botswanan, Zambian, Angolan and Namibian Students)	351 (132 Ethiopian, Zimbabwean, Swazi, Botswanan, Zambian, Angolan and Namibian Students, 90 emails undelivered due to incorrect address)	119 included in sample	
UCT			Did not participate	
Stellenbosch			Did not participate	

Table 4-2: Response Rate - Sample 1

It was not possible to distinguish the source of the responses from the Unisa SBL and GIBS as the majority of these responses were completed electronically and the questionnaire did not require the respondents to indicate the institution they were studying through.

Total response rate was 139 out of 493 responses, which represents a response of 28.2%

The breakdown of the respondents is provided in Table 4-3 below. The groups were determined by the number of responses in each category. As a result three main categories were identified namely:

1. **Ethnic Groups:** Thomas and Bendixen's ethnic groups were used. Two additional groups were created. These were for respondents who could not be classified in the original groups. For example, Tsonga, Venda and Ndebele speakers were grouped into the black, other-speaking females and black, other-speaking males categories. The sample demographic for the Ethnic Groups was not large enough to gather meaningful data and so a decision was made to delineate the sample size. A minimum representation of 20 responses per group was determined to be valid and reliable analysis. A second group (Race Groups) was identified for analysis.
2. **Race Groups:** The race groups were selected based on the Employment Equity data reporting required by South African organisations.
3. **Demographic Groups with sufficient responses for comparison:** Based on the responses it was possible to identify groups that had sufficient data to conduct a comparison between them. These two groups are:
 - i. white English-speakers vs white Afrikaans-speakers
 - ii. black Sotho-speakers vs black non-Sotho-speakers

The reason for the comparison of these two groups was to provide in-depth analysis of the data to support the responses to the research questions.

Groups	Ethnic Groups	Race Groups	Demographic Group Comparisons 1	Demographic Group Comparisons 2		
Asian females (any language)	8	20				
Asian males (any language)	12					
black, Sotho-speaking females	14	54	27			
black, Sotho-speaking males	13					
black, Xhosa-speaking females	7		27			
black, Xhosa-speaking males	1					
black, Zulu-speaking females	4					
black, Zulu-speaking males	8					
black, Other-speaking females	3					
black, Other-speaking males	4					
coloured females (any language)	3			5		
coloured males (any language)	2					
white Afrikaans-speaking females	6	60		20		
white Afrikaans-speaking males	14					
white English-speaking females	14			40		
white English-speaking males	26					
Grand Count	139	139	54	60		

Table 4-3: Response Groupings

The profile of the respondents is provided in Table 4-4 below:

	Average Age in Years	Full time work experience (Average in Years)	Average Years as a Manager	Average Years in current position
First year MBL / MBA respondents	34.52	12.23	5.93	4.08
Interviewees	41.17	16.83	10.83	4.64

Table 4-4: Profile of respondents

The organisations identified from the questionnaires were tabulated and six organisations were contacted and requested to form part of the second sample (See Table 4-5). These six organisations represented 45 out 139 or 32.4% of the first sample's response.

	Organisation	Number of 1st Year Students in Sample 1	Comments
1	Banking	9	Various companies with the Group
2	Public Sector Banking	6	
3	Public Sector Utilities	5	
4	Mining	10	Various companies with the Group
5	Banking	9	
6	Telecommunications	6	Did not participate

Table 4-5: Sample 2 Organisations

The person responsible for leadership development initiatives in the sixth organisation declined to be interviewed citing the fact that the organisation receives too many research requests for them to deal with. They were in the process of setting up a committee to evaluate these requests but would only do this in the near future. The remaining five organisations represented 39 out of 139 or 28.1% of the first sample's response.

Telephonic and email contact was made with all the members of the second sample in order to determine who the interview should be scheduled with. Meetings were arranged with the relevant persons in the organisations. Of the six organisations contacted, five agreed to participate in the research survey.

The data for both samples was then collated and various graphs and diagrams were used to display the data.

4.6 Research Data Analysis

Data analysis usually involves reducing accumulated data to a manageable size, developing summaries, looking for patterns, and applying descriptive statistical techniques to answer the research questions.

The nature of the results were analysed differently because both quantitative and qualitative research was conducted. The nature of the results will be discussed separately.

4.6.1 Quantitative Research (Questionnaire and Pre-Interview Questionnaire)

Scaled responses on questionnaires and experimental instruments often require various functions to be derived, as well as to explore relationships among variables (Cooper and Schindler, 2001:82). The data from the questionnaires and pre-interview questionnaire has been arranged graphically in order to view the results more easily and a number of comparisons have been made. A 7-point Likert Scale, with a scale midpoint of 4 was used in the questionnaire.

4.6.2 Statistical Testing

A number of statistical tests were used to determine the validity and reliability of the data as well as to determine the statistical significance (Cooper and Schindler, 2001:498) amongst the race and demographic groups.

GLOBE Syntax

The GLOBE Foundation (2006) provides a syntax document which describes how to group and analyse the data. This approach is described below.

The Six Second-Order Culturally Endorsed Leadership Scales (Global CLT Scales) scales are computed by first standardizing each of the 21 first-order leadership scales, creating composite scores by adding the appropriate standardized scales together, and then converting the obtained composite score to unstandardized values by using the classic test theory formulas for means and standard deviations of composite scores.

Cronbach Alpha Test

The Cronbach Alpha test was conducted for the internal consistency of the GLOBE Leadership Constructs.

“Alpha was developed by Lee Cronbach in 1951 to provide a measure of the internal consistency of a test or scale; it is expressed as a number between 0 and 1. Internal consistency describes the extent to which all the items in a test measure the same concept or construct and hence it is connected to the inter-relatedness of the items within the test. Internal consistency should be determined before a test can be employed for research or examination purposes to ensure validity” (Tavakol and Dennick, 2011:53).

The results of the Cronbach Alpha test for the GLOBE Leadership Constructs are provided in the table below:

Leadership Constructs	Cronbach Alpha
Administratively Competent	0.746
Autocratic	0.679
Autonomous	0.298
Charisma 1: Visionary	0.866
Charismatic 2: Inspirational	0.829
Charisma 3: Self-Sacrifice	0.325
Conflict Inducer	-0.18
Decisive	0.714
Diplomatic	0.286
Face-Saver	0.334
Humane-Oriented	0.622
Integrity	0.798
Malevolent	0.779
Modesty	0.56
Participative	0.678
Performance-Oriented	0.565
Procedural/Bureaucratic	0.599
Team 1: Collaborative Team Orientation	0.597
Team 2: Team Integrator	0.679
Self-Centered	0.647
Status Conscious V4	0.576

Table 4-6: Cronbach Alpha: Leadership Constructs

The results of the Cronbach Alpha test for the GLOBE Research Dimensions are provided in the table below:

GLOBE Research's Dimensions	Societal Practices	Societal Values
Uncertainty Avoidance	0.681	0.581
Future Orientation	0.581	0.528
Power Distance	0.411	0.423
Collectivism 1	0.331	0.338
Humane Orientation	0.709	0.533
Performance Orientation	0.579	0.479
Collectivism 2	0.447	0.470
Gender Egalitarianism	0.358	0.478
Assertiveness	0.618	0.560

Table 4-7: Cronbach Alpha: GLOBE Research Dimensions

Kruskal-Wallis Test

The Kruskal-Wallis one-way analysis of variance by ranks test was used to test the hypothesis of the GLOBE Leadership Scales (See Figure 4-1).

The reason for doing this is that the “Kruskal-Wallis test is appropriate for data that are collected on an ordinal scale or for interval data that do not meet *F-test* assumptions, that cannot be transformed, or that for another reason prove to be unsuitable for a parametric test” (Cooper and Schindler, 2001:517).

The Six Second-Order Culturally Endorsed Leadership Scales (Global CLT Scales)

1. <i>Charismatic/Value-Based</i> Charismatic 1: Visionary Charismatic 2: Inspirational Charismatic 3: Self-Sacrifice Integrity Decisive Performance-oriented	2. <i>Team-Oriented</i> Team 1: Collaborative Team Orientation Team 2: Team Integrator Diplomatic Malevolent (reverse-scored) Administratively competent
3. <i>Self-Protective</i> Self-centered Status conscious Conflict inducer Face-saver Procedural	4. <i>Participative</i> Autocratic (reverse-scored) Nonparticipative (reverse-scored)
5. <i>Humane-Oriented</i> Modesty Humane orientation	6. <i>Autonomous</i> Individualistic Independent Autonomous Unique

Figure 4-1: Global Culturally Endorsed Leadership Scales

The results displayed in Figure 4-2 below showed that 5 of the 6 leadership scales were statistically significant at the 5% level of significance ($p > 0.05$) between the different categories of demographic groups and the GLOBE Culturally Endorsed Leadership Scales.

The results showed that no statistical significant difference existed at the 5% level of significance ($p > 0.05$) between the different categories of demographic groups and the Self-Protective leadership scale.

A pairwise comparison was conducted for the items that made up the Self-Protective leadership scale. Only 3 of the 55 items rejected the null hypothesis at the 5% level of significance ($p > 0.05$). This could have been due to a

misinterpretation of the items or just an indication of how people think about an item. These items did not have a material impact on the results for this scale.

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Char_2d is the same across categories of spec_dem_groups.	Independent-Samples Kruskal-Wallis Test	.899	Retain the null hypothesis.
2	The distribution of team_2d is the same across categories of spec_dem_groups.	Independent-Samples Kruskal-Wallis Test	.158	Retain the null hypothesis.
3	The distribution of nrcis_2d is the same across categories of spec_dem_groups.	Independent-Samples Kruskal-Wallis Test	.029	Reject the null hypothesis.
4	The distribution of parti_2d is the same across categories of spec_dem_groups.	Independent-Samples Kruskal-Wallis Test	.440	Retain the null hypothesis.
5	The distribution of hum_2d is the same across categories of spec_dem_groups.	Independent-Samples Kruskal-Wallis Test	.572	Retain the null hypothesis.
6	The distribution of auton_2d is the same across categories of spec_dem_groups.	Independent-Samples Kruskal-Wallis Test	.382	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Figure 4-2: Global Culturally Endorsed Leadership Scales: Hypothesis Test Summary

***t*-Test**

The means and standard deviations for the cultural dimensions (societal practices and societal values) and the Leadership Scales were calculated for the whole sample.

The *t*-test for equality of variance was used to test for significant differences amongst the black, white and asian race groups. The coloured group was excluded due to the small size of the sample.

The *t*-test was also used to test for significant differences at various significance levels between the following race groups in the form of paired tests:

- asian and black
- asian and white
- black and white

The following demographic groups were also tested:

- black Sotho-speaking and black non Sotho-speaking
- white English-speaking and white Afrikaans-speaking

Cooper and Schindler (2001:498) point out that the *t*-test has more tail area than that found in the normal distribution and this is compensation for the lack of information about the population standard deviation.

4.6.3 Qualitative Research (Semi-structured Interviews)

Semi-structured interviews yield a tremendous amount of information and as Luna-Reyes and Andersen (2003:286) suggest qualitative data collection and analysis add richness and details that numbers cannot provide.

It was necessary to conduct verbal analysis in order to reduce the subjectivity of the qualitative coding. “Verbal analysis is a methodology for quantifying the subjective or qualitative coding of the contents of verbal utterances. In verbal analysis, one tabulates, counts, and draws relations between the occurrences of different kinds of utterances to reduce the subjectiveness of qualitative coding” (Chi, 1997:273).

LeCompte (2000), Chi (1997) and Jacelon and O’Dell (2005) all provided approaches to analyzing qualitative data. As Jacelon and O’Dell (2005:217) state “the researcher’s ability to interpret the data and to present the findings clearly makes a qualitative research study useful”. These approaches were considered and a hybrid of these approaches was used to analyse the semi-structured interviews in this research study.

LeCompte’s (2000:146-154) approach to analysing qualitative data is briefly described below.

Firstly, it was necessary to identify the sources of bias. In order to reduce selectivity (i.e. the tendency to record only data that makes sense to and intrigues them) it is important to be aware of both tacit and formative theory. Tacit theories guide daily behaviour, explain the past and predict what will happen next. Formative theories also guide behaviour, create explanations, and predict the future, but they are more formal and found in research. Tacit theories are identified to avoid bias in data collection, analysis, and interpretation. Tacit theories guide daily behaviour, explain the past, and predict what will happen next.

Formative theories are identified to develop research questions and guide data collection and initial analysis. Formative theories guide behaviour, create explanations, and predict the future, but they are more formal, and found in research.

The second step in analysing the qualitative data was to think about the analysis. Qualitative data has no initial intrinsic organisational structure or meaning by which to explain the events under study. The researcher had to create a structure and impose it on the data. The semi structured interview template was structured in such a way so that a number of relevant themes could be explored.

The third step was to conduct the analysis. This involved five steps:

- Step 1: Tidy up the data
- Step 2: Find the items that have to be coded, counted and assembled into research results
- Step 3: Create stable sets of items which must be organised into groups or categories by comparing and contrasting them
- Step 4: Create patterns by identifying how taxonomies can be grouped together into meaningful ways
- Step 5: Assemble structures by grouping the patterns into related or linked patterns to build an overall description of the programme or problem being studied

The researcher attempted to cover all the themes that were apparent and to reflect on whether other researchers would find the same. The research and findings

conducted by Armstrong, Gosling, Weinman, and Martaeu, (1997:597-602) provided areas that the researcher considered for this particular research report.

These areas are briefly listed below:

- The raw themes that emerge from relatively unselected data, illustrate the range of bias.
- There is a degree of consensus in the identification of themes between different analyses of the same data but that the “packaging” of these themes shows a number of different configurations.
- A qualitative dataset may yield a number of different ‘stories’ depending on how it is analysed and the interpretation placed on those findings by the researcher.
- All analysis is a form of interpretation and interpretation involves a dialogue between researcher and data in which the researcher’s own views have important effects.

The last step in the analysis of the qualitative data was to make sure the data was credible and useful. “Analysis that is meticulously done, based on clearly articulated theories, and responsive to research questions can be good analysis. However, to create good research findings, analysis also must yield results that are meaningful to the people for whom they are intended and described in language they understand” (LeCompte, 2000:152).

Chi’s (1997:283) approach is similar to LeCompte’s. This approach consists of the following functional steps, excluding the initial collection and transcribing of the verbal protocols:

1. Reducing or sampling the protocols.
2. Segmenting the reduced or sampled protocols (sometimes optional).
3. Developing or choosing a coding scheme or formalism.
4. Operationalizing evidence in the coded protocols that constitutes a mapping to some chosen formalism.
5. Depicting the mapped formalism (optional).
6. Seeking pattern(s) in the mapped formalism (optional).
7. Interpreting the patterns(s).

8. Repeating the whole process, perhaps coding at a different grain size (optional).

Due to the sample size of the semi-structured interviews it was not necessary to follow Chi's first step. The semi-structured interviews were segmented to identify the units of analysis. Chi's third step is similar to LeCompte's third step. Chi (1997:289) suggests that this step is probably the most difficult step of the technique to convey because what codes and formalisms are chosen depend entirely on a researcher's theoretical orientation, the hypotheses or questions being asked, the task, and the content domain. Chi's seventh step is to interpret the identified patterns and the data can be interpreted in terms of the strategies and processes, or the structure and content of the knowledge base, or both.

The approach to qualitative analysis suggested by Jacelon and O'Dell (2005:217-220) is as follows:

Fristly, break the data into manageable units. This means that a strategy is required to organise the data. Through the process of coding, the researcher fractures the data and organises it by the ideas contained within. Coding is the knowledge and perceptions of the researcher that are used to identify the ideas in the data.

The second step is to interpret the data. An important aspect in interpreting the data is to be able to see each piece of data in relation to other like data. This was achieved by placing the data in themes. Often several codes can be connected by a theme.

The third step is to convey the findings in a way that will be useful to the reader.

The researcher was also guided by the way Kearney (2001:145-153) categorises the findings from qualitative data. She suggests five categories of complexity and discovery in qualitative evidence.

The first category is findings that are produced by applying an existing set of ideas to qualitative data without identifying new insights or enriching, extending, or revising existing theory may offer a certain degree of complexity but little discovery, and consequently they provide little or no evidence for practice.

The second category is to use descriptive categories which are a series of labelled data categories. Clusters of data are labelled with brief headings that indicate the topic or type of data contained therein.

The next category is where the researcher's interpretation produces a synthesis of a shared experience or process. It is distinguished from the previous grouping by the investigator's integration of concepts or themes into a linked and logical portrayal.

The fourth category, which shows an even greater degree of qualitative complexity, is achieved in findings that not only describe the main pathway or essence of an experience but also portray how that pathway varies depending on individuality and context.

The fifth and highest level of complexity and discovery is where these findings may be seen as representing the characteristics of the "experiential variation" category when achieved to the highest degree, but in doing so, these findings appear qualitatively different.

The tables below (Tables 4-8 to 4-33) illustrate how the approaches above were used to depict and analyse the qualitative data in this research. The data was collated per organisation and the research themes were identified. The utterances to support the themes made by the respondents were also grouped per theme per organisation (See Table 4-34).

BANK 1

Bank 1 – Approach to Leadership Development				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
General Electric	Organisations	External Benchmarks	Information Gathering Approach	Approach to Leadership Development
Boeing Centre for Leadership				
Eastern Kodak				
USB				
CitiCorp				
CitiBank				
CAPGemini	Consulting Houses			
McKinsey				
Deloitte				
GIBS	External Service Providers			
Insead				
Harvard				
Various Business Units	The Bank	Internal Requirements		
Executive Leadership Programme (ELP)	Mandatory Leadership Programmes	Core Leadership Courses	Formal Delivery Approach / Global Leadership Centre (GLC)	
Senior Leadership Programme (SLP)				
Foundation Leadership Programme (FLP)				
Team Leader Programme (TLP)				
Elective Programmes	Elective Leadership Programmes			
International Business Core Programme	Optional Leadership Programmes			

Table 4-8: Bank 1 – Approach to Leadership Development

Bank 1 - Success / Failure of the Leadership Development Programme				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Behavioural Change	Transfer of Learnings	Learnings from the programme	Success Factors	Success / Failure of the Leadership Development Programme
Implemented Learnings				
Action Learnings				
Follow up Sessions				
Understanding of the Bank	Key Learnings			
Understanding of role as Leader				
5070 Attendees scheduled in 2009	Repeat Business			
Strategic Direction		Strategic Drivers Linked to Leadership Development Programmes		
Growth and Development of People	Mission			
Recruiting the Best People				
Retaining the Best People				
Values				

Table 4-9: Bank 1 – Success / Failure of the Leadership Development Programme

Bank 1 - Selection Process for Leadership Development				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Executive Leadership Programme (ELP)	Mandatory Leadership Programmes	Directive from Exco / Nominated by Business Unit	Talent Strategy	Selection Process for Leadership Development
Senior Leadership Programme (SLP)				
Foundation Leadership Programme (FLP)				
Team Leader Programme (TLP)				
Elective Programmes	Elective Leadership	Decision and Nomination by		

Bank 1 - Selection Process for Leadership Development				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
	Programmes	Business Unit		
International Business Core Programme	Optional Leadership Programmes			
Talent Tiers	Current Identifiers of Talent	Training Plans per Business Unit	Criteria for Selection	
Business Unit Nomination				
GLC	Future Identifiers of Talent			

Table 4-10: Bank 1 – Selection Process for Leadership Development

Bank 1 - Contents of the Leadership Development Programme				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Emerging Markets	Understanding the context in which the Bank Operates	Programme Content	Competencies or Skills Required for Leaders (General)	Contents of the Leadership Development Programme
Strategy				
Industry in which we operate				
Global Financial Services Industry	Human Capital (People Aspects)			
Leading effective teams				
Leading self				
Your role as a leader from a customer's perspective	Industry Specific			
Emerging Markets				
Corporate Social Responsibility	Sustainability		Competencies or Skills Required for Leaders (South Africa Specific) - None required	
Social Relevance				
Cross cultural diversity	Cultural Awareness			
Building trust across Cultures				
Emotional Intelligence	The Future Leadership			

Bank 1 - Contents of the Leadership Development Programme				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Social Intelligence				
Spiritual Intelligence				
Authentic Leadership				
Embedding skills and Behaviours		Challenges		

Table 4-11: Bank 1 – Contents of the Leadership Development Programme

Bank 1 - Influence of Culture or Ethnicity on Leadership Development Content Design				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Building trust across Cultures	Benefits of ethnicity on LDP			Influence of Culture or Ethnicity on Leadership Development Content Design
Helps employees work together better				
Prepares for Global Cultures				
Awareness created in BU	Cultural Awareness of the Organisation			
Awareness created in GLC				
Request for certain content	Business Led Request	Skills required by business	Demands by Delegates and Business	
Guide Business Units	GLC Led Discussion			
Positive feedback	Reaction to the LDP			
High course attendance				
Brand Awareness				

Table 4-12: Bank 1 – Influence of Culture on Leadership Development Content Design

BANK 2

Bank 2 - Approach to Leadership Development				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Other Banks	Competitors	External Benchmarks	Information Gathering Approach	Approach to Leadership Development
Latest Theories	Literature			
Latest Opinions				
Foundation of LD	The Bank	Internal Requirements		
Drotter's Leadership Pipeline		Foundational Grounding		
Understanding Accountabilities	Orientation Workshops			
Development Plan				
Manager of Self	Drotter's Leadership Pipeline Passages	Personal Development Journey	Management Development Process	
Manager of Others				
Manager of Managers				
Manager of Function				
Manager of Business				
Manager of Enterprise				
Specialist Contributor				
Junior Management Programme (JMP)	Business Education Programme	Career Choices Model (Developed by Drotter SA)		
Middle Management Programme (MMP)		Interventions		
Senior Management Programme (SMP)		Bank Principles		
Manager of Managers	Level of Employee	Executive Education Programme (EEP)	Leadership Development Process	
Manager of Function				
Manager of Business				

Bank 2 - Approach to Leadership Development				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Wits Business School	Service Providers			
GIBS				
Bank Seta (via Harvard)				
Entrench Values of Bank	Run from the CEO's Office	CCL Programme		
MBL / MBA Courses	Various Business Schools	BU Specific Interventions		

Table 4-13: Bank 2 – Approach to Leadership Development

Bank 2 - Success / Failure of the Leadership Development Programme				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Employees understand their accountabilities	Employee Roles	Quantitative Feedback	Success Factors	Success / Failure of the Leadership Development Programme
Employees know what to do to succeed				
Employees understand where they are in the passages				
Understanding of the Bank	Key Learnings			
Understanding of role as Leader				
Staff Survey	Monitor change in behaviour	Evaluation of LDP		
Engagement Survey				
Barrett Value Survey				
Performance Standards	Drotter SA			
Level 1 (Reaction)	Kirkpatrick's Model			
Level 2 (Assessments)				
Level 3 (Behaviour)				

Bank 2 - Success / Failure of the Leadership Development Programme				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Level 4 (Results)				
Between 10 and 12 aspirations (eg. "great place to work")	Vision	Dagwood	Corporate Strategy	
Tasks to achieve aspirations	Actions			
What the bank values	Values			
Create a learning organisation	Learning Strategy	Example of an Aspiration		
Grow managers and leaders for the future				
Accelerate transformation				

Table 4-14: Bank 2 – Success / Failure of the Leadership Development Programme

Bank 2 - Selection Process for Leadership Development				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Employee Performance	Development Plan	Training Plans per Business Unit	Criteria for Selection	Selection Process for Leadership Development
Employee's future career aspirations				
Bank's transformation targets (Employment Equity)	Factors influencing LD selection			
Budget				
Motivation from Business Units				
Other criteria	Business Unit Approval			
Employee Development Plan				
R263 million (2008)	Bank's spend on training and development		Talent Philosophy	
R114 million (As at July 2009)				

Bank 2 - Selection Process for Leadership Development				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
	Identify Talent			
	Acknowledge Talent			
	Nurture Talent			

Table 4-15: Bank 2 – Selection Process for Leadership Development

Bank 2 - Contents of the Leadership Development Programme				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Generic "must have" skills (Understanding the environment)	Skills and Competencies	Programme Content	Competencies or Skills Required for Leaders (General)	Contents of the Leadership Development Programme
Values, Ethics and Governance				
Differentiated skills (from competitors)				
Working Groups (Benchmarks)				
Emotional Maturity	Emotional and Social Intelligence			
Personal Mastery				
Transformation	Industry Specific		Competencies or Skills Required for Leaders (South Africa Specific)	
Ethics and Governance (King)				
Understanding Global Environment				

Table 4-16: Bank 2 – Contents of the Leadership Development Programme

Bank 2 - Influence of Culture or Ethnicity on Leadership Development Content Design				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Awareness of other cultures	Benefits of ethnicity on LDP			Influence of Culture or Ethnicity on Leadership Development Content Design
Ability to work with others				
Identify that all people have value to add				
Transformation Unit	Formal Structures		Cultural Awareness of the Organisation	
Employees provided opportunity to verbalize opinions				
Culture				
Ethnicity	Transformation	Strategic Priorities		
Request for certain content to be excluded	Request to exclude course content		Demands by Delegates and Business	
Belief that content is not required				
Providing Clarity	Understanding the leadership development initiatives		Reaction to the LDP	
Building a vision of future leaders				
Qualitative Feedback				Qualitative Feedback
Quantitative Feedback	Quantitative Feedback			
Increase in responses	Barrett's Value Survey			

Table 4-17: Bank 2 – Influence of Culture or Ethnicity on Leadership Development Content Design

PUBLIC SECTOR UTILITY

Public Sector Utility (PSU) - Approach to Leadership Development				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Standard Bank	Organisations	External Benchmarks (For guidance only)	Information Gathering Approach	Approach to Leadership Development
Bateman				
General Industry				
General Electric				
Pepsi				
Microsoft				
Other Leading Practice Organisations				
GIBS	External Service Providers	Internal Benchmarks		
Harvard				
None - Due to decentralization				
BU Requirements	Leadership Architecture	Internal Requirements		
Common Learning in BUs	The Academy of Learning			
Various BUs	External Service Providers			
From 2000 - 2004: 21 Power Stations prepared for privatisation	Decentralised	Historical Approach to Leadership Development	Formal Delivery Approach	
100% of LDP				
From 2004 – current	Transition to Centrally Led			
30% of LDP				
Transactional Leadership	Characteristics and Foundation	Leadership Competency Model		
Transformational Leadership				
Workable				
Supple / Flexible				
Four Focus Areas				Competency Framework

Table 4-18: Public Sector Utility (PSU) – Approach to Leadership Development

Public Sector Utility (PSU) - Success / Failure of the Leadership Development Programme				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Security Needs Evaluation		Leadership Scorecard	Predicted Success Factors	Success / Failure of the Leadership Development Programme
Impact of individual on organisation	The Leadership Impact on Business			
Impact leader has in terms of cultural change				
Impact leader has on business results				
Good leaders enable good decisions	Enablers to move business forward	Strategic Intent around Leadership		
Strong Executive Endorsement for Leadership Development				
Quality Leaders	Mission			
Effective Organisation				
Make employees competent	Priorities			
Address business problems				
Cost of development				
Gain and maintain level of own legitimacy rather than justification				

Table 4-19: *Public Sector Utility (PSU) – Success / Failure of the Leadership Development Programme*

Public Sector Utility (PSU) - Selection Process for Leadership Development				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Affirmative Action		Previous Strong Drivers of Leadership Development		Selection Process for Leadership Development
Employment Equity				
BEE Objectives				
Employee Profile (Middle and Senior Level)				

Public Sector Utility (PSU) - Selection Process for Leadership Development				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Employees on an even par		Current Strong Drivers of Leadership Development		
Emphasis on developing all candidates				
Address talent scarcity				
Appropriate candidate	Nominator / Sponsor of LD	Identification of candidates		
Potential Successor				
Highly subjective				
Highly politicized				
Understanding the candidates	Talent Succession Management Process	Criteria for Selection		
Understanding the business point of view				

Table 4-20: *Public Sector Utility (PSU) – Selection Process for Leadership Development*

Public Sector Utility (PSU) - Contents of the Leadership Development Programme				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Identifying the business issues	Identifying the Business Reality	HR Department (Identifies the underlying skills or competencies)	Competency Framework (Supermarket)	Contents of the Leadership Development Programme
Role of a competent leader				
What will the leader look like?				
How will the competency be evident?				
Add additional items		Business Leaders		
Ability to plan	Driving Business Results	Example of 1 Focus Area		
Passion for excellence				
Other similar competencies				
Must shop at this particular supermarket		Rules of use		

Public Sector Utility (PSU) - Contents of the Leadership Development Programme					
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes	
Must select items from each of the four aisles (focus areas)					
You can focus more on one aisle than another (eg. Customer focus or operational efficiency)					
Generation Business - Focus is on efficiency	Diverse organisation - Common sentiment and common ethos	Reason for the structure of the competency framework			
Distribution Business - Focus is on customer focus					
Distinguishing between different levels in the organisation	Stratified Systems Theory (Elliot Jacques)	Additional dimension	Competencies or Skills Required for Leaders (General)		
About 20 Competencies	4 Focus Areas				
Internal performance and efficiency	Areas that require focus		Competencies or Skills Required for Leaders (South Africa Specific)		
External adaptation					
Ability to transform the BU	Team Building				
Ability to deal with multitude of stakeholders					
Ability to manage					
Operating in the world in an ethical manner	Values and Ethics				
Linking ethics through organisational values					
Linking ethics through your on personal beliefs					
Requires individual maturity	Emotional and Social Intelligence				
Requires organisational maturity					
Less diversity and cultural awareness training					

Table 4-21: Public Sector Utility (PSU) – Contents of the Leadership Development Programme

Public Sector Utility (PSU) - Contents of the Leadership Development Programme				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Identifying the business issues	Identifying the Business Reality	HR Department (Identifies the underlying skills or competencies)	Competency Framework (Supermarket)	Contents of the Leadership Development Programme
Role of a competent leader				
What will the leader look like?				
How will the competency be evident?				
Add additional items		Business Leaders		
Ability to plan	Driving Business Results	Example of 1 Focus Area		
Passion for excellence				
Other similar competencies				
Must shop at this particular supermarket		Rules of use		
Must select items from each of the four aisles (focus areas)				
You can focus more on one aisle than another (eg. Customer focus or operational efficiency)				
Generation Business - Focus is on efficiency	Diverse organisation - Common sentiment and common ethos	Reason for the structure of the competency framework		

Table 4-22: *Public Sector Utility (PSU) – Contents of the Leadership Development Programme*

Public Sector Utility (PSU) - Influence of Culture or Ethnicity on Leadership Development Content Design				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Respecting each other's culture		No specific provision for national culture or ethnicity in the content of LDP		Influence of Culture or Ethnicity on Leadership Development Content Design
Greeting each other in a certain way				
Learning a third or fourth language				
Multi Generational Workforce				
		Cultural diversity issues		

Public Sector Utility (PSU) - Influence of Culture or Ethnicity on Leadership Development Content Design				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Very aware	Cultural Awareness of the Organisation			
Plays a positive role				
Leadership Framework will remain static (2 years)	Directive by HR Department	Skills required by business	Demands by Delegates and Business	
Careful Selection of delegates	Impact of intervention becomes apparent			
Careful Selection of courses				
Nine, twelve, eighteen months (Time to notice effectiveness)				
Business leaders given opportunity to provide input into changes				
Organisational reviews				
Organisational safety	Safety	Example of previous requests	Changes in demands by Delegates and Business	
Employee safety				
Asset Safety				
Complex Environment	Ability to make complex decisions	Example of current requests (Executive Level)		
Multitude of stakeholders				
Diametrically opposed views				
Efficiency		Example of current requests (Middle Leadership Level)		
Drive assets				
Managerial Competencies		Example of current requests (Ground / Supervisory Level)		
Assisting newly promoted supervisors				
Transactional Competencies				
Positive feedback		Reaction to the LDP		

Public Sector Utility (PSU) - Influence of Culture or Ethnicity on Leadership Development Content Design				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Prominence through Executive Sponsorship				

Table 4-23: Public Sector Utility (PSU) – Influence of Culture or Ethnicity on Leadership Development Content Design

PUBLIC SECTOR FINANCE CORPORATION

Public Sector Finance Corporation (PSFC) - Approach to Leadership Development				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Standard Bank	Organisations	External Benchmarks	Information Gathering Approach	Approach to Leadership Development
Other Leading Practice Organisations				
Wits	Business Schools			
GIBS				
Consulting Houses				
Vendor Feedback	Surveys	Internal Benchmarks (Future)		
360 Degree Feedback (Behavioural Change)				
BU Requirements	Executive Committee	Internal Requirements		
Various Divisions	External Service Providers			
Divisions determine leadership initiatives	Decentralised	Historical Approach to Leadership Development	Formal Delivery Approach	
Training request has to be within budget				
From 2007 – current	Transition to Centrally Led	Current Approach to Leadership Development		
Framework Established (Approved March 2009)				

Public Sector Finance Corporation (PSFC) - Approach to Leadership Development				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Women's Development Programme (2008)	First Initiative			
Executive Management Programme (EMP)	Mandatory Leadership Programmes	Leadership Framework		
Senior Management Programme (SMP)				
Middle Management / Professionals / Specialists (MMP)				
Junior Management / Supervisors				
International Consortiums				
Business Driven Action Learning	Formalised Development Platforms			
PSFC "DNA" Development				
On-the-job Training (Next level)	Non-formal Platforms (All feed into PSFC "DNA" Development)			
Opportunity for other positions				
Secondments and Assignments				
Competencies				
Coaching and Mentoring				
Manager of Self (Technical / Professional)		Drotter's Leadership Pipeline Passages		
Manager of Others (Accountant / Project Manager)				
Manager of Managers (Senior Accountant / Project Manager)				
Manager of Function (SBU / Dept. Head)				

Public Sector Finance Corporation (PSFC) - Approach to Leadership Development				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Manager of Multi-BU (Executive Management)				
Manager of Enterprise (CEO)				
Manager of Self (Industry / Functional Specialist)	Specialist Contributor			
Manager of Self (Senior Industry / Functional Specialist)				
Manager of Self (Industry / Functional Champion)				

Table 4-24: Public Sector Finance Corporation (PSFC) – Approach to Leadership Development

Public Sector Finance Corporation (PSFC) - Success / Failure of the Leadership Development Programme				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
60 completed the course	Women's Programme	Feedback	Predicted Success Factors	Success / Failure of the Leadership Development Programme
International Component				
Business Solutions Presented	Value for Exco / PSFC			
Changes in behaviour				
Learnings from overseas experience	Evidence of Behavioural Change	Measures of Success (Not possible to attribute success criteria)		
Application of learnings				
Business Solution Provided (eg Customer Focus)				
Improved Communication				
Confidence to express educated and qualified opinions				

Public Sector Finance Corporation (PSFC) - Success / Failure of the Leadership Development Programme				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Innovation	Strategic Drivers	Corporate Strategy		
Customer Centricity				

Table 4-25: Public Sector Finance Corporation (PSFC) – Success / Failure of the Leadership Development Programme

Public Sector Finance Corporation (PSFC) - Selection Process for Leadership Development				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Appropriate candidate	Management Nomination	Identification of candidates		Selection Process for Leadership Development
Potential Successor				
Development gap identified	Employee Nomination			
PSFC is Pro-Development - No restrictions on nomination				
Employee identifies development gap		Management Motivation (Rejected or Approved)		
Programme identified to address gap				
Discussion with manager				
Succession Planning	Succession Planning		Criteria for Selection	
Diversity (Race and Gender)				
International trips that have to be taken		Final List of delegates		
Length of service				
Motivation by BU Head				
Candidate part of succession plan				
Exco Approval				

Table 4-26: Public Sector Finance Corporation (PSFC) – Selection Process for Leadership Development

Public Sector Finance Corporation (PSFC) - Contents of the Leadership Development Programme				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Teaching	Canvas Business Schools	PSFC General Competencies Required	Competency Framework	Contents of the Leadership Development Programme
Mastery requirements				
No technical competencies addressed			Competencies or Skills Required for Leaders (South Africa Specific)	
No specific SA skills. Focus is on what the PSFC requires				
Skills that will make a better leader regardless of ethnic group or background				
Global Leadership Skills			Competencies or Skills Required for Leaders (PSFC Specific)	
Managing a diverse workforce				
Generational Theory				
Adjusting to Open Plan Working Conditions				
Mentoring and Coaching				
Language Barriers	Understanding Colleagues and Clients	Emotional and Social Intelligence		
Gender Issues				
Understand the culture				
Understanding the thought patterns				

Table 4-27: Public Sector Finance Corporation (PSFC) – Contents of the Leadership Development Programme

Public Sector Finance Corporation (PSFC) - Influence of Culture or Ethnicity on Leadership Development Content Design				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
No specific provision for national culture or ethnicity in the content of LDP				Influence of Culture or Ethnicity on Leadership Development Content Design
Delegates compare experiences	International Courses	Future role of national culture and ethnicity on content of LDP		
Differences				
Similarities				
Address culture for International Programmes (eg China)	Cultural Initiatives		Cultural Awareness of the Organisation	
Not addressed for SA courses				
Our culture is PSFC				
Teambuilding Events	Promotion of cultural awareness and relationship building			
Ad hoc requests from managers (eg. Cultural Misunderstanding)				
Request to exclude course content			Demands by Delegates and Business	
In the process of changing			Changes in demands by Delegates and Business	
Opportunity for promotion	Positive feedback	Reaction to the LDP		
All employee bands addressed				
Life changing experience				
Employee and Executive Buy in				

Table 4-28: Public Sector Finance Corporation (PSFC) – Influence of Culture or Ethnicity on Leadership Development Content Design

MINING ORGANISATION

Mining Organisation (MO) - Approach to Leadership Development				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Successful employees identified and studied		Internal Benchmarks	Information Gathering Approach	Approach to Leadership Development
Review of Leadership Models	International Research	External Benchmarks		
No comparison with competitors				
Standard Bank	Organisations			
Various Business Units	The MO Businesses	Internal Requirements	Formal Delivery Approach	
List of competencies (eg Courage and Confidence)	Competency Model	Foundation for Leadership Approach		
Differentiated at each level				
Senior Leadership Level (Leaders in MO and Advanced Management Programme)	Mandatory Leadership Programmes (Central)			
Management Development Level (Programme for Management Excellence)				
Junior Management Level (MO Achievers)				
Presentation Skills	"Filler" courses			
Project Management Skills				
Courses to address weaknesses				
External Courses (Various Businesses)				

Table 4-29: Mining Organisation (MO) – Approach to Leadership Development

Mining Organisation (MO) - Success / Failure of the Leadership Development Programme				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Level 1: Reaction and the planning and action	Assessment through evaluation forms	Assessment (via Kirkpatrick's Levels)	Success Factors	Success / Failure of the Leadership Development Programme
Level 2: Application and Implementation	Assessment through manager feedback			
	Assessment through participant feedback			
Feedback from 360 degree performance appraisal system				
Competencies	Link to Leadership Development Initiative	Corporate Strategy		
Branding				

Table 4-30: Mining Organisation (MO) – Success / Failure of the Leadership Development Programme

Mining Organisation (MO) - Selection Process for Leadership Development				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Graduates with 3 year's work experience	Junior Management Level (MO Achievers)	Nominated by Business Unit	Identification of candidates	Selection Process for Leadership Development
Those who have successfully completed MO Achievers	Management Development Level (Programme for Management Excellence)			
Those on the appropriate band				
Those who have successfully completed PME	Senior Leadership Level (Leaders in MO and Advanced Management Programme)			
Those on the appropriate band				
Performance and Budget reviewed		Decision and Nomination by		

Mining Organisation (MO) - Selection Process for Leadership Development				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Candidates do not nominate themselves		Business Unit		
Merit Based (Through Performance Management Process)			Criteria for Selection	
Management Nomination				

Table 4-31: Mining Organisation (MO) – Selection Process for Leadership Development

Mining Organisation (MO) - Contents of the Leadership Development Programme				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
"Who you are" - Personal core competencies	Enables success in the MO	Competency Model (What would it take to succeed in the MO?)	Competencies or Skills Required for Leaders (General)	Contents of the Leadership Development Programme
"What you know" - Skills and experience				
"How you perform" - Individual performance				
Level 1: Personal Core	Core Structure (Evident in all three programmes)			
Level 2: Experience and Know How				
Level 3: Business Direction, Setting and Execution				
Networking, collaborating and alliances	Content of Programme of Management Excellence	Example of course content		
Self Management				
The Global Environment of Business				
State of the Industry				

Mining Organisation (MO) - Contents of the Leadership Development Programme				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Strategy – The implementation and alignment of business strategy				
Action learning and Business Improvement Project				
Project Management – Tools, techniques, analysis and decision making				
Sustainability				
Value-Based Management				
Financial Acumen for middle managers				
Talent Management				
People Management				
Process Management				
Brand Management				
Business Simulation				
20% of delegates on PME are International	Requirement for Global Views			Competencies or Skills Required for Leaders (South Africa Specific) - None required
International Case Studies required				
Course content is global				
Roll out of courses is international	MO Global Values			
Safety				
Care				
Respect	Change the paradigm			
Stereotype vs awareness of management styles (eg Zulu)				
Does not focus on race or gender	Understanding People	Emotional and Social Intelligence		

Mining Organisation (MO) - Contents of the Leadership Development Programme				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
only	Understanding Self			
Understanding norms				
Focus on transformational issues				
Prejudices				
Ability to adapt				
Sustainability Day	MO example			

Table 4-32: Mining Organisation (MO) – Contents of the Leadership Development Programme

Mining Organisation (MO) - Influence of Culture or Ethnicity on Leadership Development Content Design				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
No specific provision for national culture or ethnicity in the content of LDP				Influence of Culture or Ethnicity on Leadership Development Content Design
Long way to go		Cultural Initiatives	Cultural Awareness of the Organisation	
Cultural Programmes (eg Coal Business)	Awareness created in BU			
Transformation Report to society	Awareness created in the MO			
Diversity and culture awareness campaigns (2003/2004)	Local	Promotion of cultural awareness and relationship building		
Campaigns stopped (2005)				
Part of Global Organisation	Global			
Presentation Skills	Requests for ongoing developmental needs	Skills required by business	Demands by Delegates and Business	
Performance Management				
Project Management				
Detailed Finance				
No real change to content	Course Content			

Mining Organisation (MO) - Influence of Culture or Ethnicity on Leadership Development Content Design				
Individual Items / Units of Analysis	Taxonomic Names	Sets of Taxonomies	Patterns / Codes	Structures / Categories / Themes
Positive feedback			Reaction to the LDP	
Direct impact on positive employee motivation				
Sense of recognition				

Table 4-33: Mining Organisation (MO) – Influence of Culture or Ethnicity on Leadership Development Content Design

The following utterances may be considered to be evidence that support the various structures and categories:

Structures / Categories / Themes	Organisation	Utterances
Approach to Leadership Development	Bank 1	<ul style="list-style-type: none"> • “...there needed to be a common leadership brand, a common leadership DNA, across the organisation” • “.. included best of breed in the Leadership Development Strategy” • “Global Leadership Centre runs three central leadership development programmes”
	Bank 2	<ul style="list-style-type: none"> • “Foundational grounding in terms of management development and then uses Drotter’s leadership pipeline and the accountabilities that are presented within that in order to develop leaders” • “Attend the role orientation workshop and have a personal plan Will have a short term learning and a long term plan” • “It’s a question of making sure that you have a foundation first, as opposed to just grabbing the next thing that’s out there”

Structures / Categories / Themes	Organisation	Utterances
	Public Sector Utility	<ul style="list-style-type: none"> • “It is in transition” • “It needs to be centrally led again” • “Currently 60 – 70% of the leadership is driven on a decentralised basis” • “I think there is a n ever increasing realisation that the quality of leaders does contribute to the effectiveness of the organisation and that realisation is at this stage well established at a very senior level in the organisation” • ‘. has a leadership model framework” • “We have built a leadership architecture that is pretty robust and pretty much middle of the ground. It can cater for a wide audience”
	Public Sector Finance Corporation	<ul style="list-style-type: none"> • “The delegates need to complete the programme but after the programme the delegates have to put the learnings into practice as well before they are accepted to go on another programme at the next level” • “The PSFC worked closely with a lot of consultants and the business schools and the tertiary institutions” • “The overall structure is a flute or a funnel (based on Drotter’s Leadership Pipeline)”
	Mining Organisation	<ul style="list-style-type: none"> • “The Mining Organisation (MO) has a range of leadership development initiatives” • “We have a competency model that what we call “What it would take to succeed in the MO” • “Who you are – what you know – how you perform”

Structures / Categories / Themes	Organisation	Utterances
		<ul style="list-style-type: none"> • “We said, “Right, if this is what good looks like out there, this is what we should be looking at” • “The actual design and everything that is structured in that programme is for a global roll out”
Success / Failure of the Leadership Development Programme	Bank 1	<ul style="list-style-type: none"> • ‘.. does not believe it is possible to benchmark the leadership development initiatives” • “a resounding “YES’ to the success of the initiatives” • “GLC has become a brand in the group – first port of call”
	Bank 2	<ul style="list-style-type: none"> • “Successful – Absolutely” • “The focus is on me and what I can do to contribute to my journey” • “Kirkpatrick’s model is used to evaluate the success or failure” • “Barrett’s Value Survey is approached from a leadership perspective” • “People aren’t going to revert back to what they were doing” • “Delegates ... very, very happy with it (LDP)” • “I can’t imagine that I would work for another bank”
	Public Sector Utility	<ul style="list-style-type: none"> • “Has developed a leadership scorecard that takes a number of leadership measures at different levels into account. Measures the leadership development outcome. .. basis for this is Kirkpatrick’s levels of evaluation” • “Reaction has been positive”

Structures / Categories / Themes	Organisation	Utterances
		<ul style="list-style-type: none"> • “Leadership has gained its prominence less by the work that we do (Academy of Learning) and more by the degree that the executive team, our Exco has grabbed it as a priority” • “... for success you need the active endorsement by your Chief Executive”
	Public Sector Finance Corporation	<ul style="list-style-type: none"> • “The Women’s Programme was a pilot initially and I think we have achieved a relative degree of success” • “One of the things they said was “Wow, I learnt things that I never knew before and it changes the way I look at things””
	Mining Organisation	<ul style="list-style-type: none"> • “Hugely. I will tell you a very interesting thing, again I am going back to my MDP programme because it has been seen as the leading best practice in the company, we did a very comprehensive ROI on it and we got a five times ROI on it” • “The MO uses all of the Kirkpatrick levels (five levels) of Return On Investment (ROI)” • “Huge, we get good results”.
Selection Process for Leadership Development	Bank 1	<ul style="list-style-type: none"> • “All manager’s have to attend – this is a directive” • “If you are good enough, you get targeted”
	Bank 2	<ul style="list-style-type: none"> • “It’s around creating an awareness in the organisation that development planning is an essential part of your job both as an employee and as a manager”

Structures / Categories / Themes	Organisation	Utterances
		<ul style="list-style-type: none"> • “Throughout our learning and throughout our journey, I believe that we now have a selection process that clearly provides guidelines” • “The selection is critical to the success of the organisation and the individual” • “There is a talent philosophy at this company – everybody has talent, we need to acknowledge that and we need to identify that talent and nurture it” • “The process is a filtering out process so that those who perform will be focused on”
	Public Sector Utility	<ul style="list-style-type: none"> • “I think our affirmative action, employment equity and BEE objectives are like all organisations strong drivers of leadership development and obviously who gets nominated to attend leadership development programmes and why you have leadership development programmes” • “Fundamentally we need competent leaders to drive the business” • “It’s not an exact science and I think that he who nominates for or pays for the leadership development is often the person who gets to nominate the candidates” • “It’s not a rational process, and sometimes it is a highly subjective and politicized process when people get selected for these programmes”
	Public Sector Finance Corporation	<ul style="list-style-type: none"> • “Leaders are identified and selected across the different levels within the PSFC” • “There is also a personal development process that is in place at the PSFC”
	Mining Organisation	<ul style="list-style-type: none"> • “We have found that and this programme was initiated out of some statistics that we had,

Structures / Categories / Themes	Organisation	Utterances
		<p>that we lose graduates in their third year. We strategically call it “MO Achievers” and it does wonders for their egos”.</p> <ul style="list-style-type: none"> • “It’s a management nomination process that somebody goes onto and the management nomination process would really be a function of a performance management process”. • “Selection for the programmes is based on merit and management nomination”.
Contents of the Leadership Development Programme	Bank 1	<ul style="list-style-type: none"> • “understanding industry context and people context” • “GLC does not do anything that is South African specific” • “Corporate Social Responsibility and Social Relevance is covered” • “Focus on cultural diversity and building trust across global / national cultures”
	Bank 2	<ul style="list-style-type: none"> • “It’s those things we want to imbed in our leaders to almost get them to have a blood transfusion and then put them back with the Bank’s blood” • “Our transformation modules are very South African and specific for the Bank” • “It’s around creating that understanding that this is where you are and how you operate”
	Public Sector Utility	<ul style="list-style-type: none"> • “We try to enter into conversation with them (business) around the business issues that they are facing and how they see that a competent leader will plug the issue and then we try to internally translate that into the underlying competencies or skill” • “We rather force them into the kind of discussion – so tell us what will that competency leader will look like, what will he or she do, what is the evidence that you will use and then

Structures / Categories / Themes	Organisation	Utterances
		<p>we try to make the match to the underlying competencies and the leadership development curricula”</p> <ul style="list-style-type: none"> • “The competency framework is viewed as a supermarket” • “What we try to do is have a flexible framework which can be used by different parts of the business, while at the same time being tied to some common sentiment or some common ethos at a centre level” • “The underlining intent of the competency model is less of a blue print and more of a framework and a conversation tool – that is the view that we take on the competency framework” • “The new theme that we see emerging, especially from the top of the organisation is the whole issue of helping leaders to make complex decisions in complex environments where you have a multitude of stakeholders often with diametrically opposed views that cannot be reconciled”
	Public Sector Finance Corporation	<ul style="list-style-type: none"> • “The framework is a collapsed version of all the kinds of meetings and things we have had at a specific level, what are the competencies that a manager needs to have, what are the generic competencies” • “I think we have also got a document on the competencies specifically that were identified generically we wanted our managers to participate in and get skilled up on”
	Mining Organisation	<ul style="list-style-type: none"> • “For every single programme, we look at it to make sure that it is keeping pace with the

Structures / Categories / Themes	Organisation	Utterances
		organisations changing needs. We are never ever complacent and every programme is evaluated. We will add what we think is in line with current business trends”.
Influence of Culture or Ethnicity on Leadership Development Content Design	Bank 1	<ul style="list-style-type: none"> • “We say “culture” as in South African – ALL South Africans”
	Bank 2	<ul style="list-style-type: none"> • “I don’t believe that any organisation in South Africa cannot take national culture and ethnicity and exclude it. Because of the environment in which we operate and because of the journey in which South Africa has been on” • “It’s around creating an awareness that there are different people in the organisation and that each has value to add in their own special way”
	Public Sector Utility	<ul style="list-style-type: none"> • “What would traditionally be regarded as your managerial competencies, those we have got to a larger or lesser extent pretty much buttoned down. It’s more the softer transformation leadership competencies that we need to focus on” • “Perhaps we are blessed in a sense that we’ve gone through this political transition and I think isn’t necessarily a strong dominant paradigm that drives our managerial assumptions about things like ethnicity and gender and so forth” • “LDP initiatives ...are more around generational lines. It’s almost the second wave of culture diversity and maybe just diversity itself” • “There is an awareness of ethnicity but it is not as if we talk about ethnicity all the time. It comes out in a more natural way”

Structures / Categories / Themes	Organisation	Utterances
	Public Sector Finance Corporation	<ul style="list-style-type: none"> • “There is nothing that the PSFC specifically needs or targets from a South African workforce. The focus is on what the PSFC specifically needs” • “Another aspect that has come out is that of generational theory” • “...you need to understand the person’s culture and how they operate and how their language is part of their culture” • “We didn’t go out looking for something in the South African context” • “People are culturally aware, more culturally in our organisation than in other organisations, I think” • “As diverse as we are, our commonality is the PSFC so there isn’t that thing that one particular background or culture will dominate. You find that you only know after a while that this person is actually Venda but you have been speaking English or Zulu. Our culture is PSFC”
	Mining Organisation	<ul style="list-style-type: none"> • “I want to tell you that there is a categorical “NO” to that”. • “I have been very lucky because my demographics are perfect and that has been by luck rather than any form of manipulation. The profile is totally representative. I’ve got an equal number of males and females and the race is perfect but once again every person on that programme has been chosen on merit”. • “I think there is a real commitment to proper transformation in the company and so I think that some of the successes are because it is not just tokenism its real commitment. It’s on

Structures / Categories / Themes	Organisation	Utterances
		merit and you know I think if one does tokenism, people don't really like it".

Table 4-34: Utterances that support the various structures and categories

4.7 Validity and Reliability of the Results

The nature of the results were analysed differently because both quantitative and qualitative research was conducted. The nature of the results will be discussed separately. According to Cooper and Schindler (2001:210) there are three major criteria for evaluating a measurement tool: validity, reliability, and practicality.

- *Validity* refers to the extent to which a test measures what we actually wish to measure.
- *Reliability* has to do with the accuracy and precision of a measurement procedure.
- *Practicality* is concerned with a wide range of factors of economy, convenience, and interpretability.

4.7.1 Quantitative Research (Questionnaire and Pre-Interview Questionnaire)

The GLOBE research tool is one that is a well known global research tool. The constructs and syntax to analyse the data as provided by the GLOBE research team were used to conduct the analysis.

The non-GLOBE research questions were analysed using standard statistical functions such as the median function for ranking questions. The data analysis therefore satisfies the first two criteria for evaluating the questionnaire. The third criterion was also met because the questionnaire was practical and appropriate for this research study.

4.7.2 Qualitative Research (Semi-structured Interviews)

Armstrong et al (1997:597) state that “the ghost of reliability and validity continues to haunt qualitative methodology and different researchers in the field have approached the problem in a number of different ways”.

The researcher used a combination of approaches to analyse the data. The approaches recommended by LeCompte (2000), Chi (1997) and Jacelon and O’Dell (2005) were used to analyse the qualitative data. Based on the content of the interviews, the researcher believes that the data is credible and useful.

The artefacts and secondary information supported the information gathered during the interviews.

4.8 Ethical Considerations

A number of ethical principles were considered whilst conducting this research.

Firstly, the researcher considered whether or not the research would cause harm to the participants. “The goal of ethics in research is to ensure that no one is harmed or suffers adverse consequences from research activities” (Cooper and Schindler 2001:112). Bryman and Bell (2007:133) highlight that harm can be caused in a number of ways. Harm can entail a number of facets: physical harm; harm to participants’ development or self-esteem; stress; harm to career prospects or future employment; and inducing subjects to perform reprehensible acts.

By ensuring that the respondents volunteered to participate in the research and by ensuring that they were not subjected to adverse conditions the ethical requirements were adhered to. The greatest potential for harm in this research study was the possibility that the participants’ career prospects or current and future employment was jeopardized by participating in this research. This was mitigated by ensuring the appropriate permission was granted by the organisations participating in the survey and by ensuring anonymity and confidentiality.

The second ethical principle used for this research was to ensure that there was not a lack of informed consent. As Bryman and Bell (2007:137) state that “the principle means that prospective research participants should be given as much information as might be needed to make an informed decision about whether or not they wish to participate in a study”. Consent was received from the business schools that volunteered to participate in the research study and allowed access to their students. The decision of those business schools who did not want to participate was respected and they were excluded from the research study. Once consent was received from the business schools, the covering letter of the questionnaire thanked the respondents for their willingness to participate in the research study (See Appendix 2).

Similarly, the second sample was asked for their consent to participate in the study. The participants only agreed to participate once they had the necessary consent from the requisite authority in their organisation. One organisation declined to be interviewed and this decision was respected. The interviewees volunteered to participate in the research. The setting of the interviews ensured that the interviews were conducted in an environment that yielded reliable information whilst still keeping the confidentiality of the interviewee and organisation.

The third ethical principle is linked to the second principle, namely invasion of privacy. The questions asked ensured that only the appropriate amount of personal information was requested from the participants. The reasons for requesting this information was also explained to the respondents. The reasons all supported the contribution to the research body of knowledge. The interviewees (the second sample) could have at any stage refused to answer the questions posed. However, in all cases none of the respondents declined to answer the questions asked.

The last ethical principle adhered to was to determine whether or not deception was used in the gathering of data from the participants. The researcher was transparent and honest throughout the process. For example, the interviewees were asked whether or not the interviews could be recorded. All the interviewees gave their consent for this.

Over and above adhering to the ethical principles, other ethical considerations were also taken into account by the researcher. By recording the data accurately and by ensuring the anonymity and confidentiality of the respondents, the goal of ethics has been achieved. The data was also protected and used exclusively for this research study.

In order to ensure that the research study could be trusted and that a form of reciprocity existed, the participants were given the contact details of the researcher to request a summary of the research. Upon completion of this research

study the summary will be sent to the participants. The researcher has kept a list of those participants that requested a summary of the research study.

A final consideration was to ensure that any potential conflicts of interest were avoided. “It is recognized that affiliations, particularly those related to funding, have the potential to influence the way that research issues are defined and findings presented” (Bryman and Bell, 2007:144). There was no affiliation or any conflicts of interest between the researcher and any of the participants that participated in the study.

4.9 Conclusion

The research methodology was appropriate for this study and the section that follows provides a discussion of the research findings.

CHAPTER 5

RESEARCH RESULTS AND FINDINGS

5. Chapter 5: Research Results and Findings

5.1 Analysis of the Quantitative and Qualitative Findings

The results have been analysed in three distinct areas.

The first area is an analysis of the questionnaire results from the first sample. The analysis specifically looks at the societal values and practices of the first sample and their perceptions of what characteristics make an outstanding leader.

The second area is the analysis of the themes discovered during the interviews that were conducted with the organisations that agreed to be interviewed. The source of the data is the questionnaire from the first sample, the pre-interview questions and interviews from the second sample.

The final area of analysis is on the research questions being:

- 1. How does ethnicity influence a leader's perceptions of culture?**
- 2. What is the influence of ethnicity on a leader's perceptions of leadership attributes?**
- 3. How do culture and ethnicity influence perceptions of the appropriateness of content of leadership development programs for South African organisations?**
- 4. Do South African organisations take culture and ethnicity into account when developing leaders in their organisation? If so, how do they do it?**
- 5. What is an appropriate framework for leadership development in the multicultural work environment in South African organisations?**

The areas using the *t*-Test were analysed at two confidence levels. These are shown in Table 5-1 below:

Confidence Levels	
>95%	**
90-94.9999%	*

Table 5-1: Confidence Levels

Three specific sources of information were used for the analysis, namely the questionnaire completed by the first sample (the first year MBL/MBA students), the pre-interview questionnaire that was completed by the second sample and the semi-structured interviews that were conducted with the second sample.

The analysis of the Questionnaire has been divided into the following sections:

- Section 1 and Section 3: Analysis of the Societal Practices and Societal Values

This analysis provides the information required to compare the opinions expressed by the first sample on the way their society is (societal practices) and the way their society should be (societal values).

- Section 2 and Section 4: Analysis of the Leadership Scales

This analysis provides the information required to determine the opinion of the first sample with respect to which characteristics make an outstanding leader.

- Section 5: Leadership Development Practices

This analysis provides the information required to determine the opinion of the first sample on leadership development practices. It will also allow a comparison of the opinions on leadership development practices to be made between the first sample and the second sample.

Prior to the interviews each interviewee was asked to complete a pre-questionnaire. Opinions were asked about leadership and the following themes were covered during the pre-meeting questionnaire:

- The organisation's approach to leadership development
- The organisation's selection process for leadership development
- The contents of the leadership development programme

The responses to these themes were compared with the responses from the first sample.

The semi structured interviews were analysed based on the themes that emerged during the interviews. The five emerging themes are listed below:

- Approach to Leadership Development
- Success / Failure of the Leadership Development Programme
- Selection Process for Leadership Development
- Contents of the Leadership Development Programme

- Influence of Ethnicity on Leadership Development Content Design

Tables (4)-6 to (4)-31 in Section 4.6.3, illustrate the taxonomies and patterns for each of the organisations interviewed. The major sub themes that emerged in each of the themes are discussed below. A more detailed analysis of these themes is provided in Section 5.3.

Approach to Leadership Development

The organisations interviewed all relied on external benchmarks for their leadership development programmes. However, the internal requirements of the organisation were also taken into account. The approach taken by all the organisations to deliver the LDP was a formal one.

Success / Failure of the Leadership Development Programme

The organisations interviewed were very clear on the measures that were used to determine the success or failure of their LDP. These measures were all linked to the Corporate Strategy of the organisation. The terms used by the different organisations were “strategic drivers”, “Leadership Scorecard”, “strategic intent”. There was also a common theme in that the LDPs all had mechanisms for feedback and evaluation.

Selection Process for Leadership Development

The organisations interviewed all had formal criteria used for the selection of LDP candidates. The criteria were encompassed in a Talent Strategy or Talent Philosophy that the specific organisations had adopted. Nominations were formal and driven predominantly by the Business Units that the nominees came from.

Contents of the Leadership Development Programme

All the organisations had a formal list of competencies or skills they required their candidates to acquire. These set of skills can be referred to as a Competency Framework.

The content was also modified based on the needs of the organisation and the ad hoc requests from the Business Units within the organisation.

Influence of Ethnicity on Leadership Development Content Design

There was no specific provision made by the organisations to take into account ethnicity in the LDP content. However, some organisations did mention running Cultural Awareness initiatives. These however were done on an ad hoc basis and were usually driven by the needs of a specific Business Unit or general business demand.

5.1.1 Section 1 – Section 4: Analysis of the Societal Practices, Societal Values and Leadership Scales

The GLOBE Research Instrument was used and the syntax for the instrument was followed according to the GLOBE Foundation's guidelines.

The definitions of the dimensions adopted by GLOBE are as follows:

1. *Assertiveness* is the degree to which individuals in organisations or societies are assertive, confrontational, and aggressive in social relationships.
2. *Future Orientation* is the degree to which individuals in organisations or societies engage in future-oriented behaviours such as planning, investing in the future, and delaying individual or collective gratification.
3. *Gender Egalitarianism* is the extent to which an organisation or a society minimises gender role differences while promoting gender equity and the equality of genders.
4. *Humane Orientation* is the degree to which individuals in organisations or societies encourage and reward individuals for being fair, altruistic, friendly, generous, caring, kind to others, and exhibiting and promoting altruistic ideals.
5. *Institutional Collectivism (Collectivism 1)* reflects the degree to which organisational and societal institutional practices encourage and reward collective distribution of resources and collective action.
6. *In-Group Collectivism (Collectivism 2)* reflects the degree to which individuals express pride, loyalty, and cohesiveness in their organisations, families, circle of close friends, or other such small groups.
7. *Performance Orientation* refers to the extent to which high level members of organisations and societies encourage and reward group members for performance improvement and excellence.

8. *Power Distance* is the degree to which members of an organisation and society encourage and reward unequal distribution of power with greater power at higher levels.
9. *Uncertainty Avoidance* is the extent to which members of an organisation or society strive to avoid uncertainty by relying on established social norms, rituals, and bureaucratic practices to decrease the probability of unpredictable future events that could adversely affect the operation of an organisation or society, and also to remedy the potential adverse effects of such unpredictable future events.

(Chhokar, Brodbeck and House, 2007:3-4)

The first area to be analysed was the societal practices and values. The respondents were asked to give their opinions on their beliefs about the norms, values, and practices in their society. They were asked to give their opinions on the way their society is (societal practices) and the way their society should be (societal values).

It is clear from the analysis below that there are differences between the various race groups. This is true for the way they perceive their society to be (societal practices) and the way they perceive their society should be (societal values).

5.1.1.1 Societal Practices

The graph below (Figure 5-1) indicates that there are fairly clear differences amongst some of the societal practices of the race groups and also some similarities. The coloured group only consisted of 5 respondents and could therefore be excluded from any statistical analysis.

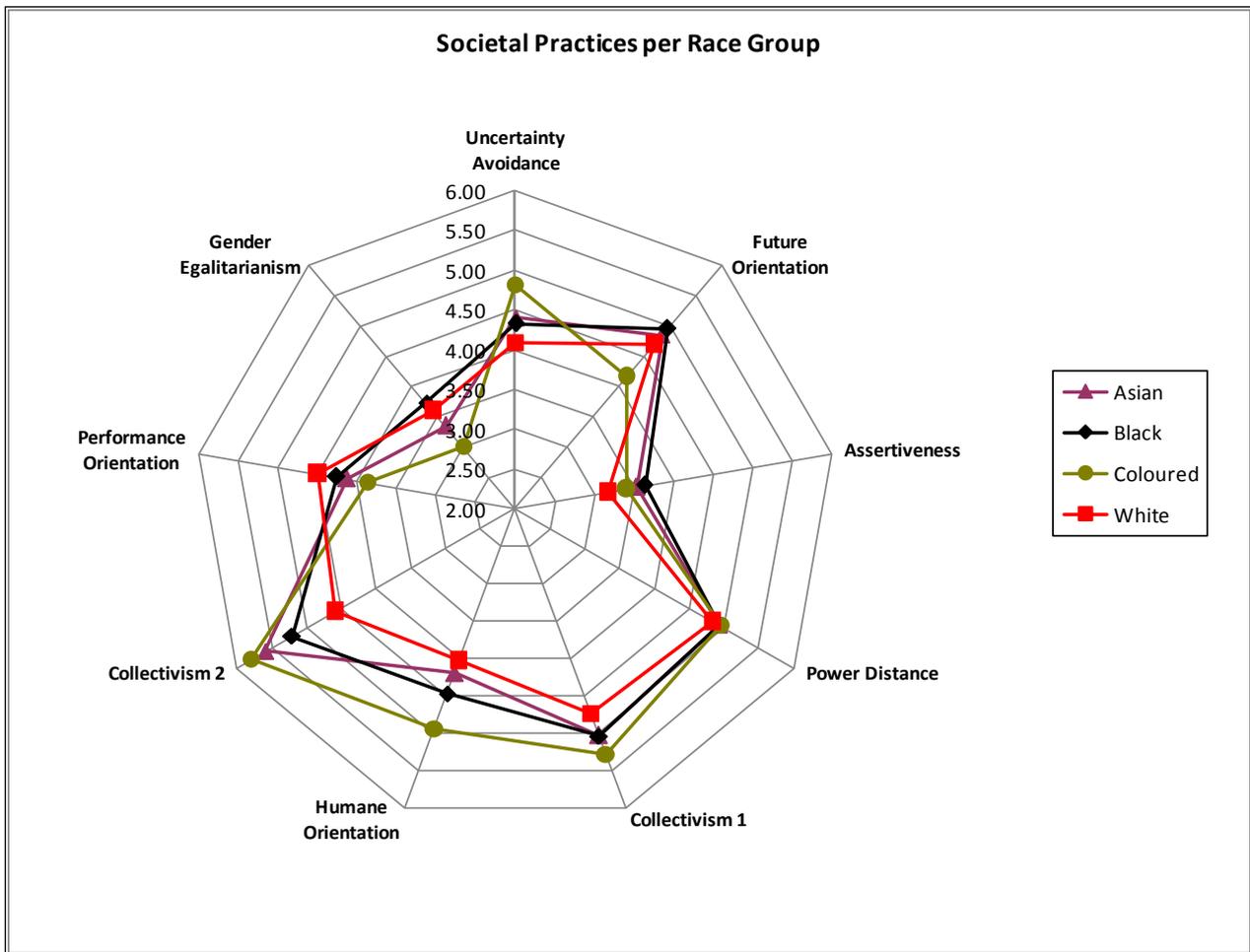


Figure 5-1: Societal Practices per Race Group

The *t*-Test was conducted on the asian, black and white race groups to determine the p-value for the three race groups collectively per cultural dimension. Paired tests were conducted for the three race groups for each cultural dimension (See Table 5-2 below). Where a significant difference existed for the race groups, these have been highlighted in Table 5-2 in different colours based on the confidence levels.

Societal Practices								
Cultural Dimensions	Race	Average	Standard Deviation	p-value	F crit	Paired tests	p-value: T test	p-value: F test
Uncertainty Avoidance	Asian	4.40	1.19	0.4309	3.0658	Asian vs. Black	0.7678	0.6795
	Black	4.32	1.04			Black vs. White	0.3068	0.8947
	White	4.10	1.28			White vs. White	0.2862	0.4456
Future Orientation	Asian	4.84	0.53	0.1907	3.0658	Asian vs.	0.6097	0.6851

Societal Practices								
Cultural Dimensions	Race	Average	Standard Deviation	p-value	F crit	Paired tests	p-value: T test	p-value: F test
						Black		
	Black	4.94	0.63			Asian vs. White	0.4090	0.6663
	White	4.69	0.46			Black vs. White	0.0711*	0.2387
Power Distance	Asian	4.93	0.34	0.8222	3.0658	Asian vs. Black	0.9679	0.1622
	Black	4.92	0.61			Asian vs. White	0.6371	0.2699
	White	4.84	0.54			Black vs. White	0.5854	0.6373
Collectivism 1	Asian	5.04	0.50	0.0652*	3.0658	Asian vs. Black	0.9426	0.9681
	Black	5.05	0.51			Asian vs. White	0.1279	0.9734
	White	4.75	0.51			Black vs. White	0.0289**	0.9921
Humane Orientation	Asian	4.21	0.73	0.0588*	3.0658	Asian vs. Black	0.2885	0.3953
	Black	4.49	1.05			Asian vs. White	0.5007	0.6331
	White	4.05	0.90			Black vs. White	0.0203**	0.5760
Performance Orientation	Asian	4.13	1.09	0.2994	3.0658	Asian vs. Black	0.5914	0.3669
	Black	4.27	0.80			Asian vs. White	0.2372	0.2335
	White	4.53	1.79			Black vs. White	0.2315	0.0034**
Collectivism 2	Asian	5.60	0.64	0.0000**	3.0658	Asian vs. Black	0.1276	0.3323
	Black	5.22	0.96			Asian vs. White	0.0001**	0.2990
	White	4.58	0.99			Black vs. White	0.0009**	0.9282
Gender Egalitarianism	Asian	3.35	0.66	0.1746	3.0658	Asian vs. Black	0.0553*	0.4107

Societal Practices								
Cultural Dimensions	Race	Average	Standard Deviation	p-value	F crit	Paired tests	p-value: T test	p-value: F test
	Black	3.73	0.50			Asian vs. White	0.2203	0.8647
	White	3.61	0.64			Black vs. White	0.4049	0.3687
Assertiveness	Asian	3.53	0.51	0.0277**	3.0658	Asian vs. Black	0.6709	0.1268
	Black	3.64	0.96			Asian vs. White	0.1243	0.1511
	White	3.17	0.92			Black vs. White	0.0120**	0.8706

Table 5-2: Societal Practices - t-Tests and Paired tests

Based on the results in Table 5-2 there are areas of divergence and convergence for the Societal Practice cultural dimensions.

Divergence

There were significant differences amongst the race groups at a confidence level of greater than 95% for Collectivism 2 ($p = 0.000$) and Assertiveness ($p = 0.0277$). At a confidence level between 90% and 94.99%, there were significant differences amongst the race groups for Collectivism 1 ($p = 0.0652$) and Humane Orientation ($p = 0.0588$).

Blacks displayed the highest degree to which individuals in organisations or societies are assertive, confrontational, and aggressive in social relationships. Whites showed the lowest degree of assertiveness.

Similarly, blacks believe that their societies encourage and reward individuals for being fair, altruistic, friendly, generous, caring, kind to others, and exhibiting and promoting altruistic ideals whilst whites showed the lowest degree of humane orientation.

Paired tests were conducted for each of the three race groups.

For Collectivism 2 there were significant differences between blacks and whites ($p = 0.0009$), and between asians and whites ($p = 0.0001$) at a confidence level of

greater than 95%. Asians (5.60) reflected the greatest degree of pride, loyalty and cohesiveness in their social groups. Whites (4.59) expressed the lowest degree of pride in their social groups.

Paired tests were also conducted on the Assertiveness dimension. There were significant differences between blacks and whites ($p = 0.0120$) at a confidence level of greater than 95%. Blacks (3.64) and asians (3.53) showed a significantly higher degree of assertive, confrontational and aggressive behaviour in social relationships than the whites (3.18). This could be as a result of the stricter traditions and customs that are more evident in the black and asian cultures.

The paired tests for Collectivism 1 ($p = 0.0289$) and Humane Orientation ($p = 0.0203$) showed significant differences at a confidence level of greater than 95% between blacks and whites. To a lesser extent, there was a difference between asians and whites ($p = 0.1279$) for Collectivism 1.

There was a significant difference amongst the whites and the other two race groups (blacks and asians) with regards to the degree to which organisational and societal institutional practices encourage and reward collective distribution of resources and collective action.

Convergence

There were a number of cultural dimensions that did not yield any significant differences amongst the race groups. These dimensions are Uncertainty Avoidance, Future Orientation, Power Distance, Performance Orientation and Gender Egalitarianism.

However, the paired tests for these dimensions indicated that there was a significant difference between the blacks and whites for Future Orientation ($p = 0.0711$) and between asians and blacks for Gender Egalitarianism ($p = 0.0553$).

There is a difference between the blacks degree to which they engage in future-oriented behaviours such as planning, investing in the future, and delaying individual or collective gratification and the way the whites viewed it. This indicates that blacks appear to have a more positive outlook on the future than their white counterparts. This could be as a result of greater opportunities being available in post-democratic South Africa to blacks than there were previously.

Asians indicated that in their society gender role differences were great and gender equity and the equality of genders was not promoted as widely as it was with the blacks.

Additional analysis was conducted on the Societal Practices to determine if there were significant differences between the following demographic groups (See Table 5-3 and Table 5-4):

- black Sotho-speaking and black non-Sotho-speaking
- white English-speaking and white Afrikaans-speaking

Societal Practices						
Cultural Dimensions	Demographic Group	Average	Standard Deviation	p-value: T test	p-value: F test	F crit
Uncertainty Avoidance	Sotho	4.22	1.10	0.48854	0.39795	1.92921
	Non-Sotho	4.42	1.00			
Future Orientation	Sotho	4.77	0.59	0.10856	0.42192	0.51835
	Non-Sotho	5.12	0.64			
Power Distance	Sotho	5.03	0.58	0.31819	0.38421	0.51835
	Non-Sotho	4.81	0.65			
Collectivism 1	Sotho	5.10	0.37	0.60342	0.07800*	0.51835
	Non-Sotho	5.00	0.65			
Humane Orientation	Sotho	4.39	1.23	0.47853	0.20635	1.92921
	Non-Sotho	4.59	0.89			
Performance Orientation	Sotho	4.35	0.79	0.51442	0.45897	0.51835
	Non-Sotho	4.19	0.82			
Collectivism 2	Sotho	5.27	0.88	0.73219	0.30538	0.51835
	Non-Sotho	5.18	1.08			
Gender Egalitarianism	Sotho	3.79	0.59	0.49368	0.18988	1.92921
	Non-Sotho	3.66	0.42			
Assertiveness	Sotho	3.36	0.94	0.03605**	0.41137	1.92921
	Non-Sotho	3.91	0.86			

Table 5-3: Societal Practices Sotho vs Non-Sotho - t-Tests and Paired tests

There were very few differences between the Sotho-speaking group and the non-Sotho-speaking group (See Table 5-3). There was a significant difference between the two groups for the Assertiveness dimension ($p = 0.03605$) at a confidence level greater than 95%. This indicates that the black Sotho-speaking group is less assertive than the other black non-Sotho-speaking groups.

With regards to the Afrikaans-speaking and English-speaking groups there were significant differences for Collectivism 2 ($p = 0.00617$) and Gender Egalitarianism ($p = 0.03569$) at a confidence level greater than 95%. There was also a significant difference for Collectivism 1 ($p = 0.06136$) at a confidence level between 90% and 94.99%. (See Table 5-4). This means that there is a belief that the current English-speaking and Afrikaans-speaking societies are significantly different in certain areas. Firstly, the English-speaking group showed a greater degree of encouraging and rewarding the collective distribution of resources in their organisation and they showed a greater degree of pride, loyalty and cohesiveness in their social groups than the Afrikaans-speaking group. Secondly, the Afrikaans-speaking group showed a higher degree of gender equity and gender equality than the English-speaking group.

Societal Practices						
Cultural Dimensions	Demographic Group	Average	Standard Deviation	p-value: T test	p-value: F test	F crit
Uncertainty Avoidance	Afrikaans	4.03	1.45	0.71250	0.31374	1.86733
	English	4.14	1.22			
Future Orientation	Afrikaans	4.61	0.49	0.51374	0.41762	1.86733
	English	4.73	0.46			
Power Distance	Afrikaans	4.85	0.91	0.96507	0.00919**	1.86733
	English	4.84	0.37			
Collectivism 1	Afrikaans	4.51	0.46	0.06136*	0.45043	0.49174
	English	4.88	0.50			
Humane Orientation	Afrikaans	4.01	1.02	0.83059	0.33152	1.86733
	English	4.07	0.87			
Performance Orientation	Afrikaans	4.23	1.92	0.23297	0.36615	1.86733
	English	4.68	1.70			
Collectivism 2	Afrikaans	4.10	1.48	0.00617**	0.00700**	1.86733
	English	4.83	0.58			
Gender Egalitarianism	Afrikaans	3.91	0.58	0.03569**	0.47301	0.49174
	English	3.45	0.61			
Assertiveness	Afrikaans	2.97	1.26	0.24841	0.08055*	1.86733
	English	3.27	0.74			

Table 5-4: Societal Practices English vs Afrikaans - t-Tests and Paired tests

5.1.1.2 Societal Values

The graph below indicates that there are fewer differences amongst the race groups for the societal values than for the societal practices. The coloured group only consisted of 5 respondents and could therefore be excluded from any statistical analysis.

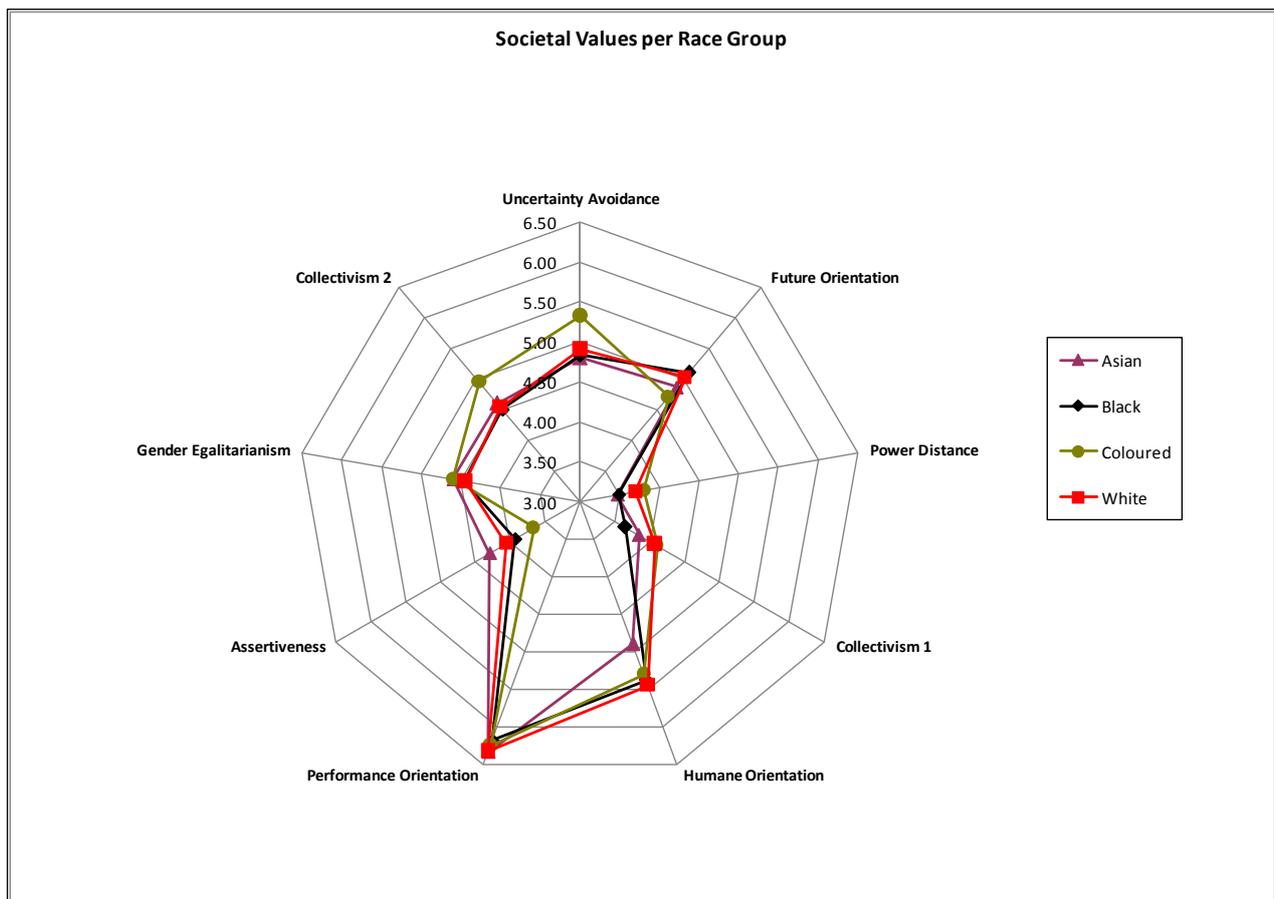


Figure 5-2: Societal Values per Race Group

The *t*-Test was conducted on the Asian, Black and White race groups to determine the *p*-value for the three race groups collectively per cultural dimension. Paired tests were conducted for the three race groups for each cultural dimension (See Table 5-5 below). Where a significant statistical difference existed for the race groups, these have been highlighted in Table 5-1 in different colours based on the confidence levels.

Societal Values								
Cultural Dimensions	Race	Average	Standard Deviation	p-value	F crit	Paired tests	p-value: T test	p-value: F test
Uncertainty Avoidance	Asian	4.79	1.16	0.9036	3.0664	Asian vs. Black	0.8824	0.6343
	Black	4.83	1.00			Asian vs. White	0.6912	0.5187
	White	4.89	0.94			Black vs. White	0.7333	0.8237
Future Orientation	Asian	4.86	0.98	0.4566	3.0664	Asian vs. Black	0.2532	0.0621*
	Black	5.10	0.51			Asian vs. White	0.3854	0.0112**
	White	5.03	0.41			Black vs. White	0.5749	0.4142
Power Distance	Asian	3.47	0.31	0.2224	3.0664	Asian vs. Black	0.9219	0.7593
	Black	3.49	0.36			Asian vs. White	0.2346	0.3000
	White	3.68	0.48			Black vs. White	0.1239	0.2884
Collectivism 1	Asian	3.84	0.30	0.0055**	3.0664	Asian vs. Black	0.2817	0.1712
	Black	3.64	0.53			Asian vs. White	0.1750	0.3915
	White	4.06	0.43			Black vs. White	0.0018**	0.4296
Humane Orientation	Asian	4.90	0.59	0.0056**	3.0664	Asian vs. Black	0.0126**	0.5674
	Black	5.38	0.49			Asian vs. White	0.0011**	0.0865*
	White	5.45	0.32			Black vs. White	0.5680	0.1358
Performance Orientation	Asian	6.34	0.30	0.4706	3.0664	Asian vs. Black	0.4382	0.0443**
	Black	6.18	0.70			Asian vs. White	0.9459	0.8956
	White	6.33	0.32			Black vs. White	0.2748	0.0044**

Societal Values								
Cultural Dimensions	Race	Average	Standard Deviation	p-value	F crit	Paired tests	p-value: T test	p-value: F test
Collectivism 2	Asian	4.60	0.55	0.8819	3.0664	Asian vs. Black	0.6444	0.7265
	Black	4.50	0.64			Asian vs. White	0.7295	0.4857
	White	4.54	0.43			Black vs. White	0.8053	0.1465
Gender Egalitarianism	Asian	4.60	0.23	0.6242	3.0664	Asian vs. Black	0.4448	0.0373**
	Black	4.46	0.55			Asian vs. White	0.2670	0.4812
	White	4.44	0.31			Black vs. White	0.8831	0.0313**
Assertiveness	Asian	4.30	0.56	0.3848	3.0658	Asian vs. Black	0.2136	0.0257**
	Black	3.94	1.45			Asian vs. White	0.2368	0.5514
	White	4.05	0.72			Black vs. White	0.5839	0.0103**

Table 5-5: Societal Values - t-Tests and Paired tests

Divergence

There were fewer differences amongst the race groups for the societal values than there were for the societal practices. There were differences at a confidence level of greater than 95% for Collectivism 1 ($p = 0.0055$) and Humane Orientation ($p = 0.0056$). Whites indicated a greater belief that organisations and societies should encourage and reward the collective distribution of resources and collective action than both the blacks and asians. Further to this, there is a significant difference between the whites and the blacks on this dimension.

Whites also indicated a greater belief than blacks and asians that individuals in organisations or societies should encourage and reward individuals for being fair, altruistic, friendly, generous, caring, kind to others, and exhibiting and promoting altruistic ideals.

Paired tests were conducted for each of the three race groups.

For Collectivism 1 there were significant differences between blacks and whites ($p = 0.0018$), and for Humane Orientation there were significant differences between asians and blacks ($p = 0.0126$) and asians and whites ($p = 0.0011$) at a confidence level of greater than 95%.

Convergence

There were a number of cultural dimensions that did not yield any significant differences amongst the race groups. These dimensions are Uncertainty Avoidance, Future Orientation, Power Distance, Performance Orientation, Collectivism 2, Gender Egalitarianism and Assertiveness.

Based on the profile of the first sample, the vision for how their society is aligned across the race groups. The respondents were all post-graduates studying towards their masters degrees. The majority were in management positions. Amongst the areas that these individuals viewed as important for the future of their society was one where individuals planned for the future, wanted to avoid uncertainty, were rewarded for their individual performance and where gender equality existed.

However, the paired tests for these dimensions indicated that there was a significant difference between the blacks and whites ($p = 0.1239$) at a confidence level between 85% and 89.99% for Power Distance.

This could be attributed to the past South African business landscape where power hierarchies in most organisations were very steep, multi-layered and structured. These structures were set up largely by whites. With the changing landscape, the need to encourage and reward the distribution of power has been a focus area. The greatest beneficiaries of this would be non-whites.

Additional analysis was conducted on the Societal Values to determine if there were significant differences between the following demographic groups:

- black Sotho-speaking and black, non-Sotho-speaking
- white English-speaking and white, Afrikaans-speaking

There are two cultural dimensions that are significantly different between the black Sotho-speaking and black non-Sotho-speaking groups namely Collectivism 2 ($p = 0.00630$) and Uncertainty Avoidance ($p = 0.0714$) (See Table 5-6 below).

The black non-Sotho-speaking groups showed a lower degree of striving to avoid uncertainty. This suggests that the black Sotho-speaking group is more reliant on established social norms, rituals, and bureaucratic practices to reduce the probability of unpredictable future events that could affect the operation of the organisation. The black Sotho-speaking group also showed greater pride, loyalty and cohesiveness amongst their friends, families and organisations.

Societal Values						
Cultural Dimensions	Demographic Group	Average	Standard Deviation	p-value: T test	p-value: F test	F crit
Uncertainty Avoidance	Sotho	5.07	0.83	0.0714*	0.24878	0.51835
	Non-Sotho	4.59	1.08			
Future Orientation	Sotho	5.18	0.66	0.44936	0.06734*	1.92921
	Non-Sotho	5.03	0.36			
Power Distance	Sotho	3.54	0.36	0.50154	0.49243	0.51835
	Non-Sotho	3.43	0.37			
Collectivism 1	Sotho	3.64	0.66	0.96317	0.12117	1.92921
	Non-Sotho	3.65	0.41			
Humane Orientation	Sotho	5.40	0.55	0.84726	0.28606	1.92921
	Non-Sotho	5.36	0.44			
Performance Orientation	Sotho	6.20	0.73	0.84076	0.45308	1.92921
	Non-Sotho	6.16	0.69			
Collectivism 2	Sotho	4.80	0.68	0.00630**	0.15807	1.92921
	Non-Sotho	4.21	0.46			
Gender Egalitarianism	Sotho	4.54	0.52	0.44580	0.36735	0.51835
	Non-Sotho	4.39	0.59			
Assertiveness	Sotho	3.93	1.36	0.94073	0.34955	0.51835
	Non-Sotho	3.95	1.59			

Table 5-6: Societal Values Sotho vs Non-Sotho - t-Tests and Paired tests

There was no significant difference between the Afrikaans-speaking and English-speaking groups with regards to the Societal Values (See Table 5-7 below). This indicates that the white English-speaking and the white Afrikaans-speaking groups share similar views of what their society should be like.

Societal Values						
Cultural Dimensions	Demographic Group	Average	Standard Deviation	p-value: T test	p-value: F test	F crit
Uncertainty Avoidance	Afrikaans	4.82	1.18	0.68044	0.17685	1.87516
	English	4.93	0.83			
Future Orientation	Afrikaans	4.96	0.34	0.56191	0.27877	0.49080
	English	5.07	0.44			
Power Distance	Afrikaans	3.63	0.32	0.71834	0.08859*	0.49080
	English	3.70	0.57			

Societal Values						
Cultural Dimensions	Demographic Group	Average	Standard Deviation	p-value: T test	p-value: F test	F crit
Collectivism 1	Afrikaans	3.98	0.28	0.47495	0.08819*	0.49080
	English	4.11	0.51			
Humane Orientation	Afrikaans	5.53	0.35	0.46134	0.35909	1.87516
	English	5.41	0.31			
Performance Orientation	Afrikaans	6.30	0.29	0.79047	0.33812	0.49080
	English	6.34	0.35			
Collectivism 2	Afrikaans	4.51	0.37	0.82766	0.28512	0.49080
	English	4.55	0.48			
Gender Egalitarianism	Afrikaans	4.39	0.22	0.58846	0.13484	0.49080
	English	4.47	0.36			
Assertiveness	Afrikaans	4.12	0.89	0.64764	0.20085	1.86733
	English	4.01	0.65			

Table 5-7: Societal Values English vs Afrikaans - t-Tests and Paired tests

5.1.1.3 Second-Order Culturally Endorsed Leadership Scales – Race Groups

The second area of analysis is the six Second-Order Culturally Endorsed Leadership Scales (Global CLT Scales). Respondents were asked about people in their organization or industry who are exceptionally skilled at motivating, influencing, or enabling themselves, others, or groups to contribute to the success of the organization or task. These people are referred to as “outstanding leaders”. The respondents were asked to rate several behaviours and characteristics that can be used to describe leaders as outstanding.

Grove (2005:4-6) briefly described the Leadership Scales:

Charismatic / Value-Based: This scale reflects the ability to inspire, to motivate, and to expect high performance outcomes from others on the basis of firmly held core values

Team Oriented: This scale emphasises effective team building and implementation of a common purpose or goal among team members.

Participative: This scale reflects the degree to which managers involve others in making and implementing decisions.

Humane Oriented: This scale reflects supportive and considerate leadership but also includes compassion and generosity.

Self Protective: This scale focuses on ensuring the safety and security of the individual or group member.

Autonomous: This scale refers to independent and individualistic leadership.

The results are provided in Table 5-8 below:

Race Group	Averages of Leadership Scales per Race Group					
	Autonomous	Charismatic / Value-Based	Humane-Oriented	Participative	Self-Protective	Team-Oriented
Asian	3.64	11.03	10.42	9.51	6.58	9.60
Black	3.64	11.01	10.55	9.60	6.79	9.60
Coloured	3.75	11.04	10.65	9.25	7.13	9.46
White	3.88	10.90	10.19	9.55	6.68	9.47
Average	3.66	10.88	10.36	9.52	6.88	9.50

Table 5-8: Leadership Scales – Averages per Race Group

The *t*-Test was conducted on the asian, black and white race groups to determine the *p*-value for the three race groups collectively per leadership dimension. Paired tests were conducted for the three race groups for each leadership dimension (See Table 5-9 below). Where a significant statistical difference existed for the race groups, these have been highlighted in Table 5-9 in different colours based on the confidence levels.

Leadership Scales								
Dimension	Race	Average	Standard Deviation	<i>p</i> -value	F crit	Paired tests	<i>p</i> -value: T test	<i>p</i> -value: F test
Charismatic	Asian	11.03	0.06	0.3414	3.0658	Asian vs. Black	0.8926	0.0026**
	Black	11.01	0.23			Asian vs. White	0.2671	0.0017**
	White	10.90	0.25			Black vs. White	0.2180	0.8416
Team Oriented	Asian	9.60	0.05	0.0462**	3.0664	Asian vs. Black	0.9276	0.2798
	Black	9.60	0.08			Asian vs. White	0.0826*	0.1701
	White	9.47	0.09			Black vs. White	0.0281**	0.6657
Self Protective	Asian	6.58	0.24	0.4020	3.0658	Asian vs. Black	0.2490	0.0567*
	Black	6.79	0.55			Asian vs. White	0.5549	0.3758
	White	6.67	0.35			Black vs. White	0.3417	0.1074
Participative	Asian	9.51	0.15	0.6385	3.0664	Asian vs. Black	0.4447	0.4803
	Black	9.60	0.21			Asian vs. White	0.7991	0.9495
	White		0.16			Black vs.	0.4458	0.3522

Leadership Scales								
Dimension	Race	Average	Standard Deviation	p-value	F crit	Paired tests	p-value: T test	p-value: F test
		9.54				White		
Humane Oriented	Asian	10.42	0.70	0.0599*	3.0658	Asian vs. Black	0.5297	0.6539
	Black	10.55	0.61			Black vs. White	0.2852	0.9407
	White	10.18	0.74			Black vs. White	0.0188**	0.4656
Autonomous	Asian	3.64	1.48	0.3961	3.0658	Asian vs. Black	0.9819	0.1220
	Black	3.64	0.86			Asian vs. White	0.3484	0.0136**
	White	3.86	0.63			Black vs. White	0.1814	0.2535

Table 5-9: Leadership Scales - t-Tests and Paired tests

Divergence

Two of the six leadership scales were statistically different amongst the race groups. There were differences at a confidence level of greater than 95% for Team Oriented ($p = 0.0462$) and for Humane Oriented ($p = 0.0599$) at a confidence level of between 90% and 94.99%.

Blacks and asians placed greater emphasis on effective team building and implementation of a common purpose or goal among team members than whites. This was also true with regards to the way the race groups responded to the Humane Orientation scale. Blacks and asians have a stronger belief than whites that leaders should be supportive, considerate, compassionate and generous.

Paired tests were conducted for each of the three race groups.

For Team Oriented there were significant differences between asians and whites ($p = 0.0826$) and blacks and whites ($p = 0.0281$), and for Humane Oriented there were significant differences between blacks and whites ($p = 0.0188$).

The results indicate that blacks and asians place greater emphasis on effective team building and implementation of a common purpose or goal among team members than whites. The results further indicate that blacks place greater emphasis on supportive and considerate leadership, which includes compassion and generosity, than whites.

Although there were no significant differences amongst the race groups as a whole for the remaining four leadership scales, there were differences amongst some of the races with regards to these leadership scales.

Convergence

There were a number of leadership scales that did not yield any significant differences amongst the race groups. These dimensions are Charismatic, Self Protective, Participative and Autonomous.

Additional analysis was conducted on the societal values to determine if there were significant differences between the following demographic groups:

- black Sotho-speaking and black non-Sotho-speaking
- white English-speaking and white Afrikaans-speaking

There was only one leadership scale that was significantly different between the Sotho-speaking and non-Sotho-speaking groups namely, Self Protective ($p = 0.0433$). (See Table 5-10). The Sotho-speaking group places more focus on ensuring the safety and security of the individual or group member than the non-Sotho-speaking group.

Leadership Scales						
Dimension	Demographic Group	Average	Standard Deviation	p-value: T test	p-value: F test	F crit
Charismatic	Sotho	10.99	0.30	0.7513	0.0980*	1.92921
	Non-Sotho	11.03	0.18			
Team Oriented	Sotho	9.63	0.12	0.3249	0.0196**	1.92921
	Non-Sotho	9.56	0.05			
Self Protective	Sotho	6.99	0.58	0.0433**	0.2485	1.92921
	Non-Sotho	6.58	0.45			
Participative	Sotho	9.58	0.17	0.7281	0.1544	0.51835
	Non-Sotho	9.62	0.25			
Humane Oriented	Sotho	10.60	0.69	0.6960	0.2702	1.92921
	Non-Sotho	10.51	0.54			
Autonomous	Sotho	3.56	1.11	0.49100	0.07396*	1.92921
	Non-Sotho	3.73	0.62			

Table 5-10: Leadership Scales Sotho vs Non-Sotho - t-Tests and Paired tests

There were only two leadership scales that were significantly different between the white English-speaking and white Afrikaans-speaking groups namely, Autonomous ($p = 0.00814$) and Self Protective ($p = 0.10020$). (See Table 5-11).

The white Afrikaans-speaking group placed greater emphasis on independent and individualistic leadership than the white English-speaking group. However, the white English-speaking group placed greater emphasis on ensuring the safety and security of the individual or group member than the white Afrikaans-speaking group.

Leadership Scales						
Dimension	Demographic Group	Average	Standard Deviation	p-value: T test	p-value: F test	F crit
Charismatic	Afrikaans	10.87	0.23	0.74109	0.40941	0.49174
	English	10.91	0.26			
Team Oriented	Afrikaans	9.41	0.07	0.26126	0.22016	0.49080
	English	9.50	0.10			
Self Protective	Afrikaans	6.49	0.25	0.10020	0.16130	0.49174
	English	6.76	0.39			
Participative	Afrikaans	9.50	0.07	0.57053	0.00424**	0.49080
	English	9.56	0.21			
Humane Oriented	Afrikaans	10.00	0.97	0.24766	0.11922	1.86733
	English	10.28	0.62			
Autonomous	Afrikaans	4.24	0.53	0.00814**	0.41421	0.49174
	English	3.67	0.59			

Table 5-11: Leadership Scales English vs Afrikaans - t-Tests and Paired tests

5.2 Analysis of the Qualitative Findings

The interviews were analysed based on themes that were identified during the semi-structured interviews. The results indicate that the need to focus on culture and ethnicity in the content and candidate selection for a South African Leadership Development Programme is not required. However, there were enough common features of the LD initiatives identified in order to develop the Leadership Development Matrix. These are discussed below in more detail.

5.2.1 Approach to Leadership Development

All the organisations interviewed followed a formal approach to leadership development. However, some of the organisations are more mature in their development process than others. The most advanced organisations are the two Banks. The Mining organisation (MO) is also relatively advanced. The Public Sector Utility (PSU) is in a transition phase. The leadership development initiatives have previously been decentralised and the organisation is in the process of centralising their leadership development initiatives. The least advanced is the Public Sector Finance Corporation (PSFC) which is in the process of implementing a formal leadership development programme.

The approach to Leadership Development will be discussed in the following areas:

- Information Gathering Approach
- Formal Delivery Approach

5.2.1.1 Information Gathering Approach

The organisations interviewed, make use of a number of sources to conduct their external benchmarks. These benchmarks include observing other organisations, making use of consulting houses and external service providers, and reviewing the body of literature. The PSU only uses external benchmarks for guidance. Bank 1 appears to implement their leadership development initiatives against the benchmarks.

Amongst the organisations observed include General Electric, Boeing, Eastern Kodak, Pepsi and Microsoft. These organisations are considered to be leading practice organisations. The only organisation that did not actively compare themselves with other organisations is the MO.

The Banks compare themselves with other banks. One of the Banks (Bank 1) was used as a benchmark for three of the other organisations. The only organisation that did not compare itself to Bank 1 was Bank 2. This is probably because as competitors access to information is restricted and not easily accessible.

The consulting houses that were used as a benchmark are CAPGemini, Deloitte and McKinsey. The PSFC made mention of consulting houses but the other

organisations did not expressly mention making use of them. The PSU does not make use of many consulting houses for their benchmarking. All the organisations made use of external service providers to design course content and the course content is used to benchmark against what they are doing internally in their organisation.

Only Bank 2 expressly mentioned reviewing literature to determine the benchmarks that they may use for their leadership development initiatives. However, all interviewees were highly educated people who seem to have enough influence over the leadership development process to ensure that leadership development initiatives undertaken could have been influenced by the literature.

The organisations were also asked whether or not they used internal benchmarks. The MO indicated that successful employees were identified and studied. The PSFC indicated that they were hoping to do it in the future. They envisage using surveys to do the benchmarking. This will include gathering information from vendors, and 360 degree feedback amongst employees to monitor behavioural change.

All the organisations except the PSU considered the internal requirements of the business units in the organisation. It was explained that this is due to the decentralisation of the leadership development initiatives within the organisations. However, all the organisations have used a theoretical foundation for their leadership development initiatives. This includes having a leadership architecture or a foundation on which they can build. The business units within the organisations have input into the leadership development process. Their requirements are met and addressed. The organisations try to leverage common learning in business units.

The business requirements for leadership development initiatives at the PSFC are dictated to by the Executive Committee.

5.2.1.2 Formal Delivery Approach

As mentioned previously, all the organisations have a theoretical foundation for their leadership development initiatives. The most often used one is Drotter and Charan's Leadership Pipeline.

These initiatives focused mainly on ensuring that the delegates were aligned with the vision and mission of the respective organisations that they worked for. Depending on the career path the employees decided to pursue determined the path for their development.

Although it is unclear what type of leaders the organisations wanted to produce or what the underlying leadership theory is, the organisations wanted to develop leaders with similar values, attributes and skills. For example, Bank 1 referred to this as having a “common leadership DNA across the organisation” and the MO took the approach that delegates needed to understand “What it would take to succeed in the MO”. Bank 2, provides the option for leaders to determine whether or not they want to development themselves or others. However, the leaders that want to lead others are not dictated to on how they will achieve this or what leadership style they should use to do this. The leaders are held accountable for the way they lead their employees and the changes in their behaviour has to be demonstrated. They use the Barrett Value Survey to measure this. However, there is no indication of a preferred leadership style.

The PSU made reference to transactional and transformational leadership as a style and this but their leadership development programme “is not steeped in a particular school of thought or a particular leadership theory”.

The PSFC uses Drotter as the foundation for their Leadership Framework. However, the organisation’s model is not as mature as Bank 2’s model. The reason for this is because the PSFC’s formal leadership development journey has only just begun. Bank 2, on the other hand, has set up formal structures to support the implementation of Drotter and Charan’s Leadership Pipeline in the organisation.

For example, Bank 2’s courses are incorporated into the Career Choices Model. This model includes a Junior Management Programme through to a Senior Management Programme. This is the bank’s Management Development Process. Each employee attends Orientation Workshops in order to establish the career path that they should embark on with regards to their leadership development. Although the focus is on a career path it is also focused on a personal development journey. When it is appropriate the employee will form part of the leadership development process. As part of this programme delegates will attend

the Executive Education Programme. This programme is supplemented by MBA / MBL programmes which are specific business unit interventions.

Bank 1 uses a similar approach to Bank 2. Bank 1 has divided their courses into mandatory leadership programmes, elective leadership programmes and optional leadership programmes. These form the basis for the core leadership courses. The programmes cover the leadership development needs of the organisation at all levels.

The MO's foundation to leadership comprises a number of mandatory leadership programmes (at various levels) which are supplemented by "filler" courses. This is similar to Bank 1.

The PSFC and the PSU are both moving from a decentralised to a centralised approach to leadership development. The PSU has a very good vision for their future centralised model. The focus of their model is on the characteristics and competencies that are required in a good leader.

Regardless of the structures in place within the organisation, the organisations funded the leadership development initiatives for their employees and all the organisations make use of external institutions to supplement their leadership development initiatives. This may be through the initiative of the business units or it may be in a more formal setting led by the centralised leadership development function within the organisation.

The respondents were asked to rank the criteria that the organisation uses to choose the external institution. The rankings from most important to least important are provided in Table 5-12 below.

Criteria for selecting an external institution	Ranking
Content of the programme	1
Reputation of the institution	2
Flexibility	3
Cost	4
Duration	5
Geographical region	6
Other	7

Table 5-12: Criteria for selecting an external institution

The content of the programme was ranked the most important for the organisations when selecting an external institution. This supports the information gathered during the interviews. The MO and the PSFC both negotiated with their external service provider to have customised content for their leadership development initiatives.

5.2.2 Success / Failure of the Leadership Development Programme

The success or failure of the LDP within the organisations is determined by the success factors and the predicted success factors.

5.2.2.1 Success Factors

All the respondents agreed that one of the most important success factors of the leadership development programme is its link to the organisation's corporate strategy. All the organisations linked their corporate strategy to their leadership development initiatives. There are a number of examples of how the organisations achieve this and these are discussed below.

Bank 2's leadership development initiatives are closely linked to the organisation's corporate strategy. The bank uses the concept of a Dagwood sandwich. The bank's vision and values form the bread of the Dagwood and the actions that have to be undertaken to realise the vision and values are the filling of the sandwich.

The PSFC has also linked their LDP initiatives to their corporate strategy and strategic drivers. For example, their current focus is on innovation and customer centricity.

The MO also links their corporate strategy to their leadership development initiatives. For example, branding and competencies are focus areas for the MO.

Although the PSU takes into account the corporate strategy with the leadership development initiatives, there is a subtle difference in the mindset with which they approach leadership development. The focus for the PSU is the strategic intent around leadership. This means that the LDP should be an enabler to move

business forward. Good leaders make good decisions, and this view is strongly endorsed by the PSU Executive. The intention is to make employees competent, address business problems and to manage the cost of that development. These factors are inherently linked to the corporate strategy of the organisation.

There are other factors that contribute to the success of the leadership development programme. The two Banks are very similar in what constitutes the success of their programmes. The output or learning from the programme are important measures of success for both organisations. The transfer of learning is measured by behavioural changes, implemented learning and action learning. Key learning is measured by determining the understanding of the Bank and the understanding the delegate has of his role as a leader. These are discussed at the follow up sessions with the delegates (Bank 1). Bank 2 measures the success of their initiatives through quantitative feedback. Bank 2 also evaluates their LDP by conducting surveys. These surveys each have different focus areas. One survey monitors changes in behaviour and another assesses the values within the bank.

In addition to the factors mentioned previously, Bank 1 considers the amount of repeat business as an indication that their LDP is successful.

Two of the organisations interviewed cannot measure the success of their LDP and as a result they have predicted the factors that will be used to measure the success of their LDP.

5.2.2.2 Predicted Success Factors

The PSFC is not in a position to measure the success of their LDP initiatives currently because they are in the infancy stages of their leadership development journey. However, the measures they intend to use are as follows:

- They will receive formal and informal feedback. The value for the Executive Committee and the organisation as a whole will be the quality of the business solutions presented and the positive changes in behaviour of the delegates.
- There needs to be evidence of changes in behaviour. The application of the learning, and the confidence to express educated and qualified opinions are two areas which the PSFC would like to measure.

The PSU is also in a transition to a centralised LDP and as such is not in a position to measure the success of their initiatives yet. However, their approach will be to utilise a leadership scorecard which will measure:

- the impact of the individual on the organisation;
- the impact the leader has in terms of cultural change;
- the impact the leader has on business results.

5.2.3 Selection Process for Leadership Development

The selection process for the LDP covers the following areas:

- Selection Philosophy
- Selection Criteria and Identification of Candidates

5.2.3.1 Selection Philosophy

There are a number ways that future leaders are selected for development within the organisations interviewed. There are also a number of similarities in approach by all the organisations. Two of the organisations, namely Bank 1 and Bank 2, clearly articulated their selection philosophy.

Delegates are selected as a result of a directive from the Executive Committee or through a decision and nomination by the business unit. Both of these routes form part of Bank 1's Talent Strategy. The Executive Committee selects delegates for the mandatory leadership programmes. The business units nominate delegates for the elective and optional leadership programmes.

Similarly, Bank 2 has a Talent Philosophy which consists of three steps:

1. Identify Talent
2. Acknowledge Talent
3. Nurture Talent

The various business units within Bank 2 play an integral part in all three steps. The Talent Philosophy is also supported and driven by Bank 2's Executive.

The other organisations may not have clearly defined their selection philosophy but it was clear during the interviews that they follow a formal process to select leaders for development.

5.2.3.2 Selection Criteria and Identification of Candidates

The respondents from both Sample 1 and Sample 2 were asked to rank how they believe their organization selects candidates for LDP. The responses have been placed in Table 5-13 below.

Selection Criteria	Median for Sample 1	Ranking for Sample 1	Median for Sample 2	Ranking for Sample 2
Request by candidate	10.00	3	20.00	2
Management nomination	15.00	2	30.00	1
Performance	20.00	1	15.00	3
External pressures (legislation / quotas)	5.00	5	10.00	4
Ethnicity (race, language and gender)	5.00	5	10.00	4
Position Held	10.00	3	10.00	4
Other (Please specify)	0.00	7	0.00	7

Table 5-13: Perceived Organisation's Candidate Selection Criteria

The results between the two sets of samples are very similar with regards to the top three and bottom three rankings. The option, "Other", can be excluded because there was one response from Sample 1 and none for Sample 2.

If "Other" is excluded, then "Ethnicity" ranked the lowest in both samples.

Management nomination, Performance and Request by candidate were the three highest ranked criterions.

Coetzee and Bezuidenhout (2011) conducted research at a leading bank in South Africa to determine their perceptions and attitudes towards Affirmative Action (AA) fairness. AA has a significant impact on leadership development initiatives in South African organisations as the purpose of AA is to ensure opportunities are provided for "non-White" employees. The findings from this research indicated statistically significant differences between blacks' and whites' perceptions of organisational justice. Decisions made with regards to AA, are perceived to be unfair by Whites. In addition, there are significant differences between management and clerical staff in respect of distributive justice. "AA decisions such as giving AA employees token positions, paying unrealistically high salaries

to AA managers, appointing less qualified AA employees, focusing on the development and advancement of AA employees, and making selection decisions based on criteria such as gender play a prominent role in forming perceptions about the fairness of AA” (Coetzee and Bezuidenhout, 2011:90).

The majority of sample 1 and all of sample 2 for this research were held management perceptions and so their perceptions support Coetzee and Bezuidenhout’s research. The possible reason for this is that the respondents have all benefitted in some way from the initiatives in their organisation and therefore have experienced the leadership initiatives in a positive way and have benefitted from them.

The results for Sample 2 are consistent with the information gathered during the semi-structured interviews. It is clear that performance and management nomination play a large role in the selection criteria for the leadership development initiatives.

The main current identifier that Bank 1 uses is the nomination by the business unit. This is supplemented by the talent tiers that are identified within the organisation. Bank 1’s Global Leadership Centre (GLC) is perfectly positioned to keep up to date with the latest literature and to identify the future criteria for talent. This unique position will give them an advantage with regards to leadership development because they will continually ensure that the quality of their delegates improves.

Bank 2 follows a similar approach to Bank 1. Bank 2 uses the training plans per business unit to select the candidates for the LDP. The input into the training plan primarily consists of two areas of input. Firstly, the employee’s development plan comprises of the employee’s performance and the employee’s future career aspirations. Secondly, there are other factors that influence the leadership development selection process. For example, amongst these factors are the bank’s transformation targets or the budget of the business unit. Another factor is the motivation that the business units make for employees they feel will benefit from the LDP. The employee’s development plan has to be approved by the business unit and centrally by the Human Resources department.

The PSFC identifies their candidates through management and employee nomination. Management identifies the most appropriate candidates who will derive the most benefit from attending the LDP. Management also nominates candidates who have been identified as potential successors in the succession plan. The process to get selected at the PSFC is as follows:

1. The development gap is identified
2. The programme to address the gap is identified
3. A discussion between the manager and the employee is conducted
4. The manager either nominates the candidate or not
5. If the manager nominates the candidate then the pool of candidates is evaluated
6. The final list of candidates is compiled (Based on a number of criteria)
7. Executive Committee approval is then reached on the final list

The MO is no different from the other organisations in that the business units nominate their candidates based on performance reviews and budgets. A big difference though the MO's candidates do not nominate themselves for the LDP. The criterion the MO uses to select candidates is based mainly on merit through the performance management process and the management nomination.

The PSU has a Talent Succession Management process and this is partially used as criteria to select their candidates. The PSU also identifies their candidates through sponsorship or nomination. This process is highly subjective and highly politicised.

There are a number of strong drivers of leadership development in the PSU. The previous drivers include affirmative action and employment equity targets, black economic empowerment (BEE) objectives. The employee profile of the PSU was also a strong driver. The drivers of leadership development have changed due to the transition that the PSU is going through. The current drivers are based on the premise that employees are on an even par and therefore the emphasis is on the development of all candidates. The need is to address the talent scarcity and not to necessarily meet legislative targets.

5.2.4 Contents of the Leadership Development Programme

The organisations provided details on the contents of their LDP. This section will discuss the competency frameworks that the organisations use as well as the general and South African specific competencies or skills that the leaders in their organisations should acquire and develop.

5.2.4.1 Competency Framework

All the organisations interviewed had a competency framework that was used to determine the skills and competencies that they wanted their delegates to develop. The PSU gave the best analogy of how the competency framework would be implemented. The interviewee used the analogy of shopping at a supermarket. The HR Department identifies the underlying skills and competencies that have to be developed. The HR Department has to identify the business reality and issues and to define the role of a competent leader. The questions that have to be answered are the following:

1. What will the leader look like?
2. How will the competency be evident?

The PSU's business leaders add items that they believe are appropriate for the future leaders. These skills and competencies are the products on the shelves.

The aisles in the supermarket are the focus areas that the PSU wants the leaders to develop their skills in. There are four aisles in the supermarket. For example, one of the focus areas is "Driving Business Results". In this focus area, the skills that have to be developed include the ability to plan and developing a passion for excellence.

The directive to the PSU business units is that there are some rules for the use of the supermarket. These rules include the following:

1. PSU employees must shop at this particular supermarket
2. PSU employees must select items from each of the four aisles (focus areas)
3. It is permissible to focus more on one aisle than another (eg. Customer Focus or Operational Efficiency)

The PSU stated that the reason for the structure of the competency framework is because the organisation is a diverse one with diverse needs. For example, the PSU's Generation Business focuses on efficiency but the Distribution Business has a customer focus.

The competencies that the other organisations believe are important for their leaders to have are discussed in the next section.

5.2.4.2 Competencies or Skills Required for Leaders (General)

The information gathered on the general competencies and skills required for leaders was gained through the responses to the questionnaires from the first sample and the responses to the pre-interview questionnaires from the second sample. The information gathered on general competencies and skills for leaders was also provided through the interviews with the second sample.

Competencies or Skills Required for Leaders (General) – Based on questionnaires (Sample 1) and pre-interview questionnaires (Sample 2)

Both samples were asked which individual leadership skill categories they thought were the most important. Both samples were also asked which individual leadership skill categories they thought their organisations believed were the most important. The results can be found in Table 5-14 below.

Individual leadership skill categories	Respondent's Personal Belief				Respondent's Perception of Organisation's Priority			
	Median for first year MBL / MBA Students	Ranking for first year MBL / MBA Students	Median for Interviewees	Ranking for Interviewees	Median for first year MBL / MBA Students	Ranking for first year MBL / MBA Students	Median for Interviewees	Ranking for Interviewees
Leading Employees	1.00	1	3.0	2	6.00	2	4.00	4
Resourcefulness	2.00	2	8.0	8	5.00	1	7.00	7
Straightforwardness and Composure	3.00	4	8.0	8	6.00	2	8.00	9
Decisiveness	2.00	2	5.5	6	7.00	4	2.00	1
Building and Mending Relationships	4.00	5	3.0	2	7.00	4	5.00	6
Participation Management	5.00	7	4.0	4	7.00	4	7.00	7
Change Management	4.00	5	2.5	1	7.00	4	4.50	5
Cultural Awareness / Knowledge	5.00	7	5.0	5	7.00	4	2.50	2
Diversity Management	5.00	7	6.0	7	8.00	9	3.00	3

Table 5-14: Competencies / Skills Required for Leaders – Sample 1 and Sample 2

The first sample's personal belief is that leading employees, being decisive and being resourceful were the most important skill categories to develop. The second sample believes that change management, leading employees and building and mending relationships were the most important skill categories to develop.

The two samples differed significantly in their perceptions of which skill categories were the least important. The first sample believes that cultural awareness and knowledge, participation management and diversity management were the least important skill categories. Unlike the second sample, the first sample believed that resourcefulness, straightforwardness and composure, and diversity management were skill categories that were not important for leaders to develop. The only skill which both samples agreed as being the least important was diversity management.

Both samples were asked which individual leadership skill categories they thought their organisations believed were the most important.

The first sample thought that their organisations believed that leading employees, being resourceful and being straightforward and composed were the three most important skill categories to develop.

The second sample thought their organisations believed that decisiveness, cultural awareness and diversity management were the most important skill categories to develop.

The least important skill category for the organisations as perceived by the first sample is managing diversity. This is vastly different to the second sample who ranked this skill category third.

The responses for the first sample were divided into the race groups to understand if race played a role in the ranking of the skill categories required for leaders. Table 5-15 indicates the respondent's personal opinion of what skill categories are important for leaders to have. Table 5-16 indicates the respondent's perception of which leadership skills they believe their organisation places importance on.

	Skill Categories	Median - Demographic Group				Ranking - Demographic Group			
		Asians	Blacks	Coloureds	Whites	Asians	Blacks	Coloureds	Whites
Personal Opinion	Leading Employees	1.50	1.50	1.00	1.00	1	1	1	1
	Resourcefulness	3.00	2.00	1.00	2.00	3	2	1	2
	Straightforwardness and Composure	5.00	2.50	7.00	3.00	7	4	8	3
	Decisiveness	2.00	2.00	2.00	3.00	2	2	3	3
	Building and Mending Relationships	4.00	4.00	8.00	5.00	6	9	9	7
	Participation Management	5.00	4.00	6.00	5.00	7	6	5	7
	Change Management	3.00	4.00	6.00	4.00	3	6	5	5
	Cultural Awareness / Knowledge	3.00	4.00	4.00	5.00	3	5	4	7
	Diversity Management	6.00	3.00	6.00	4.00	9	6	5	5

Table 5-15: Competencies / Skills Required for Leaders – Personal Opinion - Sample 1 Race Groups

There was similarity in what the respondent's ranked as the most important skill categories to develop. The most important ones were the ability to lead employees, resourcefulness and decisiveness. Asians ranked cultural awareness as being important but ranked diversity management as the least important. This seems contradictory in nature because these skill categories are closely linked. The ability to build and mend relationships was viewed as being not very important for all race groups.

Table 5-16 provides the perception that the first sample respondents held about the importance that their organisations give to the skill categories. The results were fairly divergent amongst the groups in some areas. Blacks and whites believed that their organisations placed importance on leading employees whilst asians and coloureds ranked this as less important. Similarly, asians and whites believed their organisations placed a high degree of importance on building and mending relationships. However, blacks and coloureds did not believe this was the case for their organisations.

The respondents converged on some of the skill categories. The race groups believed that their organisations placed very little importance on change management and diversity management. A lot of importance was placed on resourcefulness, straightforwardness and composure.

	Skill Categories	Median - Demographic Group				Ranking - Demographic Group			
		Asians	Blacks	Coloureds	Whites	Asians	Blacks	Coloureds	Whites
Perception of Organisation	Leading Employees	7.00	4.50	8.00	5.00	7	2	9	1
	Resourcefulness	5.00	4.00	3.00	5.50	2	1	1	4
	Straightforwardness and Composure	5.00	5.00	3.00	5.00	2	3	1	1
	Decisiveness	6.00	5.00	5.00	6.00	5	3	5	5
	Building and Mending Relationships	5.00	6.00	7.00	5.00	2	6	7	1
	Participation Management	6.00	6.00	4.00	7.00	5	6	3	6
	Change Management	7.00	6.00	7.00	7.00	7	6	7	6
	Cultural Awareness / Knowledge	4.50	5.00	4.00	7.00	1	3	3	6
	Diversity Management	7.00	7.00	5.00	7.00	7	9	5	6

Table 5-16: Competencies / Skills Required for Leaders – Perception of Organisation - Sample 1 Race Groups

Both samples were also asked what they believed the content of the LDP should be in order of importance. Their responses were then ranked and are listed in Table 5-17 below:

Content of LDP	Median for 1 st Year MBL / MBA Students	Ranking for 1 st Year MBL / MBA Students	Median for Interviewees	Ranking for Interviewees
Financial Management	6.00	7	6.00	5
Human Resource Management	6.00	9	9.00	11
Operations Management	7.00	11	8.50	10
Diversity Management	5.41	3	7.50	8
Change Management	5.83	5	5.50	4
Relationship Building	5.50	4	4.00	3
Conflict Resolution	6.40	9	6.00	5
Cultural Awareness	6.38	8	7.00	7
Negotiation Skills	5.85	6	7.50	8
Strategic Management	4.17	2	3.50	2
Leadership	2.95	1	1.50	1

Table 5-17: Content of LDP – Sample 1 and Sample 2

Both samples agreed that leadership and strategic management were the most important content areas to be included in an LDP. The second sample believed that relationship building also had to be included in the contents of the LDP.

The first sample ranked diversity management as the third most important content area to be included in the LDP. This differed significantly with the second sample that ranked diversity management eighth.

Both samples ranked human resource management and operations management amongst the least important content areas to be included in the LDP. The first sample also ranked conflict resolution as not being important. The second sample ranked conflict resolution fifth.

Cultural Awareness ranked towards the bottom for both samples.

Based on the responses by the second sample it is clear that the most important content areas revolve around dealing with people as opposed to dealing with process.

The first sample was analysed by race group to determine if race influenced what content should be included in an LDP (See Table 5-18).

All the race groups placed importance on leadership, strategic management and diversity management being included in the content of the LDP. All race groups believed that operations management was amongst the least important subject area to be included in the content of the LDP.

	Median - Race Group				Ranking - Race Group			
	Asians	Blacks	Coloureds	Whites	Asians	Blacks	Coloureds	Whites
Financial Management	5.00	4.00	10.00	6.50	3	3	10	8
Human Resource Management	6.50	5.00	6.00	7.00	7	4	5	9
Operations Management	7.00	5.50	10.00	7.50	10	9	10	10
Diversity Management	5.00	5.00	3.00	5.00	3	4	2	3
Change Management	6.50	6.00	7.00	5.50	7	10	7	6
Relationship Building	5.50	5.00	4.00	5.00	5	4	3	3
Conflict Resolution	6.00	7.00	6.00	5.00	6	11	5	3
Cultural Awareness	6.50	5.00	8.00	7.50	7	4	8	10
Negotiation Skills	8.00	5.00	8.00	6.00	11	4	8	7
Strategic Management	2.00	2.00	5.00	3.00	1	2	4	2
Leadership	2.00	1.00	1.00	1.00	1	1	1	1

Table 5-18: Content of LDP - Sample 1 Race Groups

Competencies or Skills Required for Leaders (General) – Based on interviews (Sample 2)

The Interviewees (the second sample) were asked to provide input into what the contents of their LDP focused on.

The general skills or competencies identified by Bank 1 can be divided into two major areas. The first is for the delegates to understand the context in which the Bank operates. The content will include understanding emerging markets, understanding the Bank's overall strategy and understanding the Global Financial Services Industry.

The second area of focus is on Human Capital. The content includes:

How to lead effective teams;

How to lead one's self;

What one's role as a leader is from a customer's perspective.

The content of Bank 2's LDP is very similar to Bank 1. The general skills that delegates are expected to acquire include understanding the environment in which the bank operates, understanding the Bank's values, ethics and governance, identifying skills that will differentiate Bank 2 from their competitors. Within this content, delegates are also required to develop emotional maturity and personal mastery. These areas focus on Emotional and Social Intelligence.

The PSFC and the MO interviewees were adamant that the organisation did not have any general skills that they needed to develop in their employees. They believed that the competencies required were organisation specific. However, these skills are very similar to the general ones identified by the other organisations in the sample.

The PSFC specific competencies or skills include developing global leadership skills, managing a diverse workforce, mentoring and coaching. Similar to Bank 2, the PSFC also focuses on Emotional and Social Intelligence. The focus for the PSFC is on understanding colleagues and clients by being aware of language barriers, gender issues, different cultures and thought patterns.

The general skills that the MO expects their delegates to develop are all centred on the question: “What would it take to succeed in the MO?” This question is answered through the structure of each of the development programmes. The structure is as follows:

- Level 1 Personal Core – Who you are (Personal core competencies)
- Level 2 Experience and Know How – What you know (Skills and experience)
- Level 3 Business Direction, Setting and Execution – How you perform (Individual performance)

The mastery of these skills enables the delegate to be successful at the MO.

An overriding theme across these levels is the area of Emotional and Social Intelligence. The MO helps through their LDP courses to ensure that their delegates understand themselves, by being aware of prejudices and by developing their ability to adapt their behaviour, and understanding others, by not focussing on race and gender only and by ensuring delegates understand the societal norms and by focusing on transformational issues.

The PSU has identified four focus areas with about 20 competencies. This framework uses the Stratified Systems Theory (SST) developed by Elliot Jacques to distinguish between the different levels in the organisation. There are 6 levels (strata) in this framework and the implication of SST according to Ross (1992:47) is that “people’s problem-solving abilities develop through youth and maturity in predictable patterns. This means that each person has an inherent potential for cognitive development and is thus equipped to rise only so high, and no higher, in an organization”. This suggests that all employees should be included in the leadership development initiatives. However, only those with the ability will continue to rise through the organisation.

The practicality of this is that it is possible to take an underlying competency like the ability to communicate and make it relevant at all levels in the organisation. For example, the ability to communicate effectively is a competency that is required right through the organisation from Chief Executive Level to First Line Supervision. However, the Chief Executive communicates differently to different audiences about different things as opposed to the Supervisor on ground level that also needs to communicate effectively. The stratified systems theory

framework assists the PSU for a Level 5 Leader as opposed to a Level 1 supervisor.

5.2.4.3 Competencies or Skills Required for Leaders (South Africa Specific)

Bank 1 stated that there were no South African specific competencies or skills required for leaders. However, there were certain areas of focus that were relevant for South African leaders. Delegates of Bank 1's LDP needed to have an understanding of the following areas:

1. Industry Specific – Emerging Markets
2. Sustainability – Corporate Social Responsibility and Social Relevance
3. Cultural Awareness – Cross cultural diversity and building trust across cultures
4. Future Leadership Models – Emotional, Social and Spiritual Intelligence.
Understanding Authentic Leadership.

The main focus for Bank 2 is on Industry Specific areas. These include a focus on transformation in the South African context, ethics and governance and understanding the global environment within the South African context.

The PSFC makes no specific provision for culture or ethnicity in the content of LDP. The focus is rather on what the PSFC requires. The required skills are those that make a person a better leader regardless of ethnic group or background. The PSFC skills were discussed in the previous section. One observation noted was that when the delegates were preparing to go to China as part of their learning they were given cultural awareness classes on how to behave appropriately in China. However, nothing similar is conducted regarding the ethnic groups in South Africa.

The MO also believes that there should not be any specific skills for South Africa. There are a few reasons for this. Firstly, there is a large percentage of international delegates attend the MO LDP courses. As a result there is a need to present and discuss international business cases. The course content is also global in nature. The second reason is that the LDP courses are developed in South Africa and then rolled out internationally. The course content therefore has to be generic enough

to be appropriate and beneficial internationally. The MO global values, safety, care and respect, have to be understood and implemented.

The PSU believe that the South African specific skills and competencies that their leaders require are focused on two main areas:

1. Internal performance and efficiency
2. External adaptation

The PSU addresses these two areas by focussing the skills and competencies on a few broad topics. The first of these is “Team Building”. Delegates have to develop the ability to transform the business unit (BU) in which they work, develop the ability to deal with a multitude of stakeholders and to develop the ability to manage.

The second topic that is covered is “Values and Ethics”. The delegates have to understand how to operate in the world in an ethical manner, understand how to link ethics through organisational values and personal beliefs.

The last topic that is covered is “Emotional and Social Intelligence”. This requires individual and organisational maturity.

The PSU also noted that there was less diversity and cultural awareness training than there was in the past.

5.2.4.4 Challenges

The challenge Bank 1 faces with developing the required skills and competencies is ensuring that the skills are embedded and that the delegates change their behaviour to the desired behaviour.

5.2.5 Influence of Culture or Ethnicity on Leadership Development Content

Design

The culture or ethnicity of LDP delegates and the LDP administrators has an influence on the content of the LDP. The areas of focus in this section include:

- Benefits of ethnicity on LDP
- Cultural Awareness of Organisation
- Demands by Delegates and Business
- Reactions to the LDP

5.2.5.1 Benefits of ethnicity on LDP

All the organisations interviewed believed that there are benefits for including ethnicity as a focus area in the LDP.

Bank 1 believes that if delegates have an understanding of ethnicity, this will assist them in building trust across various cultures, and it will help employees work better together. It will also prepare employees for understanding global cultures.

Bank 2 also believes that an awareness of other cultures and the ability to work with others will be beneficial to the organisation. It is the organisation's belief that all people have value to add and that they can make a positive contribution to the organisation's success.

5.2.5.2 Cultural Awareness of Organisation

The awareness of culture in Bank 1 is created in the various business units within the organisation and at the Global Leadership Centre (GLC).

A very formal structure exists within the Bank 2. Transformation is one of the strategic priorities and the bank has a Transformation Unit. The structures provide an opportunity for employees to verbalise their opinions.

The PSU is very culturally aware and this plays a positive role in the organisation. Differences are embraced and the employees have reached a place where the

subject of race and ethnicity is no longer a taboo subject. Employees feel comfortable discussing differences.

The PSFC was clear that they believe strongly that their culture is a PSFC one and not a South African one. Although it was also acknowledged that it was still necessary to promote cultural awareness and relationship building. This is achieved by arranging team building events and also facilitating specific requests from managers when there is a need to address cultural misunderstandings.

One observation that stood out was that the PSFC addressed the culture of the host country they were visiting for their International Programmes but did not do the same for locally based programmes. For example, one of the courses includes a visit to China to get an understanding of the challenges that Chinese women face in the Chinese workforce. The delegates on this course had to attend workshops to prepare them for the customs and traditions when doing business in China. These workshops included formal introductions and the presentation of business cards. It was explained that the PSFC did not want the delegates to cause embarrassment or be embarrassed because they were unwittingly behaving in a manner which went against Chinese business custom.

This suggests that it is more important for the PSFC to prepare their delegates for international multicultural contact than it is to focus on South African multicultural contact. There are a few possible explanations for this. Firstly, the PSFC believes that their employees have the appropriate knowledge about the various cultures in South Africa and that it is not necessary to formally educate their employees about them. The second explanation is that the employees do not know anything about international cultures and therefore need to be trained and that this education is given when appropriate. Both of these explanations are plausible.

The MO is different to the PSFC in that the focus of cultural awareness is created in the business units but also in the organisation as a whole. The business units run a number of cultural programmes. The MO also creates awareness through the publication of their Transformation Report to Society. Due to the mining industry requirements, it is necessary for these initiatives to take place. It is not as necessary for the PSFC to do this. The MO was very clear that they used to run

diversity and cultural awareness campaigns in the early 2000s but these were stopped in 2005 because it was believed that they caused more antagonism than unity. The belief is that there were more negative sentiments manifesting from that approach than the positive ones the organisation was trying to achieve with regards to cultural awareness and relationship building. The MO holds a similar view to the PSFC that it is necessary to educate their employees about foreign cultures. However, the motivation is different for the two organisations. The PSFC does it for specific events such as when delegates have to visit a foreign country as part of their leadership programme. The MO on the other hand does this because it is a global country and teams are often comprised of different cultures. The belief is that the more than cultures know about each other the more effective they will be in completing their projects and assignments successfully.

5.2.5.3 Demands by Delegates and Business

The organisations were asked whether the delegates and / or business had placed any demands on the content or structure of the LDP. All the organisations were open to the possibility of changing the content of their programmes. The desire to continuously improve and adapt to the demands of the changing work environment shows the maturity with which the organisations have approached their leadership development initiatives.

Bank 1 observed that business had requested that certain content be included in the appropriate courses. These requests were made to address any gaps between what the LDP offers and what the business unit requires. This is a business led discussion. The GLC also identifies skills and competencies that business units may require and guides them to ensure that the appropriate skills are developed. This is a GLC led discussion.

Bank 2 has had certain requests for content to be excluded from the programmes. Some of the delegates believed that some of the course content was not required.

The PSU has seen a change in the demands from both the delegates and the business. Previously, the requests were more operational in nature. For example, the business units would request content that revolved around asset, employee and

organisational safety. The requests for content change have matured and the requests are more strategic in nature. For example, at Executive level, the leaders want to be trained in how to make complex decisions. The environment in which the PSU leaders find themselves is a complex one with a multitude of stakeholders who frequently have diametrically opposed views. At Middle leadership level, the leaders want to know how to improve efficiency and drive assets. At the Supervisory level, the leaders want to acquire managerial and transactional competencies and want support to be provided to newly promoted supervisors.

The PSFC is constantly reviewing the content of their courses to align with the requirements of the various business units. The requests from the delegates on the courses are not as advanced as for the other organisations. The requests revolve mostly around excluding course content to decrease the workload as opposed to excluding it because of its relevance to leadership development.

The MO has not seen a requirement or need to change the course content. However, a need has been identified to provide specific interventions to address the ongoing development needs of leaders. For example, some delegates require specific initiatives to improve presentation skills, project management or detailed financial and accounting requirements. These initiatives are run on an ad hoc basis and when there is a demand for them.

5.2.5.4 Reactions to the LDP

The reaction to the various LDP has been positive across all the organisations interviewed.

Bank 1 has received positive feedback about their courses and this is supported by the high course attendance that the Global Leadership Centre (GLC) has experienced over the previous few years. Bank 1 also believes that the GLC has become a brand within the organisation and that the awareness of the brand has increased considerably since its launch. The business units now tend to go to the GLC first to seek assistance for their leadership development needs before looking at external service providers.

The positive feedback that Bank 2 has received about their leadership development initiatives is formally received through qualitative and quantitative feedback. The increase in responses to the bank's internal Barrett Value Survey is also attributed to these initiatives. By building a vision of future leaders and providing clarity to employees the leadership development initiatives are better understood.

Although the PSU is in a transition phase the feedback has also been positive for them. The leadership initiatives have reached prominence through Executive Sponsorship.

The PSFC has also received positive feedback on their LDP. There has been buy in to the process from both employees and the PSFC Executive. The success of the PSFC's approach has been the inclusive nature of their programmes. All employee bands have been addressed and employees have seen the opportunity for promotion through the attendance of the leadership initiatives. For some of these delegates their attendance and involvement in the LDP has been a life changing experience for them.

Finally, the MO believes that the positive feedback they have received for their LDP from the employees who have attended the programmes is due to the fact that the employees feel a sense of recognition because they have been selected for the programme and this in turn has a direct impact on positive employee motivation.

5.3 Conclusion

The quantitative findings were analysed and the qualitative findings were grouped into sub themes. This provided the foundation for the following section will be a discussion of the key findings and results.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6. Chapter 6: Conclusion and Recommendations

This research has yielded a number of significant findings which are relevant to South Africa and the South African landscape. These findings are summarised below. The research questions will first be discussed and then some additional salient findings will be discussed.

6.1 Summary Discussion – Key Findings and Results

This research has yielded a number of significant findings which are relevant to South Africa and the South African landscape. These findings are summarised below.

6.1.1 The Current and Future South African Society

The results indicate that there are still a number of differences amongst the various race groups in their society with regards to societal practices. The societal practices indicate the opinions of the way society is. Four out of the nine societal practice scales (Collectivism 1, Humane Orientation, Collectivism 2 and Assertiveness) were significantly different for the race groups. Of the remaining five scales, two of them (Future Orientation and Gender Egalitarianism) were significantly different between two of the race groups. There were also differences amongst the demographic groups that were analysed. These differences were between the black Sotho-speaking and black non-Sotho-speaking groups for Future Orientation and Assertiveness and for the white English-speaking and white Afrikaans-speaking groups the differences were for Collectivism 1, Collectivism 2 and Gender Egalitarianism. This was not an unexpected result because the South African society has a number of ethnic groups and sub-cultures within it.

A positive finding from this research is the result of the societal values analysis. The societal values indicate the opinions of the way society should be. Only two of the nine societal values were significantly different for the race groups namely Collectivism 1 and Humane Orientation. Of the remaining seven scales only one was significantly different between two of the race groups namely Power Distance. This indicates that although there are significant differences in the

different cultures and ethnic groups in South African society currently, the vision of these cultures and ethnic groups of the way their society should be is fairly closely aligned.

Although a small sample was used to determine these findings, the sample consisted of current and future leaders in South Africa. These respondents were all studying for their MBL or MBA degrees and the majority held middle to senior management positions. This suggests that there is a common understanding amongst this profile of person of what their vision for the way society should be. These respondents should have an influence over the society in which they live and work due to their designation and standing in the community.

6.1.2 Outstanding Leadership Characteristics and Behaviours

The six second-order culturally endorsed leadership scales were analysed. Only two of the scales were significantly different amongst the race groups. The similarities in the responses could be attributed to the profile of the respondents. They are all Masters students completing business degrees. Their responses could be considered to be text book responses because they should be familiar with the subject of leadership. These findings indicate that there are a number of leadership characteristics and behaviours which are considered by all race groups that can be used to describe leaders as outstanding. This is relevant in the South African business landscape because if leaders share a common perception of what outstanding leadership characteristics and behaviours are, then the culture or ethnicity of the leader becomes less significant for an organisation. If a leader behaves in a way that is perceived to make him an outstanding leader, then the assumption is that the leader will command the respect of his followers and will be able to lead effectively irrespective of his race, culture and ethnicity or the race, culture and ethnicity of his followers.

Organisations should try to understand which characteristics and behaviours to encourage in their leaders so that these skills are developed. The characteristics that are accepted by all race groups should be prominent in the leadership development initiatives. It is equally important for the organisation to make sure that where there is disagreement amongst the race groups on the characteristics

and behaviours, that these are further investigated to gain an understanding of how to reach a mutually agreed upon approach to these behavioural or characteristic differences. At the very least, leaders should be aware of these behaviours and be aware of how the different race groups view leadership.

6.1.3 Key Factors Influencing a Leadership Development Programme

A number of key factors were identified in this research study regarding the LDP. These include the identification and selection of leaders, the content of the LDP and the framework of the LDP.

6.1.3.1 Identification and Selection of Leaders

A number of the organisations interviewed were very clear about their selection philosophies when it comes to the candidates who were identified to participate in their organisation's leadership development initiatives. It is clear from both samples that candidates are selected via management nomination, performance and request by candidate. This finding is a positive one because it means that South African organisations are developing leaders without necessarily focussing on the ethnicity of the candidates or the external pressures to develop one race group over another.

This is significant because it appears that South African organisations have moved away from undertaking leadership development initiatives that are purely focused on fast tracking certain employee profiles into leadership positions. The current approach is more sustainable and will allow a stronger foundation of leadership to be created within the organisations.

Even though the organisations were clear that candidates for their LD initiatives were selected based on merit it would be impossible to ignore the requirements and obligations that their organisations face with regards to the Employment Equity requirements they have to meet as set out by the Department of Labour and the Industry charters that they have to adhere to. It is more likely that in theory candidates are nominated on merit with an awareness of the employment equity targets. It would be impossible for organisations to ignore these requirements. It is

possible that the interviewees provided responses from a theoretical perspective and did not want to acknowledge the role ethnicity or more accurately race plays in the selection of candidates. This would indicate that there is still a level of discomfort with raising race in discussions of employee development and leadership development.

The MO interviewee acknowledged that in terms of employing females is incredibly low (“How do you employ women underground?”). They have begun addressing this by ensuring that women have the correct facilities and clothing and that they are provided with physical development programmes to improve their stamina levels.

Research was conducted by Hoog, Siebers and Linde (2010) on the experience of black managers dealing with affirmative action and equal opportunity policies at a South African mine. One of the findings was that these black managers felt that white South Africans think completely differently from the way black Africans think. They also felt that being historically disadvantaged they are still being discriminated against and that there are a lack of promotion opportunities for them. “Race still seems to influence development opportunities” (Hoog, Siebers and Linde, 2010:72).

The views presented by the middle managers cannot be extrapolated to the mining industry as a whole. However, it does give an insight into the practical application of policies and leadership initiatives. The views expressed were in contrast to the information gathered during the interview with the MO. There may be a few valid reasons for this. Firstly, this may be isolated to the mine involved but that does not seem feasible based on the labour volatility in the mining industry in South Africa. A second factor could be the geographical location of the mine where racial prejudice may be overt then in some of the larger urban areas in South Africa. Lastly, it may be that the interviewee for the MO was responsible for the leadership development initiatives in her organisation and was not closely involved in the identification and selection process in her organisation. The last factor is probably the most accurate reason for the disconnect between the administrators of the LDP and the practical implementation thereof at the mines themselves.

The organisation that gave the most accurate account of their selection process was the PSFC. The interviewees were very clear that they were given a directive from their Executive to develop black employees and specifically to ensure that women were developed as part of the first phase of their LDP. (“The directive was not in an attempt to comply with legislation but it was based on the PSFC looking internally and deciding where development was required”. “We saw the need for emphasis on women leaders”.)

One of the negative aspects that organisations may suffer as a result of not paying particular attention to the development of affirmative action candidates is that transformation tends to be slower than for organisations that focus on accelerated leadership development programmes or affirmative action programmes.

The questionnaires and interviews for this research were conducted in 2008 and a number of years later South African organisations are still coming to terms with the development of resources with regards to employment equity. Whilst it appears that the organisations interviewed believed in selecting candidates for development initiatives based on merit and performance this approach does not necessarily meet the expectations of the South African Government.

When addressing the Parliamentary Portfolio Committee on Labour (PPCL), the Chairperson of the Commission of Employment Equity (CEE), Mpho Nkeli told the PPCL that “the current dismal employment equity (EE) figures are a reflection of a tinge of racism that is ingrained in the workplace in South Africa” (Ramutloa, 2011:1). In support of Nkeli, the then Department of Labour director of Employment Equity Ntsoaki Mamashela said the Director-General Review on labour has shown that there was no commitment from top management of corporate South Africa to address the prevailing inequities in the workplace. (Ramutloa, 2011:2).

The then Labour Minister Mildred Oliphant also “expressed aghast at the snail pace in transforming South Africa’s workplace saying the ‘dark mark’ calls for drastic measures from all socio-economic partners. She said it was disturbing to note that while black people accounted for approximately 86 percent of employees covered in the latest reports analysed, they only accounted for 16,9 percent at Top management and 35,9 percent at the Senior Management level” (Ramutloa, 2011: 1).

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Based on the statistics from the employment equity reports it appears that a number of South African organisations do not focus on Employment Equity but rather on rewarding and developing the high performing individuals in their organisations. This issue is not likely to disappear from the South African business landscape in the medium to long term. Organisations will have to find a balance between meeting the legislative requirements set by Government whilst still developing their employees to ensure their sustainability and growth and help them become “future-proof”. Government will have to balance the penalties and legislation targets they impose on organisations with rewards and benefits for those organisations that adhere to the regulations. There is a need for both Business and Government to work to find a balance where all parties benefit from the policies and regulations whilst still ensuring that there is fairness and equality in South African organisations.

6.1.3.2 Contents of the Leadership Development Programme

The majority of the organisations interviewed had a competency framework in place. The organisations that did not have a formal framework were still in a position to articulate what they hoped to achieve with their leadership development initiatives. There were general competencies and skills which all race groups considered important to be included in the LDP.

The focus areas that were considered important for this research survey namely culture and ethnicity seemed to play a relatively minor role in the content of the LDP. Another area of focus related to cultural awareness and diversity management. There were differences amongst the race groups regarding the importance of cultural awareness and diversity management. Even though the questionnaire responses indicated that these areas were insignificant for the

content of the LDP the organisations interviewed did mention the need for cultural awareness. Their awareness was not restricted to South African cultures though. The organisations mentioned the need to be aware of international cultures. This was evident with one of the organisations that held cultural awareness classes for employees who were going on business trips to China. Another organisation focused on international content because the delegates came from a number of different countries.

It should be noted that all of the organisations interviewed were open to the possibility of changing the content of their LDP. They all understood the need to adapt the content to meet the requirements of competing in a dynamic business landscape. It was also evident from these organisations that they wanted to continuously improve their service offering to the business units that they supported. The business units also required a flexible approach so that their requirements were also met.

It was also clear that the request to change the content was business led and that delegates often wanted to exclude content due to their heavy workload. There were no requests from the delegates or the business units for ethnic or cultural content to be specifically included in the LDP. This can be interpreted that the delegates see no need to modify the content of the LDP as it currently meets their requirements.

6.1.3.3 Framework of the Leadership Development Programme

All of the organisations had a formal framework that they had implemented or were in the process of implementing. These frameworks all had a theoretical foundation upon which their LDP was based. The areas of focus appeared to be on those components which have traditionally been the centre of focus for leadership development. These include strategic planning and performance management. Strategic planning is essential for an organization to survive in a competitive environment. Similarly, organizations have focused on the performance of their employees because this has driven productivity. Aligned with these two components are the human resource information and the training and development components.

The organisations had a number of common elements which allowed for the Leadership Development Matrix (LDM) to be developed. The LDM is discussed later in this chapter.

6.1.4 The role of Culture and Ethnicity in Leadership Development

Based on the responses received, ethnicity and culture are not taken into account when developing leaders in South African organisations. This does not mean that the organisations ignore culture and ethnicity. Cultural awareness initiatives are the responsibility of the business units. The training divisions only become involved with these initiatives at the business unit's request.

This may be seen in a positive light as it indicates that developing leaders in organisations is more important than their culture or ethnicity. This does have some drawbacks though due to the legislative requirements placed on South African organisations in terms of the Employment Equity reports that have to be provided to the Department of Labour. The impact of not focussing on culture and ethnicity is that it has an impact on the speed with which transformation is implemented at these organisations. This has an impact on revenue (due to tenders not awarded due to not meeting the correct levels) and costs (due to penalties imposed for not meeting legislative requirements).

6.1.5 The Leadership Development Matrix

Based on the responses from the first sample and the insight gained through the interviews with the second sample, it is clear that a leadership development framework can be developed which is appropriate in the multicultural work environment in South African organisations.

The Leadership Development Matrix (LDM) was developed by combining the factors that contribute to the success of an organisation's LDP. The LDM consists of seven core elements. These elements provide the framework within which the LDP can operate effectively.

The structure of the LDM comprises four levels namely; Executive Sponsorship at the highest level, then Operational Leadership and Business Unit Level Alignment. Finally, Business Unit Leadership Initiatives are at the lowest level. Each level has a number of dynamic and static functions that are the responsibility of the person filling the position at that level. It is important for organisations to ensure that the positions in the LDM are filled by named individuals as opposed to business functions. This will ensure that the named individuals are aware that they are accountable and responsible for the functions listed for that position.

The process for the LDM comprises six phases. These phases follow sequentially. The cycle is then repeated. Within each phase there is a list of planning themes and sub-themes which have to be considered throughout the implementation of the LDP (See Figures 6-2 to 6-7). Each theme and sub-theme has a list of tasks that have to be completed before the next phase can be entered into.

The Leadership Development Matrix (LDM) has been designed as an appropriate framework for leadership development in the multicultural work environment in South African organisations. The model uses components from the PRINCE2 Project Management Methodology. It is recommended that organisations incorporate the elements of the LDM into their leadership development initiatives. This matrix is comprehensive and it accommodates cultural differences within an organisation.

The components mentioned above have been consolidated into a framework that can be used to establish a Leadership Development Framework.

The Structure of the LDM (see Figure 6-1) has a number of levels.

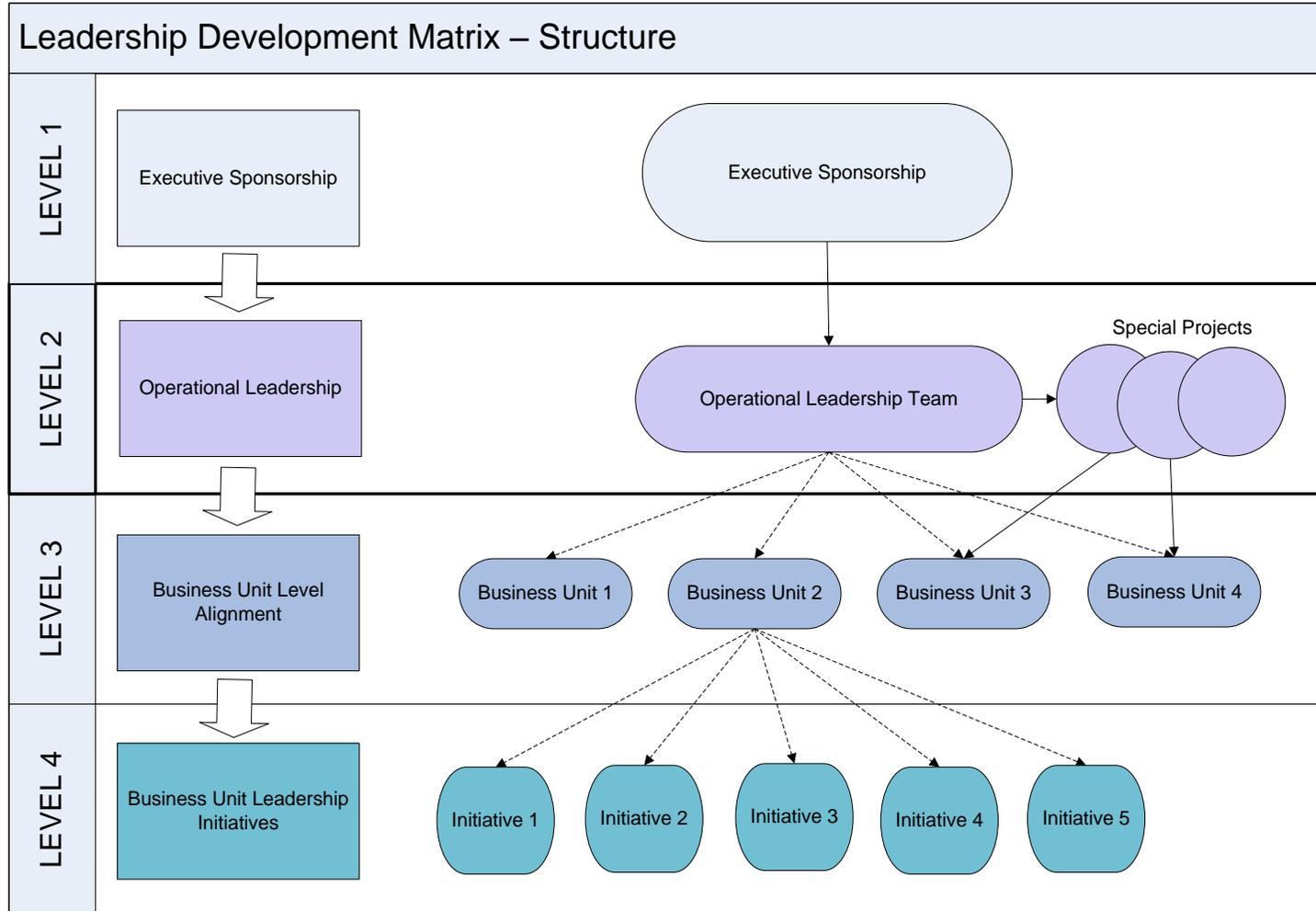


Figure 6-1: Leadership Development Matrix – Structure

Each of the Levels of the LDM has a number of Static and Dynamic functions that have to be fulfilled (see Table 6-1). The Static functions are those that require strategic and tactical thought. The outcome or deliverable of these functions is usually the compilation of a document. The Dynamic functions are usually operational in nature and the deliverables usually require regular updates.

Leadership Development Matrix – Functions per Level			
Overall	Function	Sub-functions	Sub-function Definition
Level 1 Executive Sponsor	Static	Overall Leadership Direction	The Executive Sponsor sets the high level direction of the project
		Alignment with Business Strategy	Ensures that the Leadership Development objectives remain consistent with the overall business objectives and strategy
		Resource Requirements	The Executive Sponsor determines the conditions (timetable, resources, budget) under which the overall Leadership Development Programme must proceed
		Resource Funding	The Executive Sponsor must authorise the provision of funds and resources (internal or external). This includes ensuring that business and operational support arrangements are put in place.
	Dynamic	Overall leadership "health" reporting review	The Executive Sponsor should review the progress of the leadership initiatives to ensure that progress is made towards the achievement of project and business objectives
		Issue Resolution and Obstacle Removal	The Executive Sponsor must resolve issues and remove obstacles that have been escalated by the Operational Leadership Team.
Level 2 Operational Leadership Team	Static	Organisation Leadership Development Definition Document	The Organisational Leadership Development Definition will be controlled at this level
		Leadership Course Structure and Content (Methodology and Tools)	The LDP Methodology and Course Content will be controlled at this level. This includes all updates and enhancements.

Leadership Development Matrix – Functions per Level			
Overall	Function	Sub-functions	Sub-function Definition
	Dynamic	Training Material	The LDP Methodology Training will be controlled at this level. This includes all updates and enhancements.
		Pure LDP Training Execution	LDP Methodology will be conducted centrally, so as to assure uniform level and standards of Training
		Support to BU Leadership Champions	All BU Champions will be supported with advice, and specific agreed actions
		Support to Specific Ad Hoc Leadership Initiatives	Some leadership initiatives might need Ad Hoc facilitation
		Leadership Skills repository	All Leadership Skills will be "registered on a "database" - Level, performance and development.
		Overall leadership "health" reporting	BU Champions will report into the Operational Leadership Team against specific criteria and a report will be built for presentation at the Organisational Executive Meeting
		Operational Leadership Administration	Leadership Programme filing, archiving and retrieval. Training manuals, course bookings and related logistics.
Level 3 BU Leadership Champions	Static	BU Leadership Development Definition Document	Each BU will compile a Leadership Development Definition Document - This will represent the BUs baseline and offering for Leadership
		Leadership Methodology and Tools (per overall model)	This set of Tools will be owned by the Champion - updates will only be conducted at Operational Leadership level
		Leadership Methodology and Tools and Training	Each BU champion will own and "control" a set of leadership development specific tools and schedules.
	Dynamic	BU Leadership Development Support	The BU Champion must be put in a position to support the leadership development initiatives

Leadership Development Matrix – Functions per Level			
Overall	Function	Sub-functions	Sub-function Definition
		BU Leadership Marketing Support	The BU Champion must support the marketing effort of the Leadership Development Initiatives
		BU Leadership Initiative reporting	Each initiative has a cost attached to it - The BU Leadership champion must introduce/enforce/report on this
		BU Leadership Skills Repository/Reporting	The BU Champion must at all times support the BU Head in assessing Leadership skill - Report on the shortages or gaps.
		Leadership Development awareness training	Each person in the BU must understand the Leadership Development Methodology to a point where they can support the BU Leadership Champion's in their day-to-day tasks.
		Leadership course and initiative reviews	Each leadership course or initiative must be reviewed on a regular cycle for Operational Leadership Execution health. This will ensure that the methodology and course content is aligned with the requirements of the BU.
		Leadership Development Administration	Keeping up a full central repository of leadership development documentation, per leadership course / initiative, in such a way that it is up to date at all times...and available upon request.
		Level 4 BU Leadership Champions	Static
BU Level Leadership Development Plans (Per employee per BU)	The BU Leadership Champion controls this		
Dynamic	Initiative Financial Management		Leadership Initiative execution (The control and reporting of each Leadership Initiative should follow a formal approach with the requisite controls in place and managed by the BU)
	Initiative Resource Management		
	Initiative Scope Management		
	Initiative Service Provider Management		
	Initiative Reporting		

Table 6-1: Leadership Development Matrix – Functions per Level

In conjunction with the structure and functions of the LDM, the planning phases of the LDM have also been compiled. Six phases have been identified for the LDM (see Figures 6-2 to 6-7) and these are listed below:

1. Course Content Management
2. Selection and Identification
3. Course Attendance Management
4. Course Evaluation Management
5. Leadership Reporting
6. Modification and Business Alignment

The cycle repeats after phase 6.

Each of the phases has a list of tasks that have to be completed before the following phase can be undertaken. These tasks have been grouped into five Planning Themes that cover all the areas that are required to successfully complete the phase. The Planning Themes and the Sub-Themes are listed below:

- A. Application of LDP
 - a. Business Process
 - b. Configuration and Set up
 - c. Modifications ((BP “gap”)
 - d. Reports / Documents
 - e. Security – Roles, Responsibilities and Profiles
 - f. Documentation
- B. Infrastructure
 - a. Logistics
 - b. Infrastructure
- C. Technology
 - a. Server Environment
 - b. Learning Management System
 - c. Connectivity
 - d. Output Devices
 - e. Disaster Recovery Plan
- D. Human
 - a. Organisational Change
 - b. Delegates
 - c. Trainers

d. Support - Internal Courses

e. Support - External Courses

E. Operational Leadership Management

a. Charter and Schedule

b. Meeting - Status

c. Meeting - Steering Committee / Executive Sponsor

d. Risks

e. Issue

f. Variation

LIFECYCLE		Selection and Identification		
PLANNING THEMES 		Definition - The applicants (per course) are identified and selected. The nomination has to follow the agreed BP's. The reporting layer has to be developed resulting in a sign off that meets Business requirements and Audit requirements		Selection and Identification Baseline
		Start date -	End date -	
Main Themes	Sub-Themes	Input	Output	
A. Application of LDP	Business Process (BP)	Update base BP's	Final base BP's	Formal Sign off & Closing of Attendee Lists
	Curriculum & Set-up	Identify appropriate delegates to attend the courses		
	Modifications (BP "gap")			
	Reports / Documents Security - Roles, Responsibilities and Profiles	Generate delegate lists		
	Documentation			
B. Infrastructure	Logistics	The classrooms with the required equipment have been setup. The course materials have been sent out.		Infrastructure Complete
	Infrastructure	Ensure venues are appropriate for the delegate lists		
C. Technology	Server Environment			Technology stable
	Learning Management System			
	Connectivity			
	Output Devices			
	Disaster Recovery Plan			
D. Human	Organisational Change			Full "human Picture" is in early stages of selection
	Delegates	Delegates are notified of their nomination. Invitations are sent out.		
	Trainers	Ensure that the trainers are appointed and are available		
	Support - Internal Courses			
	Support - External Courses			
D. Operational Leadership Management	Charter & Schedule	OLM Behaviour - Drive components to a common point, having being tested and all issues closed - Conduct review & minute		Selection and Identification Baseline
	Meeting - Status			
	Meeting - Steering Committee / Executive Sponsor			
	Risks			
	Issue			
	Variation			

Figure 6-3: Leadership Development Matrix – Phase 2: Selection and Identification

LIFECYCLE PLANNING THEMES		Course Attendance Management			
		Definition - The delegates have to complete the attendance documentation for each course attended. The process to record the attendance needs to follow the agreed BP's to meet Business and Audit requirements.		Course Attendance Management	
Main Themes	Sub-Themes	Input	Output		
A. Application of LDP	Business Process (BP)	Update base BP's	Final base BP's	Formal Sign off & Registering of Attendance	
	Curriculum & Set-up				
	Modifications (BP "gap")				
	Reports / Documents	Ensure the attendance register is completed			
	Security - Roles, Responsibilities and Profiles				
	Documentation				
B. Infrastructure	Logistics				
	Infrastructure				
C. Technology	Server Environment			Technology stable	
	Learning Management System	System is available to capture course attendance			
	Connectivity	System can be connected to			
	Output Devices				
	Disaster Recovery Plan				
D. Human	Organisational Change			Full "human Picture" is in early stages of attendance	
	Delegates	Delegates should complete the attendance register			
	Trainers				
	Support - Internal Courses				
	Support - External Courses				
D. Operational Leadership Management	Charter & Schedule			Selection and Identification Baseline	
	Meeting - Status				
	Meeting - Steering Committee / Executive Sponsor				
	Risks				
	Issue				
	Variation				

Figure 6-4: Leadership Development Matrix – Phase 3: Course Attendance Management

LIFECYCLE		Course Evaluation Management		Course Evaluation Management	
PLANNING THEMES		Definition - The evaluation (per course) is provided as per the agreed BP's. These feedback forms are reviewed and appropriate action taken to remedy any issues.			
Main Themes	Sub-Themes	Input	Output		
A. Application of LDP	Business Process (BP)	Update base BP's	Final base BP's	Formal Sign off & Evaluation of Courses	
	Curriculum & Set-up	Evaluate course content			
	Modifications (BP "gap")				
	Reports / Documents Security - Roles, Responsibilities and Profiles	Ensure the course evaluation forms completed by delegates			
	Documentation				
B. Infrastructure	Logistics				
	Infrastructure				
C. Technology	Server Environment			Technology stable	
	Learning Management System	System is available to capture course evaluation			
	Connectivity	System can be connected to			
	Output Devices				
	Disaster Recovery Plan				
D. Human	Organisational Change			Full "human Picture" is in early stages of evaluation	
	Delegates	Delegates should complete the evaluation forms			
	Trainers	Trainers should provide a self evaluation			
	Support - Internal Courses				
	Support - External Courses				
D. Operational Leadership Management	Charter & Schedule	OLM Behaviour - Drive components to a common point, having being tested and all issues closed - Conduct review & minute		Selection and Identification Baseline	
	Meeting - Status				
	Meeting - Steering Committee / Executive Sponsor				
	Risks				
	Issue				
	Variation				

Figure 6-5: Leadership Development Matrix – Phase 4: Course Evaluation Management

LIFECYCLE		Leadership Reporting		
PLANNING THEMES 		Definition - Leadership Reporting is the most important level of reporting. This provides information on the investment of employees, the satisfaction and relevance feedback of the training. (The reporting is at multiple levels including, transactional level, data level, reporting Level and technology level)		Leadership Reporting
		Start date -	End date -	
Main Themes	Sub-Themes	Input	Output	
A. Application of LDP	Business Process (BP)	BP's under version control		Content Completed
	Curriculum & Set-up	Review course content, resolve issues encountered, and ensure the agreed business requirements are met	Curriculum and content signed off - LDP CONTENT IS LOCKED!	
	Modifications (BP "gap")	Gaps now form part of the LDP Curriculum		
	Reports / Documents	Reports are now part of the process		
	Security - Roles, Responsibilities and Profiles	Identified roles and responsibilities form part of the LDP structure		
	Documentation	Fully documented processes and reporting requirements		
B. Infrastructure	Logistics	Ensure that the relevant logistics information is included in the Management Report		
	Infrastructure	Ensure that the relevant infrastructure information is included in the Management Report		
C. Technology	Server Environment	Server stability point reached		Technology fully integrated, tested and issues closed
	Learning Management System	The Learning Management System is confirmed, no more Service Packs and Patches applied		
	Connectivity	"User experience" using the system is appropriate - log on, line speed to remote locations etc.		
	Output Devices	Output devices tested as if in "live" situation, driven through menus and output side in the right format, at the right geographical location		
	Disaster Recovery Plan	DRP is tested, and adjustments agreed		
D. Human	Organisational Change			The "human" and "training" elements are bonding
	Delegates	Overall end user training commences		
	Trainers			
	Support - Internal Courses	Support vendors approached (where necessary) and proposals requested. Internal resource is appointed.		
	Support - External Courses	Support vendors approached (where necessary) and proposals requested. Internal resource is appointed.		
D. Operational Leadership Management	Charter & Schedule	OLM Behaviour - Ensure all areas are addressed and the relevant management reports are compiled		Leadership Reporting
	Meeting - Status			
	Meeting - Steering Committee / Executive Sponsor			
	Risks			
	Issue			
	Variation			

Figure 6-6: Leadership Development Matrix – Phase 5: Leadership Reporting

LIFECYCLE		Modification and Business Alignment		Review and Cut over Baseline
PLANNING THEMES		Start date -	End date -	
Main Themes	Sub-Themes	Input	Output	
A. Application of LDP	Business Process (BP)	BP's under version control		Content "locked" for Learning Cycle Period
	Curriculum & Set-up	Curriculum is locked . NO CHANGES!		
	Modifications (BP "gap")	N/A	N/A	
	Reports / Documents Security - Roles, Responsibilities and Profiles	Completed and tested		
	Documentation	Formal communication provided for modifications to courses. Change requests formally documented.		
B. Infrastructure	Logistics			
	Infrastructure			
C. Technology	Server Environment	Stable with no issues to report - Physical-, Technical and Support level!		Technology Production ready
	Learning Management System	Application fully controlled by IT, environment perspective, security perspective...all user profiles created ready for go-live.		
	Connectivity	Tests signed off and final gaps addressed	Connectivity, in place to all geographical centres, tested and fully supported	
	Output Devices	All physically and geographically in place and tested from a functional and performance perspective (all equipment described in IT asset register)		
	Disaster Recovery Plan	DRP is fully documented, budgets approved, vendors (where applicable appointed)		
D. Human	Organisational Change	Communication to company (all levels), as well as suppliers and clients...		The human element is ready and WANTING to learn!
	Delegates	Delegate training completed	Re-training conducted (if required)	
	Trainers	Feedback provided by trainer	Modifications made if required	
	Support - Internal Courses	Internal Support in place - Internal capacity is co-opted (contracted and formally appointed)		
	Support - External Courses	External Support in place - Both external and internal capacity is co-opted (contracted and formally appointed)		
D. Operational Leadership Management	Charter & Schedule	OLM Behaviour - Ensure feedback from business is listened to and modifications are made if required.		Cut over Baseline
	Meeting - Status			
	Meeting - Steering Committee / Executive Sponsor			
	Risks			
	Issue			
	Variation			

Figure 6-7: Leadership Development Matrix – Phase 6: Modification and Business Alignment.

The benefit of the LDM is that it considers all aspects of an LDP. Traditionally, the focus has been on the content of the LDP and the selection of the candidates. This framework considers all aspects including the logistics, technology and sponsorship of the LDP.

A second benefit is that the LDM can be modified for any size organisation, even ones with a limited budget. It will allow an organisation that is just embarking on the leadership journey to consider areas that they may not have been aware of previously. They will then be in a position to adapt the LDM to suit their requirements.

6.2 Summary Discussion – Research questions

6.2.1 The influence of ethnicity on a leader's perceptions of culture

In order to determine the influence of ethnicity on a leader's perceptions of culture the societal practices and societal values were analysed. The leaders in this case were the first year MBL and MBA students from the first sample. Based on the responses received it was clear that in some areas there are differences amongst the four race groups (ie. asian, coloured, black and white) for both the societal practices and the societal values. There were insufficient responses from the coloured group and so these were excluded from the statistical analysis.

As previously discussed there were significant differences for four of the nine cultural dimensions for the societal practices. These dimensions are Collectivism 2, Assertiveness, Collectivism 1 and Humane Orientation (See Table 5-2).

Further to that, when the paired tests were conducted for the asian, black and white groups there were another two of the remaining five cultural dimensions that showed significant differences amongst the groups. There were significant differences between asians and blacks for Gender Egalitarianism and between blacks and whites for Future Orientation.

It is recommended that leaders be aware of the cultural compositions of the teams they lead. Special attention needs to be given to what the societal values they

cherish most because if the work place environment supports these (ie. there is minimal difference between the societal values held by the employees and the societal practices demonstrated by the organisation) then it is likely that the workforce will be more productive. Leaders should also understand where the differences exist in order to either accommodate them or explain why they are different. Frequent and open communication will aid this process.

Analysis was also conducted on the societal practices between the black Sotho-speaking and black non-Sotho-speaking groups as well as between the white English-speaking and white Afrikaans-speaking groups.

There were few differences between the black Sotho-speaking and black non-Sotho-speaking groups. These differences are on the Assertiveness and Future Orientation dimensions (See Table 5-6). The differences between the white English-speaking and white Afrikaans-speaking groups were significant for three of the cultural dimensions (Collectivism 2, Gender Egalitarianism and Collectivism 1). (See Table 5-7).

Generally, it is evident that there are clear differences amongst the race groups and within the race groups with regards to the societal practice scales. This indicates that there are a number of cultures and societies that exist within the first sample.

The societal values are used to determine the way the respondents perceive that their society should be. Based on the responses, the race groups were more closely aligned and convergent than was the case for the societal practices.

Only two of the nine cultural dimensions for societal values differed significantly for the race groups. These are Collectivism 1 and Humane Orientation (See Table 5-5). The paired results also indicated that there were significant differences between the blacks and whites for the Power Distance dimension.

It is important that leaders be aware that although differences exist amongst the race groups the groups are more aligned in societal values than in societal practice. This suggests that inherently, the various race groups have similar societal values. However, these societal values do not translate into societal

practice. Organisations and leaders should attempt wherever possible to create a work environment that is conducive to aligning the societal values with the societal practices of the organisation.

Institutional Collectivism (Collectivism 1) indicates the degree to which the respondents felt that organisational / institutional practices should or should not reward the collective distribution of resources and collective action. There was a significant difference between the blacks and whites. Whites had a higher degree of Collectivism 1 than blacks.

Performance Orientation was ranked highest across the race groups and even within the race groups. This suggests that the respondents believe that the high level members in their organisation or society should encourage and reward group members for performance improvement and excellence. This result makes sense because of the profile of the respondents. The respondents are all graduates in the process of completing their Masters degree part time. The inference is that they are driven individuals who are working full time whilst still studying. The nature of the degree they are studying also suggests that these are individuals who are currently filling leadership positions or who will in the future. They are improving their qualifications and in turn more than likely applying these learnings to improve the organisations that they work for. As a result, they require reciprocation by their employers to encourage and reward them for their contribution to performance improvement and excellence.

It is recommended that the managers and leaders in an organisation be aware of how their workforce views recognition and rewards for performance. If an organisation's high performing individuals have a similar profile to that of Sample 1, then measures should be put in place to reward the high performing individuals.

The Future Orientation dimension indicated that the respondents place a high value on future-oriented behaviours such as planning, investing in the future, and delaying individual or collective gratification. This result is not surprising in view of the fact that the respondents are all individuals who are studying further. The inference is that the same characteristics which led them to study further will also lead them to plan and invest in their future.

The low ranking of Power Distance indicates that the respondents across the race groups felt that the unequal distribution of power with greater power at higher levels should not be encouraged and rewarded. This suggests that future leaders should adopt a flatter structure in their organisations. This could be interpreted as the belief that employees should be more empowered and that they should be more responsible and accountable within the organisation. It may be that Power Distance was ranked this low because the respondents are not yet in a position of power in their organisation where they feel they are responsible, accountable and empowered.

It is recommended that leaders actively seek opportunities to give their employees more responsibility and accountability in the running of the organisation. This may initially only be for those employees that have been identified as future leaders in the organisation.

Assertiveness was also ranked very low for the societal value scales. Although assertiveness can have positive connotations the results show that the respondents believe that assertive, confrontational and aggressive behaviour in individuals should not be rewarded and encouraged. This may be as a result of South Africa's historical past. The respondents had an average age of 34.52 with just over 12 years of full time work experience. This means that on average they entered the workforce around 1997. During this time South Africa transitioned into a democracy. Therefore, for a large majority of the respondents their working experience was within a diverse workforce where tolerance was expected and diversity embraced. The majority of these respondents also would have been appointed to their first management positions in the early 2000s. Dealing with diversity would not have necessarily been a new challenge for them and this may be a contributing factor for the response to this scale.

Based on the results it is clear that the perceptions of the leaders in the first sample of the current society in which they lived are different depending on the race group they belonged to. Even within the rankings that were the same across the race groups the scores differed. This suggests that the various race groups are still not completely aligned in their perceptions of leaders.

However, the encouraging aspect is that it seems that the demographic profile of a person plays a greater role in determining their perceptions than the race group they belong to. From a South African perspective it appears that the benefits of the South African democracy and the diverse workforce in South Africa has resulted in a shift in focus from race groups and diversity to performance and education based focus.

Organisations and leaders need to focus their attention on how to measure performance and reward it appropriately. This will require effort and commitment as it could be perceived as a task which detracts from the operations of the organisation. The value in doing this will only be reflected in the medium to long term. However, the potential risk of not having a performance measurement and reward system in place could lead to high staff attrition and a lack of productivity due to a lack of motivation.

6.2.2 The influence of ethnicity on a leader's perceptions of leadership attributes

The first sample respondents answered questions from the GLOBE questionnaire and these were used to determine the six Second-Order Culturally Endorsed Leadership Scales (Global CLT Scales).

Two of the six CLT Scales showed significant differences amongst the race groups (See Table 5-8). Team Oriented and Humane Oriented. Blacks and asians placed greater emphasis on effective team building and implementation of a common purpose or goal among team members than whites. This was also true with regards to the way the race groups responded to the Humane Orientation scale. Blacks and asians have a stronger belief than whites that leaders should be supportive, considerate, compassionate and generous.

The two scales that were ranked the highest across the race groups were Charismatic / Value-Based and Humane Oriented. The leaders place emphasis on being able to inspire, to motivate, and to expect high performance outcomes from others on the basis of firmly held core values. The leaders also emphasise the need

to be a supportive and considerate leader whilst still being compassionate and generous.

The two scales that scored the lowest were Autonomous and Self-Protective. These two scales refer to independent and individualistic leadership and focusing on ensuring the safety and security of the individual or group member. These traits or characteristics could be interpreted positively. However, the overall responses indicate that these traits were negatively interpreted.

The similarity in the perceptions of the respondents about which attributes make an outstanding leader is worth noting. The possibility exists that because the respondents are all similarly qualified and pursuing Masters Degrees together with the positions they hold in their organisations, their responses were similar.

A leader's perceptions of leadership attributes are influenced by the leader's race group. Two of the six CLT Scales were influenced by the leader's race group. Within the Team Oriented scale asians and blacks significantly differed to whites. A further analysis revealed that there was a significant difference between the black non-Sotho-speaking and black Sotho-speaking groups (See Table 5-10) and the white English-speaking and white Afrikaans-speaking groups (See Table 5-11) for the Self Protective dimension. There were further differences for the Autonomous scale for the white English-speaking and white Afrikaans-speaking groups (See Table 5-11).

It is recommended that organisations identify the strengths of the group in order to motivate them and in return ensure that the most value is derived from them. Organisations also have a responsibility to ensure that employees are provided the most appropriate support.

6.2.3 The influence of culture and ethnicity on perceptions of the appropriateness of content of leadership development programmes for South African organisations

All the organisations interviewed had a competency framework that was used to determine the skills and competencies that they wanted their delegates to develop. Effort has gone into determining the profile of the future leader. All the organisations have a structure of the competency framework because the organisations are diverse with diverse needs.

The interviewees were very aware of the influence of culture and ethnicity on the content of their LDPs. The utterances of the interviewees have been included in *italics* to support the findings. Bank 1 did not distinguish between the cultures of their employees (*"We say culture as in South African – ALL South Africans"*). Bank 2 highlighted the importance that culture and ethnicity plays in South Africa (*"I don't believe that any organisation in South Africa cannot take national culture and ethnicity and exclude it. Because of the environment in which we operate and because of the journey in which South Africa has been on. It's around creating an awareness that there are different people in the organisation and that each has value to add in their own special way"*). The PSU took a more philosophical approach to the content of the LDP (*"Perhaps we are blessed in a sense that we've gone through this political transition and I think isn't necessarily a strong dominant paradigm that drives our managerial assumptions about things like ethnicity and gender and so forth"*). The PSFC indicated that *"...you need to understand the person's culture and how they operate and how their language is part of their culture"*. Finally, the MO was adamant that culture and ethnicity did not play a role in the content of their LDP (*"I think there is a real commitment to proper transformation in the company and so I think that some of the successes are because it is not just tokenism its real commitment. It's on merit and you know I think if one does tokenism, people don't really like it"*.)

Both samples were asked which individual leadership skill categories they thought were the most important. Both samples were also asked which individual leadership skill categories they thought their organisations believed were the most important.

The first sample's personal belief is that **leading employees, being decisive and being resourceful** were the most important skill categories to develop. The second sample also believes that **leading employees** is the most important skill category to develop. However, the other important skill categories that they believed were important differed significantly to the first sample. The second sample believes that the **ability to manage change** and **build and mend relationships** were important skill categories to develop.

Similarly, the samples differed significantly in their perceptions of which skill categories were the least important. The first sample believes that **cultural awareness, diversity management and participation management** were the least important skill categories. The second sample ranked **straightforwardness and composure, resourcefulness** and **diversity management** as the skill categories that were the least important for leaders to develop.

Both samples were asked which individual leadership skill categories they thought their organisations believed were the most important.

The first sample thought that their organisations believed that **leading employees, being resourceful and being straightforward and composed** are the three most important skill categories to develop. The employee's views and their perception of their organisation were in agreement for two of the three most important skill categories to develop (i.e. **leading employees and resourcefulness**). Even the organisation's third ranked skill category, being straightforward and composed, was closely aligned to the employee's view which had that skill category ranked fourth.

Further analysis was conducted in order to determine the influence of ethnicity on which individual leadership skill categories were the most important for the different race groups as well as which ones were important for their organisations. To achieve this, the first sample was further divided into the race groups and the findings are provided in Table 5-15 for the personal opinions of the race groups and Table 5-16 for the perception of the organisations.

There was similarity in what the respondent's ranked as the most important skill categories to develop (See Table 5-15). The most important ones were the ability to lead employees, resourcefulness and decisiveness. Asians ranked cultural awareness as being important but ranked diversity management as the least important. This seems contradictory in nature because these skill categories are closely linked. The ability to build and mend relationships was viewed as being not very important for all race groups.

Table 5-16 provides the perception that the first sample respondents held about the importance that their organisations give to the skill categories. The results were fairly divergent amongst the groups in some areas. Blacks and whites believed that their organisations placed importance on leading employees whilst Asians and Coloureds ranked this as less important. Similarly, Asians and Whites believed their organisations placed a high degree of importance on building and mending relationships. However, Blacks and Coloureds did not believe this was the case for their organisations.

Both samples were also asked what they believed the content of the LDP should be in order of importance. The content areas that relate to culture and ethnicity have been included in Table 5-17.

Both samples ranked leadership and strategic management as the top two ranked focus areas for the content of an LDP. These focus areas are important from a diversity and cross cultural management perspective. Relationship building is also an element of cross cultural management and this area ranked highly.

The most obvious areas that relate to ethnicity are diversity management and cultural awareness. Both samples ranked cultural awareness towards the bottom of the rankings which indicates ambivalence towards it for the respondents. Interestingly, diversity management scored on the opposite ends of the spectrum for the samples. The first sample ranked it in the top three whilst the second sample ranked it in the bottom three.

Both samples agreed that leadership and strategic management were the most important content areas to be included in an LDP. The second sample believed that relationship building also had to be included in the contents of the LDP.

The first sample ranked diversity management as the third most important content area to be included in the LDP. This differed significantly with the second sample that ranked diversity management ninth.

Both samples ranked human resource management and operations management amongst the least important content areas to be included in the LDP. The first sample also ranked conflict resolution as not being important. Sample 2 ranked conflict resolution fourth.

Cultural awareness ranked in the middle for both samples.

Based on the responses by the second sample it is clear that the most important content areas revolve around dealing with people as opposed to process.

In order to determine what the influence of ethnicity is on the appropriateness of content of leadership development programmes for South African organisations, the first sample was divided into the different race groups. The results indicate areas of similarity as well as those of difference. The findings are provided in Table 5-18.

The content areas that are related to ethnicity have been highlighted and will be discussed below.

All the demographic groups ranked leadership as the most important content area for an LDP. This is expected due to the profile of the respondents. All the respondents are studying towards a Masters Degree in Business Leadership or Administration. Leadership is a core component for their studies and would be considered important to the respondents. Strategic management is similar in nature to Leadership and the rankings were similar for all groups.

Cultural awareness and diversity management are the two most obvious ethnicity related content areas. Cultural awareness was not deemed important for any of the race groups. This indicates that the need for cultural awareness is no longer

deemed necessary amongst future leaders in South Africa. However, although being culturally aware is not deemed important, the respondents did indicate that diversity management is an important content area.

The implication of these rankings is that South African leaders are culturally aware and therefore do not deem it as important for an LDP but that the LDP should focus on how they can better manage the diverse workforce they have to lead.

The Interviewees (the second sample) were asked to provide input into what the contents of their LDP focused on. This topic was discussed in depth with them and the responses provided a useful insight into what their organisations were doing with regards to determining the content of their LDP.

The content of the programmes made sure that the leaders were given the ability to lead teams effectively. Good leaders make good decisions. In some ways all the organisations followed the MO's approach and the summary of the structure is provided below:

- Level 1 Personal Core – Who you are (Personal core competencies)
- Level 2 Experience and Know How – What you know (Skills and experience)
- Level 3 Business Direction, Setting and Execution – How you perform (Individual performance)

The mastery of these skills enables the delegate to be successful at the organisation.

The necessary skills include:

- understanding themselves, by being aware of prejudices and by developing their ability to adapt their behaviour; and
- understanding others, by not focussing on race and gender only but by ensuring delegates understand the societal norms; and
- focusing on transformational issues.

A number of the organisations stated clearly that they do not make specific provision for culture or ethnicity in the content of LDP.

It is recommended that organisations should ensure that the content of their LDP be appropriate for their organisation and the delegates that attend the LDP.

However, the focus should be on which leadership skills should be developed. Specifically, organisations need to focus on ensuring that their leaders have the skill and ability to build strong relationships. Although a component of that skill requires knowledge of different cultures, the ability to build strong relationships need not focus solely on the different cultures. Leaders should develop the ability to treat employees fairly but differently.

6.2.4 The role of culture and ethnicity in developing leaders in South African organisations

Based on the responses received ethnicity and culture are not taken into account when developing leaders in their organisation. Both samples ranked ethnicity as not being important when selecting leaders in their organisations. Both samples believed that management nomination, performance and a request by the candidate were more the most important selection criteria (See Table 5-13).

In order to determine whether or not there were differences amongst the race groups in the first sample with regards to their opinions of the ranking of the selection criteria for the LDP. These results are displayed in Table 6-2.

Race Group	Request by candidate	Management nomination	Performance	External pressures (legislation / quotas)	Ethnicity (race, language and gender)	Position Held	Other (Please specify)
Median - Asians	5.00	20.00	12.50	5.00	10.00	12.50	0.00
Ranking - Asians	5	1	2	5	4	2	6
Median - Blacks	15.00	10.00	20.00	0.00	0.00	10.00	0.00
Ranking - Blacks	2	3	1	5	5	3	5
Median - Coloureds	15.00	20.00	20.00	10.00	5.00	5.00	0.00
Ranking - Coloureds	3	1	1	4	5	5	7
Median - Whites	10.00	20.00	22.50	0.00	5.00	17.50	0.00
Ranking - Whites	4	2	1	6	5	3	6

Table 6-2: Selection Criteria for LDP per Race Group

Two of the bottom three ranked criteria were the same for all demographic groups. These are external pressures (legislation / quotas) and ethnicity (race, language and gender). This indicates that for this sample that the ethnic group one belongs to or the legislation that governs an organisation are not used as criteria for selection.

Performance and management nomination ranked the highest for most groups. This is an important finding because it suggests that organisations are not selecting to develop leaders purely on their ethnic group or in order to meet their quotas. They are selecting employees based on performance.

6.2.5 An appropriate framework for leadership development in the multicultural work environment in South African organisations

The organisations interviewed for this research provided an insight into the structure of their LDP. These organisations had a number of similarities that contribute to the success of their leadership development initiatives. The positive aspects of each of the organisations leadership development initiatives have been combined and placed into a framework that is appropriate for South African organisations.

The core elements of the framework are listed below:

1. Executive Sponsorship
2. Operational Leadership
3. Infrastructure (Physical and Administrative)
4. Appropriate Content (Global skills with local awareness)
5. Business Alignment and Input
6. Network of Suppliers
7. Formal and Dynamic Structure

The first element that constitutes the framework is Executive Sponsorship. The degree of success for an initiative that impacts on the organisation as a whole is related to the amount of support the Executive provides to it. The Executive is in a position to influence decisions and ensure that the initiatives contribute to the organisation's success. The Executive is also able to resolve conflicts between competing business needs. This is critical because if the initiatives run into

difficulty they have the support from the Executive and the mechanism to ensure that obstacles are removed for the Leadership Development Team. All the organisations mentioned the importance of the Executives influence on the success of their programmes. This took the form of presentations to the Board or mentoring events that allowed future leaders to socialise with current leaders.

Another crucial element of the framework is the profile of the Operational Leadership. These are the people who effectively run the LDP's in their organisation. In the five organisations interviewed six people were interviewed. Of those two of them were in the process of completing their Doctorates, two had completed Masters Degrees and the remaining two were in the process of completing their Masters Degrees. Academic qualifications are by no means the only criteria that are required to ensure the successful implementation of an LDP. However, based on the outcome of the interviews, it is clear that all those people interviewed were extremely well read in the area of leadership development and all of them had the ability to apply the knowledge that they had to their respective LDPs. Along with the academic background, all the interviewees were passionate about leadership development and extremely loyal to the organisations which they worked for. They actively attempted to make a difference for all the employees in the organisation. They were also in the opinion of the Researcher very engaging people which fits well with their job profile.

The LDP initiatives require the adequate resources to support the initiatives. The physical infrastructure requires a lot of investment and based on the Researcher's observations and analysis of the financial information of the organisations, a significant investment is made in their employees and on the physical infrastructure. The most of obvious of these was Bank 1's Global Leadership Centre which has a hotel on the premises and world class training classrooms and lecture halls. The investment is an overt display of the Bank's commitment to leadership development.

The three previous elements do not have a bearing on the multicultural workforce. However, without them leadership development initiatives in an organisation, it will have little chance of succeeding. The next three elements all have a bearing on the multicultural workforce.

The fourth element is to ensure that the content of the LDP is appropriate. This means that the courses should ensure that leaders develop global skills whilst still developing an awareness of the local environment. Based on the responses, it is clear that the need for cultural awareness has become less important but how to manage and derive an advantage from the diverse workforce has become more important. It is the responsibility of the Operational Leadership Team to ensure that the content is appropriate. An example of this is the MO's decision to cancel cultural awareness sessions because there was no perceived value for them. This could then be replaced with content that will deliver greater benefits for the organisation. The PSFC believes that their employees are aware of the different cultures in South Africa but when they have to send their employees overseas for training they make sure that the employees are aware of the culture they will be visiting. This shows the progress that the South African workforce has made in terms of awareness of cultures has been significant.

The ability to engage with others is important and this leads onto the next element of the framework. The core content of the LDP should be developed by the Operational Leadership Team (OLT). This is because the OLT has the knowledge to design and compile the appropriate content based on best practice. However, it is not possible to develop the content of the LDP in isolation. It is crucial to be guided by the business units within the organisation. The business units are aware of what will add the most value to them and are aware what skills need to be developed by their employees.

A mature organisation will also ensure that the content is not only developed internally but that when necessary some courses are outsourced to external institutions or suppliers. The PSFC and MO made particularly good use of the services of external service providers. The external service providers keep up to date with the latest leadership trends as well as what is appropriate in the South African context.

The LDP has to be formal whilst still remaining dynamic and flexible. This is possibly the most crucial element in the context of addressing the multicultural workforce in South Africa. All the organisations had a formal structure for their LDP. The majority of them used Drotter's Leadership Pipeline. The key to these

approaches is the fact that they are all based on the premise of inclusivity. All employees, regardless of the demographic group they belong to, embark on this leadership journey. As they navigate their path they it ultimately leads them towards their own goal as well as into the best position for the organisation. This means that competence, ability and performance all play a role in the employee's progression through the leadership pipeline. Culture therefore in a multicultural environment becomes irrelevant.

6.3 Implications for Ethnic and Leadership Development Research in South African Organisations

It is acknowledged that the area of leadership development research has many facets and that it is not possible to adequately address all of these areas in one research report. However, this report has implications for South African leaders and organisations. It could also have implications for leadership development practices in South African organisations. Finally, it could form the foundation and have implications for further research.

6.3.1 Implications for South African Leaders

This research survey has a number of implications for current and future leaders in South Africa. The main ones are discussed below.

Firstly, having an awareness of what the characteristics and behaviours which are perceived to make a person an outstanding leader will assist a leader to understand which skills and competencies should be focused on by him and by the subordinates reporting in to him. With this information the leader will also be in a position to identify the strengths and weaknesses of the team members who report in to him. This will allow him to utilise the strengths and to address the weaknesses through training initiatives or similar interventions. The result of this will be a more effective team.

A second implication of this research is that leaders also need to identify the different perceptions of the various race groups of what characteristics and behaviours make an outstanding leader. This is vitally important for South African

leaders because of the diverse nature of the South African workforce. If a leader has to lead a diverse team, it will make him more effective if he is able to display the appropriate behaviour depending on the composition of the team that he is leading. This implies that leaders will have to treat their employees fairly but differently depending on the situation. Appropriate leadership is required and if there are differences of opinion amongst race groups, then it is the responsibility of the leader to ensure that an acceptable common ground is reached in order for the team to function effectively. A good leader will adapt his behaviour based on the situation and audience that he is addressing.

As mentioned previously, South Africa has a diverse workforce and the ability to manage a diverse team effectively is a requirement for South African leaders. As a result, the leader who is able to demonstrate the appropriate behaviour will be the one that has a better chance of successfully leading his team and remaining competitive.

6.3.2 Implications for South African Organisations

South African organisations do not operate in a vacuum. They form an integral part of the society in which they operate. The leaders that they develop have to contribute meaningfully to the society in which they live. The research findings have indicated that there are greater differences between the way society currently is and the way that it should be.

The implication of this finding is that the various race groups share a vision of the way that the society should be. South African organisations should make sure that they understand what the shared values are and promote those within their organisation. Similarly, the differences should be highlighted and embraced within the organisation. Differences can often be the source of innovative thinking and by embracing the differences organisations can gain a competitive advantage. This requires that organisations are mature in their approach to differences. Differences should not be seen as having a negative impact on the organisation. They should rather be seen as a strength that can provide a different perspective or an alternative outlook on an issue.

Organisations should focus their attention on diversity management initiatives. By doing this, leaders will be given a theoretical foundation from which they can work. Sometimes leaders are unaware of how to cope with managing diversity and have to rely on their instinct to make decisions. By formalising diversity management, leaders will be made aware of the differences within their team. This could result in a better understanding of their team members and the knowledge to leverage these differences to the advantage of the organisation.

South African organisations will have to be more tolerant in the approach to their diverse workforce. This tolerance does not mean that employees have the right or freedom to behave in a way that is harmful to the organisation. The paradox between individualism and conformism (Charlton, 2000:94) still exists. Employees have to retain their individuality whilst still having to work within a group. The work environment needs to support the employees whilst they find balance between the two opposites.

The organisation also has the responsibility to develop a competency framework which is appropriate for the organisation. The findings of this research study can be used as a starting point for organisations that do not have a competency framework in place. The characteristics and behaviours that make an outstanding leader should be built into the leadership development initiatives.

It is also the organisation's responsibility to ensure that the leaders that they identify and select are chosen based on merit. The selection process should be linked to the organisation's corporate strategy and the employee's personal development plan. This will ensure that the organisation utilises their resources in the best way possible. It will also ensure that employees are given a career development path, whilst still addressing the succession planning needs of the organisation. Career development, strategic planning and succession planning are three of the seven components of Gandz' Leadership Development System (2002). See Figure (3) -5 for the diagram of this system. However, by ensuring that employees have a personal development plan the other components of Gandz's system are also addressed. These components are training and development, recruitment and selection, performance management and human resource information.

Finally, the Leadership Development Matrix (LDM) can be used by South African organisations whether they have an LDP in place or not. For organisations just embarking on the leadership development journey, the LDM can be used as a checklist to ensure that all the structures, processes and planning themes are in place so that the implementation of the LDP is as smooth as possible. For those organisations that have an LDP in place, the LDM can be used to determine if there are any components that have not been addressed.

6.3.3 Implications for Further Research

This report could be used as the foundation for further research in the area of leadership development. While the response rate met minimum standards, a study involving a larger sample is desirable. This will allow the results to be generalised and will confirm the initial research survey findings.

A future area of research could involve organisations that run their own In-House LDP. This will allow a comparison to be made between organisations that rely on external institutions as part of their LDP and organisations that do not. This is important because it will help to compare the content of the In-House LDP with the content of the external LDP. An analysis of these will determine what the focus of the programmes is and this will assist in determining whether the skills and competencies required for leaders is similar.

The interviews with the organisations identified in the second sample of this research yielded a wealth of information in this research field. Further research could be conducted in different industries in order to compare how the different industries address ethnicity and leadership development in their organisations. For example, two banks were included in this study but there are at least two other major banks in South Africa. These banks could also be interviewed to provide a comparison of the Financial Services Industry. Likewise, future research could also focus on how the Public Sector (National, Provincial and Local departments) handles ethnicity and leadership development. These findings could then be compared to the findings in relevant Private Sector organisations. This would give insight into the differences and similarities between the two sectors.

6.4 Conclusion

It is clear from the research that South Africa has a multicultural and diverse workforce. The perceptions of one's culture influences one's understanding of leadership attributes. However, it is possible to develop leaders in an organisation regardless of their cultural and ethnic background. The proposed Leadership Development Matrix provides a framework which can be used to develop leaders in an organisation by ensuring that the structure, functions and planning themes of leadership development are addressed. In a diverse South African workforce it is also imperative to ensure that legislative requirements are focused on so that South African organisations and the South African Government achieve the objectives they set so that all parties benefit from the legislation and that they contribute positively to the growth of the economy.

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8. Appendices

8.1 Appendix 1: Leadership Approaches

Northouse (2004) provides a comprehensive summary of the various paradigms and these are reflected in Table A -1 below:

Leadership Paradigm	Description	Strengths	Criticisms
Trait Approach	The trait approach began with an emphasis on identifying the qualities of great persons; next, it shifted to include the impact of situations on leadership; and most currently, it has shifted back to reemphasize the critical role of traits in effective leadership. Major leadership traits are intelligence, self-confidence, determination, integrity and sociability.	<ul style="list-style-type: none"> • It is intuitively appealing. • It has a century of research to back it up. • It highlights the leader component in the leadership process. • It has given some benchmarks for what we need to look for if we want to be leaders. 	<ul style="list-style-type: none"> • It has failed to delimit a definitive list of leadership traits. • It has failed to take situations into account. • It has resulted in highly subjective determinations of the “most important” leadership traits. • It is not a useful approach for training and development for leadership.
Skills Approach	The skills approach takes a leader-centered perspective on leadership. The emphasis is on skills and abilities that can be learned and developed. This suggests that knowledge and abilities are needed for effective leadership.	<ul style="list-style-type: none"> • It is a leader-centered model that stresses the importance of developing particular leadership skills. • It is intuitively appealing. • It provides an expansive view of leadership that incorporates a wide 	<ul style="list-style-type: none"> • The breadth of the skills approach seems to extend beyond the boundaries of leadership. • It is weak in predictive value. • It claims not to be a trait model when in fact a major component in the

Leadership Paradigm	Description	Strengths	Criticisms
		<p>variety of components, including problem-solving skills, social judgement skills, knowledge, individual attributes, career experiences, and environmental influences.</p> <ul style="list-style-type: none"> • It provides a structure that is very consistent with the curricula of most leadership education programs. 	<p>model includes individual attributes, which are trait-like.</p> <ul style="list-style-type: none"> • It may not be suitably or appropriately applied to other contexts of leadership.
Style Approach	<p>The style approach emphasizes the behaviour of the leader. It focuses on what leaders do and how they act. It includes the actions of leaders towards subordinates in various contexts.</p>	<ul style="list-style-type: none"> • It marked a major shift in the general focus of leadership research. • A wide range of studies on leadership style validates and gives credibility to the basic tenets of the approach. • A leader's style is composed of primarily two major types of behaviours: task and relationship. • It is heuristic. It provides a broad conceptual map that is worthwhile to use in our attempts to understand the 	<ul style="list-style-type: none"> • It is has not adequately shown how leaders' styles are associated with performance outcomes. • It has failed to find a universal style of leadership that could be effective in almost every situation. • It implies that the most effective leadership style is the high-high style (ie high task and high relationship). This may not be true in all situations.

Leadership Paradigm	Description	Strengths	Criticisms
Situational Approach	Situational leadership focuses on leadership in situations. The basic premise of the theory is that different situations demand different kinds of leadership. To be an effective leader requires that an individual adapt his or her style to the demands of different situations.	<p data-bbox="1055 240 1346 268">complexities of leadership.</p> <ul data-bbox="1014 292 1464 1114" style="list-style-type: none"> <li data-bbox="1014 292 1420 363">• It has stood the test in the market-place. <li data-bbox="1014 387 1464 507">• It is practical. It is easy to understand, intuitively sensible, and easily applied in a variety of settings. <li data-bbox="1014 531 1464 651">• It is prescriptive. It tells you what you should and should not do in various contexts. <li data-bbox="1014 675 1464 874">• It emphasizes the concept of leader flexibility. It stresses that leaders need to find out about their subordinates' needs and then adapt their style accordingly. <li data-bbox="1014 898 1464 1114">• It reminds us to treat each subordinate differently based on the task at hand and to seek opportunities to help subordinates learn new skills and become more confident in their work. 	<ul data-bbox="1503 292 1957 1161" style="list-style-type: none"> <li data-bbox="1503 292 1957 459">• There have only been a few research studies conducted to justify the assumptions and propositions set forth by the approach. <li data-bbox="1503 483 1957 555">• There is ambiguity in the model of the subordinates' development levels. <li data-bbox="1503 579 1957 746">• It does not explain the theoretical basis for the changes in the composition of each of the development levels. <li data-bbox="1503 770 1957 922">• It is not clear how the model matches leader style with subordinate development level – the prescriptions of the model. <li data-bbox="1503 946 1957 1161">• It fails to account for how certain demographic characteristics (eg. education, experience, age and gender) influence the leader-subordinate prescriptions of the

Leadership Paradigm	Description	Strengths	Criticisms
			<p>model.</p> <ul style="list-style-type: none"> • It does not fully address the issue of one-to-one versus group leadership in an organisational setting. • The questionnaires are constructed to force respondents to describe leadership style in terms of the specific parameters of situational leadership rather than in terms of other leadership behaviours.
Contingency Theory	Contingency theory is a leader-match theory which means it tries to match leaders to appropriate situations. It is called <i>contingency</i> because it suggests that a leader's effectiveness depends on how well the leader's style fits the context.	<ul style="list-style-type: none"> • It is supported by a great deal of empirical research. • It has broadened our understanding of leadership by forcing us to consider the impact of situations on leadership. • It is predictive and therefore provides useful information regarding the type of leadership that will most likely be effective in certain contexts. • It is advantageous because it does not 	<ul style="list-style-type: none"> • It fails to explain fully why individuals with certain leadership styles are more effective in some situations than in others. • The LPC scale has been questioned because it does not seem valid on the surface, it does not correlate well with other standard leadership measures. • It is cumbersome to use in real-world settings.

Leadership Paradigm	Description	Strengths	Criticisms
		<p>require that people be effective in all situations.</p> <ul style="list-style-type: none"> • It provides data on leaders' styles that could be useful to organisations in developing leadership profiles. 	<ul style="list-style-type: none"> • It fails to explain adequately what organisations should do when there is a mismatch between the leader and the situation in the workplace.
Path-Goal Theory	Path-goal theory is about how leaders motivate subordinates to accomplish designated goals. The stated goal of this leadership theory is to enhance employee performance and employee satisfaction by focussing on employee motivation.	<ul style="list-style-type: none"> • It provides a useful theoretical framework for understanding how various leadership behaviours affect the satisfaction of subordinates and their work performance. • It attempts to integrate the motivation principles of expectancy theory into a theory of leadership. • It provides a model that in certain ways is very practical. 	<ul style="list-style-type: none"> • It is so complex and incorporates so many different aspects of leadership that interpreting the meaning of the theory can be confusing. • It has received only partial support from the many empirical research studies that have been conducted to test its validity. • It fails to adequately explain the relationship between leadership behaviour and worker motivation. • It suggests that over time this kind of leadership could be counterproductive because it promotes dependency and fails to recognize the full abilities of

Leadership Paradigm	Description	Strengths	Criticisms
Leader-Member Exchange (LMX) Theory	LMX conceptualizes leadership as a process that is centered on the interaction between leaders and followers. It makes the dyadic relationship between leaders and followers the focal point of the leadership process.	<ul style="list-style-type: none"> • It is a strong descriptive theory. It makes sense to describe work units in terms of those who contribute more and those who contribute less or the bare minimum to the organisation. • It is unique because it is the only leadership approach that makes the concept of the dyadic relationship the centrepiece of the leadership process. • It directs our attention to the importance of communication in leadership. • There is a large body of research that substantiates how the practice of LMX theory is related to positive organisational outcomes. 	<p>subordinates.</p> <ul style="list-style-type: none"> • It runs counter to the basic human value of fairness. • The basic ideas of the theory are not fully developed. • There have been questions raised regarding the measurement of leader-member exchanges in LMX theory.
Transformational Leadership	Transformational leadership is a process that changes and transforms individuals. It is concerned with emotions, values, ethics,	<ul style="list-style-type: none"> • It has been widely researched from many different perspectives, including series of qualitative studies of 	<ul style="list-style-type: none"> • It lacks conceptual clarity. It is difficult to define exactly the parameters of transformational

Leadership Paradigm	Description	Strengths	Criticisms
	standards, and long term goals, and includes assessing followers' motives, satisfying their needs, and treating them as full human beings. It is a process that incorporates charismatic and visionary leadership.	<p>prominent leaders and CEOs in large, well-known organisations, and has also been the focal point for a large body of leadership research.</p> <ul style="list-style-type: none"> • It has intuitive appeal. • It treats leadership as a process that occurs between followers and leaders. • It provides a broader view of leadership that augments other leadership models. • It places a strong emphasis on follower needs, values, and morals. • There is substantial evidence that transformational leadership is an effective form of leadership. 	<p>leadership.</p> <ul style="list-style-type: none"> • There is criticism around how it is measured. • It treats leadership as a personality trait or personal predisposition rather than a behaviour in which people can be instructed. • It is elitist and antidemocratic. • It suffers from a "heroic leadership". • It is based primarily on qualitative data collected from leaders who were very visible serving in positions that were at the top of their organisations. • It has the potential to be abused.
Team Leadership	Teams are organisational groups composed of members who are interdependent, who share common goals, and who must coordinate their activities to accomplish these goals.	<ul style="list-style-type: none"> • It is designed to answer many of the questions not answered in earlier small-group research by focusing on the real-life organisational work group and the leadership needed 	<ul style="list-style-type: none"> • The entire model is not completely supported or tested. • It is highly complex. • It does not offer on-the-spot answers to specific situations for the team

Leadership Paradigm	Description	Strengths	Criticisms
		<p>therein.</p> <ul style="list-style-type: none"> • It provides a cognitive guide that helps leaders to design and maintain effective teams especially when performance is below standards. • It takes into account the changing role of leaders and followers in organisations. • It can help in selecting team leaders. 	<p>leader.</p> <ul style="list-style-type: none"> • The new and creative directions for leadership training are currently vague, complex and somewhat overwhelming.
Psychodynamic Approach	It is an approach rather than a coherent theory. Leaders are more effective when they have insight into their own psychological makeup. Leaders are more effective when they understand the psychological makeup of their subordinates.	<ul style="list-style-type: none"> • It results in an analysis of the relationship between the leader and the follower. • The universality of the approach is a strength. • It emphasizes the need for insight on the part of the leader. • It encourages the leader to pursue a course of personal growth and development that can result not just in better leadership but also in a more 	<ul style="list-style-type: none"> • Much of the early work was based on clinical observation and treatment of persons with serious difficulties. • The findings of clinical psychologists is subjective in nature. • It is limited in that it focuses primarily on the psyche of the leader and on the psychological factors that dictate the nature of the relationship between the leader and the follower. It does not take into account organisational

Leadership Paradigm	Description	Strengths	Criticisms
		rewarding life. <ul style="list-style-type: none"><li data-bbox="1010 288 1352 363">• It discourages manipulative techniques in leadership.	factors. <ul style="list-style-type: none"><li data-bbox="1500 288 1917 363">• It does not lend itself to training in any conventional sense.

Table A- 1: Northouse's leadership paradigms

Yukl (2002:11-13) also provides an overview of the major research approaches and these are reflected in Table A -2 below:

Leadership Approach	Description
Trait Approach	This approach emphasises attributes of leaders such as personality, motives, values, and skills. Underlying this approach is the assumption that some people are natural leaders who are endowed with certain traits not possessed by other people.
Behaviour Approach	The behaviour research falls into two general subcategories. One line of research examines how managers spend their time and the typical pattern of activities, responsibilities, and functions for managerial jobs. Another subcategory of the behaviour approach is primarily concerned with identifying effective leadership behaviour.
Power-Influence Approach	Power-influence research examines influence processes between leaders and other people. Some of the power-influence research has a leader-centred perspective with an implicit assumption that causality is unidirectional (leaders act and followers react). This research seeks to explain leadership effectiveness in terms of the amount and type of power possessed by a leader and how the power is exercised.
Situational Approach	The situational approach emphasizes the importance of contextual factors that influence leadership processes. Major situational variables include the characteristics of followers, the nature of the work performed by the leader's unit, the type of organisation, and the nature of the external environment.
Integrative Approach	Occasionally a theorist or researcher will include more than one type of leadership variable, in which case it is referred to an integrative approach. A good example of the integrative approach is the self-concept theory of charismatic leadership which attempts to explain why the followers of some leaders are willing to exert exceptional effort and make personal sacrifices to accomplish the group objective or mission.

Table A - 2: Major Research Approaches

8.2 Appendix 2: Covering Letter for the National Culture, Ethnicity and Leadership Development Questionnaire



05 January 2009

THE RELATIONSHIP BETWEEN NATIONAL CULTURE, ETHNICITY AND LEADERSHIP DEVELOPMENT IN SOUTH AFRICAN ORGANIZATIONS

Dear Respondent,

Thank you for your willingness to participate in my National Culture, Ethnicity and Leadership Development Study. The purpose of this study is to determine the relationship between national culture, ethnicity and leadership development in African organizations.

There is very little documented research regarding the relationship between national culture, ethnicity and leadership development in South Africa. This research will help to close that gap. This study is part of the requirements to complete the Doctor of Leadership Degree in Business Leadership from the University of South Africa.

The enclosed questionnaire has been distributed to students at the top business schools in South Africa. The questionnaire should not take you more than 40 minutes to complete, and your responses will remain confidential as well as anonymous. All of the responses will be aggregated to gain an overall picture of Leadership Development Practices. The items in the questionnaire originate from a very well known global methodology. It is important that you answer all of the questions to maintain the integrity of the instrument.

Please send your completed questionnaires to kevin.lubbe@eoh.co.za.

Should you wish to receive a summary of the results of this survey please email me your contact details. I will provide you with a summary of the results for your own benchmarking once the research is completed. I believe it will yield very important first time information about cultural perceptions and leadership development practices in the country.

If you have any questions about the study, please contact me at kevin.lubbe@eoh.co.za or on 083 287 2631.

Yours sincerely,

Kevin Lubbe

8.3 Appendix 3: National Culture, Ethnicity and Leadership Development Questionnaire

General Instructions

In completing this survey, you will be asked questions focusing on the organization in which you work, and on your perceptions of leaders and leadership. Most people complete the survey in approximately 40 minutes. There are five sections to this questionnaire. Sections 1 and 3 ask about your society. Sections 2 and 4 ask about leaders and leadership. Section 5 asks about your demography and organization's leadership development.

Explanation of the Types of Questions

There are several different types of questions in this questionnaire. Sections 1 and 3 have questions with two different formats. An example of the first type of question is shown below.

A.	In this country, the weather is generally:	very pleasant			moderately pleasant			very unpleasant
		1	2	3	4	5	6	7

For a question like this, you would circle the number from 1 to 7 that is closest to your perceptions about your country. For example, if you think the weather in your country is "very pleasant," you would circle 1. If you think the weather is not quite "very pleasant" but is better than "moderately pleasant," you could circle either 2 or 3, depending on whether you think the weather is closer to "very pleasant" or to "moderately pleasant."

The second type of question asks how much you agree or disagree with a particular statement. An example of this kind of question is given below.

B.	The weather in this country is very pleasant.	Strongly agree			Neither agree nor disagree			Strongly disagree
		1	2	3	4	5	6	7

For a question like this, you would circle the number from 1 to 7 that is closest to your level of agreement with the statement. For example, if you strongly agree that the weather in your country is very pleasant, you would circle 1. If you generally agree with the statement but disagree slightly, you could circle either 2 or 3, depending on how strongly you agree with the statement. If you disagree with the statement, you would circle 5, 6, or 7, depending on how much you disagree with the statement.

Sections 2 and 4 have a different type of question. For these sections, you are given a list of behaviours and characteristics that a leader might display. You are asked to rate these behaviours and characteristics using the scale shown below. To do this, on the line next to each behaviour or characteristic, write the number from the scale that best describes how displaying that behaviour or characteristic affects the leader's effectiveness.

SCALE

- 1** = This behaviour or characteristic **greatly inhibits** a person from being an outstanding leader.
- 2** = This behaviour or characteristic **somewhat inhibits** a person from being an outstanding leader.
- 3** = This behaviour or characteristic **slightly inhibits** a person from being an outstanding leader.
- 4** = This behaviour or characteristic **has no impact** on whether a person is an outstanding leader.
- 5** = This behaviour or characteristic **contributes slightly** to a person being an outstanding leader.
- 6** = This behaviour or characteristic **contributes somewhat** to a person being an outstanding leader.
- 7** = This behaviour or characteristic **contributes greatly** to a person being an outstanding leader.

An example is shown below. If you believed that being tall inhibited a person from being an outstanding leader, you would write 1, 2, or 3 in the box to the left of "Tall," depending on how much you thought being tall inhibited outstanding leadership. If you believed that being tall contributes to a person's being an outstanding leader, you would write 5, 6, or 7 in the box to the left of "Tall," depending on how much you thought being tall contributed to outstanding leadership. Finally, if you believed that being tall had no effect on whether a person was an outstanding leader, you would write 4 in the box to the left of "Tall."

Value	Q #	Characteristic or behaviour		Definition
	A.	Tall	=	Of significantly above average height

SECTION 1: The way things are in your society

INSTRUCTIONS:

In this section, we are interested in your beliefs about the norms, values, and practices in your society. In other words, we are interested in **the way your society is** — not the way you think it should be.

There are no right or wrong answers, and answers don't indicate goodness or badness of the society.

Please respond to the questions by circling the number that most closely represents your observations about your society.

Q#		SCALE						
1-1	In this society, orderliness and consistency are stressed, even at the expense of experimentation and innovation.	Strongly agree			Neither agree nor disagree			Strongly disagree
		1	2	3	4	5	6	7
1-2	In this society, people are generally:	Aggressive						Non-aggressive
		1	2	3	4	5	6	7
1-3	The way to be successful in this society is to:	Plan Ahead						Take life events as they occur
		1	2	3	4	5	6	7
1-4	In this society, the accepted norm is to	Plan for the future						Accept the status quo
		1	2	3	4	5	6	7
1-5	In this society, a person's influence is based primarily on:	one's ability and contribution to the society						the authority of one's position
		1	2	3	4	5	6	7
1-6	In this society, people are generally:	assertive						non-assertive
		1	2	3	4	5	6	7
1-7	In this society, leaders encourage group loyalty even if individual goals suffer.	Strongly agree			Neither agree nor disagree			Strongly disagree
		1	2	3	4	5	6	7

1-8	In this society, social gatherings are:	planned well in advance (2 or more weeks in advance)						spontaneous (planned less than an hour in advance)
		1	2	3	4	5	6	7
1-9	In this society, people are generally:	very concerned about others						not at all concerned about others
		1	2	3	4	5	6	7
1-10	In this society, people are generally:	dominant						non-dominant
		1	2	3	4	5	6	7
1-11	In this society, children take pride in the individual accomplishments of their parents.	Strongly agree			Neither agree nor disagree			Strongly disagree
		1	2	3	4	5	6	7
1-12	The economic system in this society is designed to maximise:	individual interests						collective interests
		1	2	3	4	5	6	7
1-13	In this society, followers are expected to:	obey their leaders without question						question their leaders when in disagreement
		1	2	3	4	5	6	7
1-14	In this society, people are generally:	tough						tender
		1	2	3	4	5	6	7
1-15	In this society, teen-aged students are encouraged to strive for continuously improved performance.	Strongly agree			Neither agree nor disagree			Strongly disagree
		1	2	3	4	5	6	7
1-16	In this society, most people lead highly structured lives with few unexpected events.	Strongly agree			Neither agree nor disagree			Strongly disagree
		1	2	3	4	5	6	7
1-17	In this society, boys are encouraged more than girls to attain a higher education.	Strongly agree			Neither agree nor disagree			Strongly disagree
		1	2	3	4	5	6	7

1-18	In this society, major rewards are based on:	only performance effectiveness			performance effectiveness and other factors (for example, seniority or political connections)			only factors other than performance effectiveness (for example, seniority or political connections)
		1	2	3	4	5	6	7
1-19	In this society, societal requirements and instructions are spelled out in detail so citizens know what they are expected to do.	Strongly agree			Neither agree nor disagree			Strongly disagree
		1	2	3	4	5	6	7
1-20	In this society, being innovative to improve performance is generally:	substantially rewarded			somewhat rewarded			not rewarded
		1	2	3	4	5	6	7
1-21	In this society, people are generally:	very sensitive toward others						not at all sensitive toward others
		1	2	3	4	5	6	7
1-22	In this society, there is more emphasis on athletic programs for:	boys						girls
		1	2	3	4	5	6	7
1-23	In this society, parents take pride in the individual accomplishments of their children.	Strongly agree			Neither agree nor disagree			Strongly disagree
		1	2	3	4	5	6	7
1-24	This society has rules or laws to cover:	almost all situations			some situations			very few situations
		1	2	3	4	5	6	7
1-25	In this society, people are generally:	very friendly						very unfriendly
		1	2	3	4	5	6	7
1-26	In this society, people in positions of power try to:	increase their social distance from less powerful individuals						decrease their social distance from less powerful people
		1	2	3	4	5	6	7

1-27	In this society, rank and position in the hierarchy have special privileges.	Strongly agree			Neither agree nor disagree			Strongly disagree
		1	2	3	4	5	6	7
1-28	In this society, aging parents generally live at home with their children.	Strongly agree			Neither agree nor disagree			Strongly disagree
		1	2	3	4	5	6	7
1-29	In this society, being accepted by the other members of a group is very important.	Strongly agree			Neither agree nor disagree			Strongly disagree
		1	2	3	4	5	6	7
1-30	In this society, more people:	live for the present than live for the future						live for the future than live for the present
		1	2	3	4	5	6	7
1-31	In this society, people place more emphasis on:	solving current problems						planning for the future
		1	2	3	4	5	6	7
1-32	In this society, people are generally:	very tolerant of mistakes						not at all tolerant of mistakes
		1	2	3	4	5	6	7
1-33	In this society, people are generally:	very generous						not at all generous
		1	2	3	4	5	6	7
1-34	In this society, power is:	concentrated at the top						shared throughout the society
		1	2	3	4	5	6	7
1-35	In this society:	group cohesion is valued more than individualism			group cohesion and individualism are equally valued			individualism is valued more than group cohesion
		1	2	3	4	5	6	7
1-36	In this society, it is worse for a boy to fail in school than for a girl to fail in school.	Strongly agree			Neither agree nor disagree			Strongly disagree
		1	2	3	4	5	6	7
1-37	In this society, people are generally:	physical						non-physical
		1	2	3	4	5	6	7

1-38	In this society, who is more likely to serve in a position of high office?	Men			Men and women are equally likely to serve			Women
		1	2	3	4	5	6	7
1-39	In this society, children generally live at home with their parents until they get married.	Strongly agree			Neither agree nor disagree			Strongly disagree
		1	2	3	4	5	6	7

This is the end of Section 1 of the questionnaire. Please continue on to Section 2.

SECTION 2: Leader Behaviours

INSTRUCTIONS:

You are probably aware of people in your organization or industry who are exceptionally skilled at motivating, influencing, or enabling you, others, or groups to contribute to the success of the organization or task.

In this country, we might call such people "outstanding leaders."

On the following pages are several behaviours and characteristics that can be used to describe leaders. Each behaviour or characteristic is accompanied by a short definition to clarify its meaning.

Using the above description of outstanding leaders as a guide, rate the behaviours and characteristics on the following pages. To do this, on the line next to each behaviour or characteristic write the number from the scale below that best describes how important that behaviour or characteristic is for a leader to be outstanding.

SCALE

- 1 = This behaviour or characteristic **greatly inhibits** a person from being an outstanding leader.
- 2 = This behaviour or characteristic **somewhat inhibits** a person from being an outstanding leader.
- 3 = This behaviour or characteristic **slightly inhibits** a person from being an outstanding leader.
- 4 = This behaviour or characteristic **has no impact** on whether a person is an outstanding leader.
- 5 = This behaviour or characteristic **contributes slightly** to a person being an outstanding leader.
- 6 = This behaviour or characteristic **contributes somewhat** to a person being an outstanding leader.
- 7 = This behaviour or characteristic **contributes greatly** to a person being an outstanding leader.

Value	Q #	Characteristic or behaviour		Definition
	2-1	Diplomatic	=	Skilled at interpersonal relations, tactful
	2-2	Evasive	=	Refrains from making negative comments to maintain good relationships and save face
	2-3	Mediator	=	Intervenes to solve conflicts between individuals
	2-4	Bossy	=	Tells subordinates what to do in a commanding way
	2-5	Positive	=	Generally optimistic and confident

Value	Q #	Characteristic or behaviour		Definition
	2-6	Intra-group competitor	=	Tries to exceed the performance of others in his or her group
	2-7	Autonomous	=	Acts independently, does not rely on others
	2-8	Independent	=	Does not rely on others; self-governing
	2-9	Ruthless	=	Punitive; Having no pity or compassion
	2-10	Tender	=	Easily hurt or offended
	2-11	Improvement-oriented	=	Seeks continuous performance improvement
	2-12	Inspirational	=	Inspires emotions, beliefs, values, and behaviours of others, inspires others to be motivated to work hard
	2-13	Anticipatory	=	Anticipates, attempts to forecast events, considers what will happen in the future
	2-14	Risk taker	=	Willing to invest major resources in endeavors that do not have high probability of successful
	2-15	Sincere	=	Means what he/she says, earnest
	2-16	Trustworthy	=	Deserves trust, can be believed and relied upon to keep his/her word
	2-17	Worldly	=	Interested in temporal events, has a world outlook
	2-18	Intra-group conflict avoider	=	Avoids disputes with members of his or her group
	2-19	Administratively skilled	=	Able to plan, organize, coordinate and control work of large numbers (over 75) of individuals
	2-20	Just	=	Acts according to what is right or fair
	2-21	Win/win problem-solver	=	Able to identify solutions which satisfy individuals with diverse and conflicting interests
	2-22	Clear	=	Easily understood
	2-23	Self-interested	=	Pursues own best interests
	2-24	Tyrannical	=	Acts like a tyrant or despot; imperious
	2-25	Integrator	=	Integrates people or things into cohesive, working whole
	2-26	Calm	=	Not easily distressed
	2-27	Provocateur	=	Stimulates unrest
	2-28	Loyal	=	Stays with and supports friends even when they have substantial problems or difficulties
	2-29	Unique	=	An unusual person, has characteristics of behaviors that are different

Value	Q #	Characteristic or behaviour		Definition
				from most others
	2-30	Collaborative	=	Works jointly with others
	2-31	Encouraging	=	Gives courage, confidence or hope through reassuring and advising
	2-32	Morale booster	=	Increases morale of subordinates by offering encouragement, praise, and/or by being confident
	2-33	Arrogant	=	Presumptuous or overbearing
	2-34	Orderly	=	Is organized and methodological in work
	2-35	Prepared	=	Is ready for future events
	2-36	Autocratic	=	Makes decisions in dictatorial way
	2-37	Secretive	=	Tends to conceal information from others
	2-38	Asocial	=	Avoids people or groups, prefers own company
	2-39	Fraternal	=	Tends to be a good friend of subordinates
	2-40	Generous	=	Willing to give time, money, resources and help to others
	2-41	Formal	=	Acts in accordance with rules, convention and ceremonies
	2-42	Modest	=	Does not boast, presents self in a humble manner
	2-43	Intelligent	=	Smart, learns and understands easily
	2-44	Decisive	=	Makes decisions firmly and quickly
	2-45	Consultative	=	Consults with others before making plans or taking action
	2-46	Irritable	=	Moody; easily agitated
	2-47	Loner	=	Works and acts separately from others
	2-48	Enthusiastic	=	Demonstrates and imparts strong positive emotions for work
	2-49	Risk averse	=	Avoids taking risks, dislikes risk
	2-50	Vindictive	=	Vengeful; seeks revenge when wronged
	2-51	Compassionate	=	Has empathy for others, inclined to be helpful or show mercy
	2-52	Subdued	=	Suppressed, quiet, tame
	2-53	Egocentric	=	Self-absorbed, thoughts focus mostly on one's self
	2-54	Non-explicit	=	Subtle, does not communicate explicitly, communicates by metaphor, et allegory, et example

Value	Q #	Characteristic or behaviour		Definition
	2-55	Distant	=	Aloof, stands off from others, difficult to become friends with
	2-56	Intellectually stimulating	=	Encourages others to think and use their minds; challenges beliefs, stereotypes and attitudes of others

This is the end of Section 2 of the questionnaire. Please continue on to Section 3.

SECTION 3: The way things generally should be in your society

INSTRUCTIONS:

In this section, we are interested in your beliefs about what the norms, values, and practices should be in your society.

Again, there are no right or wrong answers, and answers don't indicate goodness or badness of the society.

Please respond to the questions by circling the number that most closely represents your observations about your society.

Q #		SCALE						
3-1	I believe that orderliness and consistency <u>should</u> be stressed, even at the expense of experimentation and innovation.	Strongly agree 1	2	3	Neither agree nor disagree 4	5	6	Strongly disagree 7
3-2	In this society, people <u>should</u> be encouraged to be	aggressive 1	2	3	4	5	6	non aggressive 7
3-3	I believe that people who are successful <u>should</u> :	plan ahead 1	2	3	4	5	6	take life events as they occur 7
3-4	I believe that the accepted norm in this society <u>should</u> be to:	plan for the future 1	2	3	4	5	6	accept the status quo 7
3-5	I believe that a person's influence in this society <u>should</u> be based primarily on:	one's ability and contribution to the society 1	2	3	4	5	6	the authority of one's position 7
3-6	In this society, people <u>should</u> be encouraged to be:	assertive 1	2	3	4	5	6	non-assertive 7

3-7	I believe that in general, leaders <u>should encourage</u> group loyalty even if individual goals suffer.	Strongly agree			Neither agree nor disagree			Strongly disagree
		1	2	3	4	5	6	7
3-8	I believe that social gatherings <u>should</u> be:	planned well in advance (2 or more weeks in advance)						spontaneous (planned less than an hour in advance)
		1	2	3	4	5	6	7
3-9	In this society, people <u>should</u> be encouraged to be:	very concerned about others						not at all concerned about others
		1	2	3	4	5	6	7
3-10	In this society, people <u>should</u> be encouraged to be:	dominant						non-dominant
		1	2	3	4	5	6	7
3-11	In this society, children <u>should</u> take pride in the individual accomplishments of their parents.	Strongly agree			Neither agree nor disagree			Strongly disagree
		1	2	3	4	5	6	7
3-12	I believe that the economic system in this society <u>should</u> be designed to maximize:	individual interests						collective interests
		1	2	3	4	5	6	7
3-13	I believe that followers <u>should</u> :	obey their leader without question						question their leader when in disagreement
		1	2	3	4	5	6	7
3-14	In this society, people <u>should</u> be encouraged to be:	tough						tender
		1	2	3	4	5	6	7

3-15	I believe that teen-aged students <u>should</u> be encouraged to strive for continuously improved performance.	Strongly agree			Neither agree nor disagree			Strongly disagree
		1	2	3	4	5	6	7
3-16	I believe that a person who leads a structured life that has few unexpected events:	has a lot to be thankful for						is missing a lot of excitement
		1	2	3	4	5	6	7
3-17	I believe that boys <u>should</u> be encouraged to attain a higher education more than girls.	Strongly agree			Neither agree nor disagree			Strongly disagree
		1	2	3	4	5	6	7
3-18	I believe that major rewards <u>should</u> be based on:	only performance effectiveness			performance effectiveness and other factors (for example, seniority or political connections)			only factors other than performance effectiveness (for example, seniority or political connections)
		1	2	3	4	5	6	7
3-19	I believe that societal requirements and instructions <u>should</u> be spelled out in detail so citizens know what they are expected to do.	Strongly agree			Neither agree nor disagree			Strongly disagree
		1	2	3	4	5	6	7
3-20	I believe that being innovative to improve performance <u>should</u> be:	substantially rewarded			somewhat rewarded			not rewarded
		1	2	3	4	5	6	7

3-21	In this society, people <u>should</u> be encouraged to be:	very sensitive toward others						not at all sensitive toward others
		1	2	3	4	5	6	7
3-22	I believe that there <u>should</u> be more emphasis on athletic programs for:	boys						girls
		1	2	3	4	5	6	7
3-23	In this society, parents <u>should</u> take pride in the individual accomplishments of their children.	Strongly agree			Neither agree nor disagree			Strongly disagree
		1	2	3	4	5	6	7
3-24	I believe that society <u>should</u> have rules or laws to cover:	almost all situations			some situations			very few situations
		1	2	3	4	5	6	7
3-25	I believe that leaders in this society <u>should</u> :	provide detailed plans concerning how to achieve goals						allow the people freedom in determining how best to achieve goals
		1	2	3	4	5	6	7
3-26	I believe that this society would be more effectively managed if there were:	many more women in positions of authority than there are now			about the same number of women in positions of authority as there are now			many less women in positions of authority than there are now
		1	2	3	4	5	6	7
3-27	In this society, people <u>should</u> be encouraged to be:	very friendly						very unfriendly
		1	2	3	4	5	6	7
3-28	I believe that people in positions of power <u>should</u> try to:	increase their social distance from less powerful individuals						decrease their social distance from less powerful people
		1	2	3	4	5	6	7

3-29	How important <u>should</u> it be to members of your society that your society is viewed positively by persons in other societies?	It should not be important at all			It should be moderately important			It should be very important
		1	2	3	4	5	6	7
3-30	I believe that people <u>should</u> :	live for the present						live for the future
		1	2	3	4	5	6	7
3-31	In this society, people <u>should</u> be encouraged to be:	very tolerant of mistakes						not at all tolerant of mistakes
		1	2	3	4	5	6	7
3-32	I believe that people <u>should</u> set challenging goals for themselves.	Strongly agree			Neither agree nor disagree			Strongly disagree
		1	2	3	4	5	6	7
3-33	When in disagreement with adults, young people <u>should</u> defer to elders.	Strongly agree			Neither agree nor disagree			Strongly disagree
		1	2	3	4	5	6	7
3-34	Members of this society <u>should</u> :	take no pride in being a member of the society			take a moderate amount of pride in being a member of the society			take a great deal of pride in being a member of the society
		1	2	3	4	5	6	7
3-35	I believe that power <u>should</u> be:	concentrated at the top						shared throughout the organization
		1	2	3	4	5	6	7
3-36	In this society, most people prefer to play:	only individual sports			some individual and some team sports			only team sports
		1	2	3	4	5	6	7

3-37	I believe that	group cohesion is better than individualism			group cohesion and individualism are equally valuable			individualism is better than group cohesion
		1	2	3	4	5	6	7
3-38	I believe that it should be worse for a boy to fail in school than for a girl to fail in school.	Strongly agree			Neither agree nor disagree			Strongly disagree
		1	2	3	4	5	6	7
3-39	I believe that opportunities for leadership positions should be:	more available for men than for women			equally available for men and women			more available for women than for men
		1	2	3	4	5	6	7

This is the end of Section 3 of the questionnaire. Please continue on to Section 4.

SECTION 4: Leader Behaviours (Part II)

INSTRUCTIONS:

This section follows the same format as that of Section 2. You should again rate the leader behaviours and characteristics on the following pages. To do this, on the line next to each behaviour or characteristic write the number from the scale below that best describes how important that behaviour or characteristic is for a leader to be outstanding.

SCALE

- 1** = This behaviour or characteristic **greatly inhibits** a person from being an outstanding leader.
2 = This behaviour or characteristic **somewhat inhibits** a person from being an outstanding leader.
3 = This behaviour or characteristic **slightly inhibits** a person from being an outstanding leader.
4 = This behaviour or characteristic **has no impact** on whether a person is an outstanding leader.
5 = This behaviour or characteristic **contributes slightly** to a person being an outstanding leader.
6 = This behaviour or characteristic **contributes somewhat** to a person being an outstanding leader.
7 = This behaviour or characteristic **contributes greatly** to a person being an outstanding leader.

Value	Q #	Characteristic or behaviour		Definition
	4-1	Cautious	=	Proceeds/performs with great care and does not take risks
	4-2	Organized	=	Well organized, methodical, orderly
	4-3	Cunning	=	Sly, deceitful, full of guile
	4-4	Informed	=	Knowledgeable; aware of information.
	4-5	Effective bargainer	=	Is able to negotiate effectively, able to make transactions with others on favorable terms
	4-6	Egotistical	=	Conceited, convinced of own abilities
	4-7	Non-cooperative	=	Unwilling to work jointly with others
	4-8	Logical	=	Applies logic when thinking
	4-9	Status-conscious	=	Aware of others' socially accepted status
	4-10	Foresight	=	Anticipates possible future events
	4-11	Plans ahead	=	Anticipates and prepares in advance

Value	Q #	Characteristic or behaviour		Definition
	4-12	Normative	=	Behaves according to the norms of his or her group
	4-13	Individually oriented	=	Concerned with and places high value on preserving individual rather than group needs
	4-14	Non-egalitarian	=	Believes that all individuals are not equal and only some should have equal rights and privileges
	4-15	Intuitive	=	Has extra insight
	4-16	Indirect	=	Does not go straight to the point, uses metaphors and examples to communicate
	4-17	Habitual	=	Given to a constant, regular routine
	4-18	Self-effacing	=	Presents self in a modest way
	4-19	Able to Anticipate	=	Able to successfully anticipate future needs
	4-20	Motive arouser	=	Mobilizes and activates followers
	4-21	Sensitive	=	Aware of slight changes in other's moods, restricts discussion to prevent embarrassment
	4-22	Convincing	=	Unusually able to persuade others of his/her viewpoint
	4-23	Communicative	=	Communicates with others frequently
	4-24	Excellence oriented	=	Strives for excellence in performance of self and subordinates
	4-25	Procedural	=	Follows established rules and guidelines
	4-26	Confidence builder	=	Instills others with confidence by showing confidence in them
	4-27	Group-oriented	=	Concerned with the welfare of the group
	4-28	Class conscious	=	Is conscious of class and status boundaries and acts accordingly
	4-29	Non-participative	=	Does not participate with others
	4-30	Self-sacrificial	=	Foregoes self-interests and makes personal sacrifices in the interest of a goal or vision
	4-31	Patient	=	Has and shows patience
	4-32	Honest	=	Speaks and acts truthfully
	4-33	Domineering	=	Inclined to dominate others
	4-34	Intra-group face saver	=	Ensures that other group members are not embarrassed or shamed
	4-35	Dynamic	=	Highly involved, energetic, enthused, motivated
	4-36	Coordinator	=	Integrates and manages work of subordinates

Value	Q #	Characteristic or behaviour		Definition
	4-37	Eliitist	=	Believes that a small number of people with similar backgrounds are superior and should enjoy privileges
	4-38	Team builder	=	Able to induce group members to work together
	4-39	Cynical	=	Tends to believe the worst about people and events
	4-40	Performance-oriented	=	Sets high standards of performance
	4-41	Ambitious	=	Sets high goals, works hard
	4-42	Motivational	=	Stimulates others to put forth efforts above and beyond the call of duty and make personal sacrifices
	4-43	Micro-manager	=	An extremely close supervisor, one who insists on making all decisions
	4-44	Non-delegator	=	Unwilling or unable to relinquish control of projects or tasks
	4-45	Avoids negatives	=	Avoids saying no to another when requested to do something, even when it cannot be done
	4-46	Visionary	=	Has a vision and imagination of the future
	4-47	Willful	=	Strong-willed, determined, resolute, persistent
	4-48	Ruler	=	Is in charge and does not tolerate disagreement or questioning, gives orders
	4-49	Dishonest	=	Fraudulent, insincere
	4-50	Hostile	=	Actively unfriendly, acts negatively toward others
	4-51	Future-oriented	=	Makes plans and takes actions based on future goals
	4-52	Good administrator	=	Has ability to manage complex office work and administrative systems
	4-53	Dependable	=	Reliable
	4-54	Dictatorial	=	Forces her/his values and opinions on others
	4-55	Individualistic	=	Behaves in a different manner than peers
	4-56	Ritualistic	=	Uses a prescribed order to carry out procedures

This is the end of Section 4 of the questionnaire. Please continue on to Section 5.

SECTION 5: Demographic and Organizational Questions

INSTRUCTIONS:

The following are several questions about you, your background, and the place where you work. These questions are important because they help us to see if different types of people respond to the questions on this questionnaire in different ways. They are NOT used to identify any individual.

Questions about your personal background

- 5-1 How old are you? _____ years old
- 5-2 What is your gender? (check one) Male _____ Female _____
- 5-3 What is your country of citizenship / passport? _____
- 5-4 What country were you born in? _____
- 5-5 What is your Nationality? (eg South African, Kenyan, British)

- 5-6 What is your race? _____
- 5-7 Do you have a religious affiliation? YES/NO
- 5-8 If you answered "YES" to question 5-7, please indicate the name of the religion from the table below.

Traditional African Religion	
Traditional Chinese Religion	
Buddhist	
Daoist / Taoist	
Protestant Christianity	
Catholic Christianity	
Islam / Muslim	
Hindu	
Other (Please specify)	

5-9 What primary language was spoken in your home when you were a child?

Questions about your work background

5-10 How many years of full-time work experience have you had? _____ years

5-11 How many years have you been a manager? _____ years

5-12 How long have you worked for your current employer? _____ years and _____ months.

5-13 Have you ever worked for a multinational corporation? YES / NO

Questions about this organization

5-14 Please indicate the name of your current organization: _____

5-15 Please indicate the industry sector of work done primarily by this organization:

Banking / Finance		Government / Public Sector		Non-Profit	
Building		Health		Retail / Wholesale	
Construction		Information Technology		Textiles / Clothing / Footwear	
Education		Manufacturing		Transport	
Farming / Fishing / Forestry		Mining		Vehicle / Metal	

5-16 Please indicate the size of this organization (# of employees):

1 - 49		500 - 999		5000 - 9999	
50 - 99		1000 - 4999		10000 or more	
100 - 499					

5-17 How many people report directly to you in the chain of command? _____ people

5-18 How many people work in the subunit of the organization you manage? _____ people

5-19 What language(s) do you use at work? _____

Questions about leadership development

5-20 Does your organization have a Leadership Development Programme (LDP)?

Formal _____ Informal _____ Don't Know _____

5-21 Rank from 1 to 12 **what you believe** the content of the LDP should be in order of importance. (1 = Most Important and 12 = least important)

Financial Management	
Human Resource Management	
Operations Management	
Diversity Management	
Change Management	
Relationship Building	
Conflict Resolution	
Cultural Awareness	
Negotiation Skills	
Strategic Management	
Leadership	
Other (Please specify)	

5-22 Does your organization fund your studies? YES / NO / PARTIALLY

5-23 How do **you believe** your organization selects candidates for LDP?

You are required to divide 100 points among the six facets listed below, based on how you believe candidates are selected for LDP in your organization.

Allocate more points to those facets you feel are most selected.

Zero points may be allocated to facets you feel are irrelevant.

Please make sure that the sum of the points allocated is exactly **equal to 100**

Request by candidate	
Management nomination	
Performance	
External pressures (legislation / quotas)	
Ethnicity (race, language and gender)	
Position Held / Designation	
Other (Please specify)	

5-24 Rank from 1 to 9 the individual leadership skill categories **you personally believe and that you think your organization believes** are required currently. (1 = Most Important and 9 = least important):

	Your Rank	Your Organization's Rank
Leading Employees		
Resourcefulness		
Straightforwardness and Composure		
Decisiveness		
Building and Mending Relationships		
Participation Management		
Change Management		
Cultural Awareness / Knowledge		
Diversity Management		

This concludes the questionnaire. We truly appreciate your willingness to complete this questionnaire, and to assist in this research project.

8.4 Appendix 4: Questionnaire Pre-Testers

Name	Designation	Organisation	Feedback
Eldette Davie	Divisional Manager	EOH: Navigator Enterprise Solutions	<ul style="list-style-type: none"> The font needs to be changed to make the questionnaire easier to read. [The font was changed. – Ed] The layout of section 2 and 4 does not clearly indicate where to write in the answer. [The layout of the questionnaire was modified to accommodate the answer. – Ed] I did not know what to fill in with Question 5.5. I do not know what my ethnic group is. [A question on race was included. – Ed] It was not possible to determine the race of this individual from the responses. [A question on race was included. – Ed]
Jerry Kubeka	Divisional Manager	EOH: Navigator Business Solutions	<ul style="list-style-type: none"> No comments received.
Mark Simpson	Divisional Sales Manager	EOH: Navigator Business Solutions	<ul style="list-style-type: none"> No comments received.
Meshack Ndwandwe	Divisional Manager	EOH: Navigator Business Solutions	<ul style="list-style-type: none"> No comments received.
Ilse Sfreddo	Divisional Director	EOH Academy	<ul style="list-style-type: none"> The rating questions in Section 5 were confusing (5.22, 5.24, 5.25). (Add in a rating scale.) [The questions were modified to include more detailed instructions. – Ed] It was not possible to determine the race of this individual from the responses. Need to add in a question on race. [A question on race was included. – Ed]

Name	Designation	Organisation	Feedback
Riette Eiselen	Lecturer	Unisa SBL	<ul style="list-style-type: none"> • The questionnaire is too long – I am thinking here about the response rate in particular. Remember that, with the current length of your questionnaire and the statistical analysis that is required, you need a minimum of 300 responses. [The first four sections cannot be changed since we are using a standardized scale and we can't change the wording of the Globe scales. The last section has been shortened. Currently, the sample size will be greater than 300 responses. – Ed] • The wording of the questions in the first section (and then also the third) needs attention. Many are ambiguously worded or address more than one issue. [These cannot be changed since we are using a standardized scale and we can't change the wording of the Globe scales. – Ed] • The last section should definitely be shorter (fewer questions). Remember the golden rule ----- no NICE to haves only NEED to haves. [The last section has been shortened. – Ed]

8.5 Appendix 5: Information on the Interviewees

	Age	Gender	Country of Citizenship	Nationality	Race	Religion (Yes / No)	Religion Name	Primary Languages	Full time Exp	Mngr (Years)	Current employer (Years)	Work Language/s	Organisation
1	46	Male	South Africa	South African	White	Yes	Presbyterian	English & Italian	18	18	10yrs 1mth	English	Banking (Bank 1)
2	40	Female	South Africa	South African	Coloured	Yes	Protestant Christianity	English	20	10	2yrs	English	Public Sector Banking (PSFC)
3	32	Female	South Africa	Swazi	Black	Yes	Protestant Christianity	Zulu	10	4	1yr	English, Zulu, Sotho	Public Sector Banking (PSFC)
4	42	Male	South Africa	South African	White	No	N/A	Afrikaans	16	5	4yrs 5mths	English	Public Sector Utilities (PSU)
5	52	Female	South Africa	South African	White	Yes	Protestant Christianity	English	25	16	9yrs	English	Mining (Mining Organisation)
6	35	Female	South Africa	South African	Indian	Yes	Hindu	English	12	12	1yrs 4mths	English	Banking (Bank 2)

8.6 Appendix 6: Summary Statistics

8.6.1 *Summary Statistics of the Leadership Scales*

	Summary statistics for all Groups combined (Leadership Scales)					
	Charismatic / Value-Based	Team-Oriented	Self-Protective	Participative	Humane-Oriented	Autonomous
Mean	10.97	9.47	6.72	9.55	10.38	3.75
Median	11.00	9.46	6.67	9.53	10.46	3.75
Mode	10.76	9.71	6.34	9.53	10.46	3.50
Standard Deviation	0.45	0.31	0.65	0.44	0.84	0.91
Kurtosis	4.92	-0.47	0.20	0.75	0.82	0.08
Skewness	-1.65	-0.32	0.28	0.14	-0.57	0.20
Range	2.76	1.42	3.81	2.72	4.81	4.50
Minimum	8.97	8.66	5.28	8.26	7.52	1.75
Maximum	11.73	10.09	9.09	10.98	12.33	6.25
Sum	1,524.2	1,306.5	934.6	1,318.5	1,443.1	521.3
Count	139	139	139	139	139	139

Note: This includes all the Race Groups.

8.6.2 Summary Statistics of the Societal Practices

	Summary statistics for all Groups combined (Societal Practices)								
	Uncertainty Avoidance	Future Orientation	Power Distance	Collectivism 1	Humane Orientation	Performance Orientation	Collectivism 2	Gender Egalitarianism	Assertiveness
Mean	4.24	4.79	4.89	4.93	4.27	4.34	5.03	3.59	3.41
Median	4.25	4.80	4.80	5.00	4.40	4.33	5.00	3.60	3.33
Mode	5.25	4.80	4.60	5.00	4.40	3.33	4.75	3.40	4.00
Standard Deviation	1.08	0.75	0.72	0.71	0.98	1.13	1.02	0.78	0.94
Kurtosis	-0.22	0.69	0.15	-0.32	0.11	-0.17	0.03	-0.60	0.12
Skewness	-0.29	-0.22	0.24	-0.14	-0.32	-0.08	-0.20	-0.05	0.14
Range	5.75	4.40	3.80	3.50	5.20	5.67	5.50	3.60	5.00
Minimum	1.25	2.40	3.20	3.00	1.40	1.00	1.50	1.80	1.33
Maximum	7.00	6.80	7.00	6.50	6.60	6.67	7.00	5.40	6.33
Sum	589.50	666.40	680.00	685.25	593.60	602.67	698.50	499.40	474.67
Count	139	139	139	139	139	139	139	139	139

Note: This includes all the Race Groups.

8.7 Appendix 7: Formatted response from the Semi-structured Interview – Bank 1

THEME 1: The organisation's approach to leadership development

How would you describe your organisation's approach to leadership development?

Historically the organisation had eleven different leadership courses running across the organisation. In 2007 the Executive of the organisation took a decision that there needed to be a common leadership brand, a common leadership DNA, across the organisation. A Task Team was established and given the directive to determine the best approach and content for a Leadership Development Strategy. The team investigated about fifty different leadership institutions across the world to understand what they were doing with regards to Leadership Development. The Task Team then identified those areas which we felt were "best of breed" from all of them and included them in the Organisation's Leadership Development Strategy.

The existing leadership development courses that we were running were stopped and three central leadership development programmes were set up to replace them. These programmes operate out of the Organisation's Global Leadership Centre (GLC). There is one leadership programme per management level and these programmes are run throughout the Group of companies. These programmes can be seen as a pyramid, with the ELP at the top and the FLP at the bottom:

- Executive Leadership Programme (ELP)
- Senior Leadership Programme (SLP)
- Foundation Leadership Programme (FLP)

A fourth programme was identified in June 2008 called the Team Leader Programme. This programme is aimed at non-managerial employees. The training for this course takes place at the various sites in the organisation due to the number of employees who are nominated to attend it.

The target audience is roughly 13 000 managers, that excludes the team leaders that we want to put through a Leadership programme, ELP, SLP or FLP in a three year cycle. So that is the model. Once in a three year cycle, you will go on one of these three programmes, depending on the level that you are at.

In addition to the three central leadership development programmes, Elective Programmes are also available. The leaders that are eligible to attend the Elective Programme are not nominated to attend the elective courses. The GLC has to do an extensive, internal marketing drive to get people to come to the electives. In 2007 a lot of employees did not know about electives. There was a lot of business unit interaction and presentations at the various forums. From 2008 to the present, there has been a huge increase in the elective portfolio attendance.

Our terminology is that the core programmes are referred to as programmes, the short courses are referred to as elective courses.

Another offering that the GLC has is the international business core programmes. This is for the Bank's top talent. For example, some of the Bank's leaders may attend a three week programme at Harvard or Insead (both globally recognised top business schools). These programmes form part of the GLC's international business core programmes.

Is there a particular leadership theory that underpins your organisation's approach to leadership development?

When the Bank decided to establish its own Leadership Centre, a Task Team was given the responsibility to establish the centre. They investigated about fifty programmes globally as a starting point. The research that was conducted revolved around Corporate Universities. The Task Team also looked at models of success and those institutions that were known to be world cutting edge leaders. General Electric, the Boeing Centre for Leadership, Eastern Kodak, the Consulting Companies, USB, CitiCorp and CitiBank were all considered to be the forerunners in Leadership Development. Extensive discussions were held between the Task Team and the organisations around their leadership development process.

For the content of the curricula of the various programmes, in terms of what the GLC includes in its overall Leadership Development Programme, the GLC explored a number of sources of information. Firstly, the Task Team investigated what other companies were doing. Secondly, they went to their business partners and clients and held focused group discussions and a lot of intensive discussions with them asking, "What are your challenges?", "What keeps you awake at night?", "What do we need to give your leaders to equip them to deal with challenges".

A challenge for the GLC is that the three leadership programmes are not business unit specific. All those programmes are delivered in groups of 30 people. It is possible to have a group of 30 people, and this group could consist of delegates from the insurance business, branch banking, investment bankers, global market equity derivative employees and even delegates from the rest of Africa. The groups of delegates tend to be a very diverse group of people. The Task Team was aware of this and so the decision was taken to ensure that all the delegates needed to have a foundational level of leadership understanding. For example, when a discussion is held about the Bank's emerging markets strategy and what the Bank want to do therein, then everybody has the same understanding of their role as leaders in emerging markets. The content of the programmes is not job specific.

How do you rate your leadership development efforts as compared to your competitors?

This is a difficult question to answer. However, the GLC has been told by their training partners, such as the Gordon Institute of Business Science (GIBS), who also work with other financial institutions that there is nothing of the magnitude of the GLC in the country (South Africa) and even on the continent (Africa).

The GLC has an international facilitators that have lectured at the GLC. These facilitators have lectured in some of the best leadership centres in the world and their feedback is that the GLC is amongst the top facilities in the world. Local competitors do not have anything of this magnitude, which is not to say that their leadership is not effective.

Is there a benchmark that you use to measure your leadership development initiatives?

The GLC does not believe it is possible to benchmark the leadership development initiatives. However, they do conduct impact assessments per programme and per elective course. The 'Smiley Sheets' are used but not to determine whether or not the food was good or if the venue was nice. The 'Smiley Sheets' are used to determine whether the content of the course was relevant and whether or not the delegates were able to relate the content to their business unit.

The quality of the facilitators is benchmarked. On any one of our programmes, if the facilitator scores less than 4.2 out of 5 they are placed under scrutiny. If a faculty member gets below 4.2 he will be given an opportunity to improve after he has had a counseling session. If he scores below 4.2 for a second time then he will not be allowed to facilitate at the GLC again. The faculty assessment is based on the facilitator's understanding of the Bank's business relevant content as well as being able to demonstrate the diverse implication of the course content.

On the impact assessment, the GLC is still looking at a qualitative type of assessment.

In focus group discussions with our colleagues and our staff who have attended courses at the GLC, we try to determine whether or not they have a better understanding of their role and their role in driving the strategic imperatives network. The GLC has had incredible feedback from the participants or delegates on the core programmes. An example of this is one delegate who said "I have been in the bank for 20 years and only after attending this course did I understand how the whole bank fits together". The delegates also develop an understanding of the complementary sides of the business. A global mobility is facilitated through this process. "The transition of leaders from one business unit to the next is greatly facilitated." The delegates gain an understanding of the Bank's perspective on emerging market strategy, on domestic strategy and investment banking versus retail banking. The feedback is very qualitative but it is working for the GLC. These are their own internal benchmarks and they do not link them to anything else.

Is your leadership development approach a successful one?

“This is an unqualified yes.” The only thing the GLC believes they need to do more of is to modify some of the courses/core programmes. Some of the Bank’s leaders are saying: “I understand the bank, I understand my role as a leader, I understand all the things that have been mentioned in during the course, however the core programmes have not necessarily equipped me to be better at my job. I may be better as a leader in the broad leadership context but not necessarily better equipped to do my job.” The dilemma for the GLC is whether it is their responsibility to ensure that that is part of leadership development. Is that skills training? Should the GLC be doing that? Is that the role of the electives? These are big questions that have to be addressed because it is a grey area.

How do you measure the success or failure of your LDP?

Not only does the GLC use score cards to measure the success or failure of the programme they attended but the delegates return to the GLC six weeks after they have attended a course. The meeting is facilitated and the facilitator and the delegates explore the following areas:

- Has there been an impact on your behaviour?
- Have you been able to implement what you have learnt?
- Did you find the learning beneficial?
- Was there transference of the learning back into the workplace?
- Are you able to embed some of the learning through action learning or project work?

By and large there is a resounding “Yes” to those questions.

Another way to determine whether or not the overall LDP is successful or not is by the amount of repeat business that the GLC generates (ie. the number of delegates who attend more than one of the courses).

The first round of programmes takes about 3 years. In the first round all the managers are nominated by their line manager to attend the core programmes. This is compulsory and all managers will in the first round (which is a 3 year cycle) attend one of the three core programmes. However, the elective offerings are optional. So a leader in the organisation may select a manager to attend the elective which he thinks is the most appropriate for the performance development of the manager. If leaders continually send their managers on elective courses then it could be construed as a sign that they believe the elective is beneficial and adds value to the delegates.

Is your LDP linked to your organisation's corporate strategy?

The Bank's corporate strategy and the strategic imperatives and the strategic direction, the vision, the mission and the values are all built into the programmes. There is also a direct link to what the GLC is undertaking to one of the Bank's strategic imperatives which is people development. The Bank has recognised that one of the key strategic advantages of the future will be recruiting by talent and one of our key strategic missions is people – the growth and development of people and retaining and developing people. The GLC ties in directly with that. [The fact that the Bank as a Group has spent so much on training and development shows how serious they are about recruiting the best, developing the best and keeping the best.](#)

THEME 2: The organisation's selection process for leadership development**How does your organization identify and select potential leaders?**

As mentioned previously, all manager's will have to attend at least one of the programmes. This is a directive.

Initially the Bank's Central Corporate BU funded the costs for the delegates to attend the GLC programmes. This happened for the first two years (2007 & 2008). In 2009, a slightly different model was implemented. The GLC budgeted training costs were given back to the business units and the GLC now charges each business unit per delegate that attends training. The funds that the business units have been allocated have been provided by the GLC and so there is still no direct cost to the business units. It is their responsibility to ensure that they utilise the funds allocated to them.

It is generally accepted that everybody will be nominated to attend at least one of the core programmes in the next 3 year cycle. However within a business unit, or even at a broader organisation level there is a talent strategy. Within that talent strategy there are talent tiers. It is possible that a business unit could indicate that person X went on the Senior Leadership Programme. However, person X may have been earmarked for a fast track development plan and therefore the business unit leader may want person X to attend the Executive Level Programme as well. The business unit may also identify an additional level of leadership development over and above the GLC courses that they would like person X to attend. They can then select an International Business core programme to attend.

The Bank has compiled the Tier 1 talent list and those people have been singled out and they will attend a combination of leadership interventions. The Bank does not specifically target previously disadvantaged individuals – just top talent. [“If you are good enough, you get targeted.”](#)

What criteria are used to select these candidates for investment in their development?

In our phase 2 model, it is contemplated that the GLC will feedback into business and get closer to the identification and development of talent. At this stage, the GLC does not know all the employees. For example, the GLC is reliant on the business saying that person X is one of their high performers. The request to the GLC will be what else can be done for him for additional development. The GLC will then get involved from that perspective. Another area where the GLC will become involved is when a specific intervention is required. For example, a business unit may have 30 people that need a specific intervention. The GLC will then liaise with their training partners to develop an additional programme for that team of people.

In general, it is the business line responsibility to identify talent and work on their training plans.

THEME 3: The contents of the leadership development programme**What competencies or skills do you hope to develop in your future leaders?**

All three of the leadership programmes are two weeks in duration. During the first week, the course content revolves around understanding the context in which the Bank operates. This deals with emerging markets, strategy, the industry we are in, the global financial services industry. This provides an understanding of the context. It also includes understanding the challenges of the industry and then relating these challenges to the Bank specifically. The content also looks at the Bank's vision, values and the strategic imperatives of the group.

The second week deals with the people aspects. This includes leading effective teams, leading self. It also deals with the customer's interest in your role as a leader which in turn drives the customer's interest. To summarise this week it is focused on human capital, the role of the customer and a little bit of personal mastery.

The course content over the fourteen days is a lot. This presents a few challenges. The one challenge is that you can't embed deep skills or behavioural change necessarily in that period and that is where these courses need to be supplemented with the Electives. For example, people may want a deeper level of skill or understanding on building trust across global cultures. The GLC will then offer a three day elective course aimed at giving those people the tools and techniques to use in order to change behaviour around that specific competency.

Is there anything you specifically need or target for a South African workforce?

The driving strategic imperative is that we are an African Bank, we have an African global reach. One of our biggest imperatives is the emerging market component. The GLC does not do anything that is South African specific. However, one of the critical components of the programme in week two is the Corporate Social Responsibility and the Social Relevance. From a sustainability perspective, whatever we do has to be around sustaining our business in the country, and in the communities in which we operate. There is also a lot of focus on cross cultural diversity and building trust across global / national cultures.

How do we understand the fact that a person may be part of a virtual team where one person sits in South Africa, as a South African person, but he has a virtual team which consists of people in Tokyo, Rome, Singapore or wherever else?

So there is a lot of emphasis on the cross cultural diversity component. Pure South African leadership per se is not focused on. The role of the GLC is to develop leaders. The GLC looks to develop leaders for the Bank, whilst at the same time addressing the need to develop leadership capacity for the country.

It is imperative that South African Leaders are prepared to lead the South African workforce. The Bank is looking to do more to equip these leaders.

On the Electives the GLC does not explore African culture or South African ethnicities. However, because of the Bank's involvement with China and the emerging market players, the GLC is looking at understanding the Chinese culture and how to do business with the Chinese culture. It is about understanding what elements of that culture are important. There is a seminar that we want to run called, "How China Transforms Executive Thinking." This goes beyond how you bow or how you swap business cards. It's deeper than that. It revolves around the Eastern versus the Western approach and philosophy to leadership development. This is planned for phase 2.

The current literature suggests that building relationships and Emotional and Social Intelligence is a requirement for leaders? What knowledge do South African leaders require about the South African workforce?

Personally there is far more required on the emotional, social and spiritual intelligence than what is currently being done. The GLC has just completed a piece of research called "The Future Leader" which was research on understanding what are the requirements of a leader of the future and a lot of the requirements deal with emotional, social and spiritual intelligence.

The research the GLC conducts is based on what business schools are doing, studying the emerging trends in corporate education across the world and looking at where the business school executive MBA programmes are. The GLC also engages with their global training partners and ask questions

such as “What are you seeing?, What are you doing?, What will you be giving the people more of in the future?”. The GLC had an extensive discussion with overseas partners recently and one of the most poignant questions that arose during that discussion was: “If the business schools have been teaching everything that was right, why are we in a global and economic crisis?” A lot of the business leaders who have been charged with fraud recently were all alumni from the top business schools. So what is happening? Harvard Business School put out a business report at the beginning of 2009 titled, “How Business Schools have lost their way”. The GLC believes in more spiritual and physical intelligence - mind, body and spirit. An example of this is one of the courses that the GLC runs is about development strategic intuition, which is relatively a spiritual communication. How do you develop strategic intuition? What is the role of spiritual intuition in effective leadership development? It is one of the better attended courses. “I call it an awakening but there is recognition from people that they need more of that authentic leadership.” One of the other Elective courses that the GLC runs is “Leading from stature not status”. “I can’t run enough of those programmes and those are elective, they are not one of the core programmes.” The GLC is considering including some of the electives for which there is such high demand, into the core programme, at the least as a module. The GLC would like to keep it as an Elective course because it will deepen the delegates level of knowledge but it should also be included in the content on the core programme.

THEME 4: The influence of national culture or ethnicity on leadership development content design

Does national culture or ethnicity play a role in determining the content of your LDP?

Yes.

If the answer to 4-1 is “Yes”, how does it play a role? Does it deliver any benefits?

We have seen that because of the emerging market strategy, that understanding different cultures helps build trust across these cultures in order to work together better. I don’t know how culture is defined. It could be about African, Indian, Coloured and Black versus culture where we are discussing South Africa versus Argentina versus China.

“We say “culture” as in South African – ALL South Africans.”

If the answer to 4-1 is “No”, will it play a role in the future?

N/A.

How culturally aware is your organisation?

The cultural or ethnic diversity has been well dealt with within the business units by the business units. So there has probably been a lot done in this area but not by the GLC. Remember business units, like corporate and business banks have their own learning centres as well.

How do you promote cultural awareness and relationship building?

Same response as for question 4-4.

Are there demands from the respondents of your LDP on the content of the LDP?

Yes. The GLC has only been operating for three years and they believe they are also still learning. “The one challenge or dilemma that the GLC has is, should the GLC be going to business and saying, “what do you want and how can we help you”, “how can we help skill your leaders up to meet the challenges of the future” or should we be going to them and saying, the leader of the future must have the ability to do the following. . . we then proactively say to them, “your leaders will have to have the following skills to deal with the future.” The organisation does not know what they do not know and they don’t always know what to ask for so we provide a combination of guiding them with the content of the programmes and including specific requests from them.”

The first approach is to guide the business units. The GLC will go through their research and through their partner network (the international and local business schools), and international and local companies that they have a community of practice with (ie the ones they engage with about leadership practices). The GLC will then approach the business units and provide them with details of their findings. For example the research may indicate that the leader of the future will have the ability to deal with ambiguity and chaos. The GLC will then discuss what this means for the business units and ask how they are equipping their leaders of the future to deal with ambiguity and chaos. The GLC will then make the suggestion to compile an Elective programme that will assist the business units in that regard. The GLC will then contract a partner from their partner network who has a programme offering already partially developed that addresses complexity, systems thinking, chaos theory and dealing with ambiguity.

A second approach is when the business units request certain content. For example, a number of business units may approach the GLC and ask if there is a course that addresses innovation and lateral thinking. They believe that their leaders need to be more creative and that they need to tap into their innovativeness, in order to unleash their lateral thinking. Then GLC will assist the Business Units with their request. However, the GLC will not respond to a very specific Business Unit request that is only applicable to that Business Unit. For example, if the Corporate Banking

BU has the need for large account management for their relationship managers then the GLC will deem that to be too technical or too role specific and therefore the responsibility for that training will not reside with the GLC. The GLC must be the first port of call for development initiatives. If the GLC can't help the business units then the business units will have to resolve their needs themselves. There is also a need for hybrid programmes. (A lot of what we are doing is off the elective lists they (the business units) have said, "in my business unit I need elective 1, 3, 5 and 7 but I don't want 3 days, 4 days, 3 days. I want a condensed context specific version of these 4 programmes rolled up into a four day programme as opposed to 12 days for my business unit.") The GLC will put the partners together, and they will try and contextualize the learning for that specific business unit/s. integrated to pull the threads together and custom build a programme. It is mostly around how the content is used within a specific context.

These requests are channeled to the GLC. There are five portfolio heads, one for each of the four core programmes (Executive, Senior and Foundation and Team leader) and then one on the Elective programmes. The bulk of the requests are for the Elective programmes. However, the request could come through any one of those portfolio heads and the portfolio heads will then compare to see if the requests are similar. ("I have also had a similar request from ten other business units, there seems to be a need at a leadership level for this particular programme or skill. Let's investigate what we can do.")

The requests usually revolve around targeted skills and competencies. The GLC has a list of 27 Elective courses. Examples of these Elective courses include, understanding and operating in emerging markets, authentic leadership, managing in conflict, assertiveness, strategic financial management. If there is a request not catered for or dealt with by this list then we will investigate whether we should source it and add it to the list or not. Those requests are usually very specific. For example, the Global Markets Business Unit might approach the GLC with the request to train a group of 70 people at managerial level to:

- sharpen their skills around cross cultural or diversity,
- understand how to set up and run effective virtual teams,
- to manage and build trust across cultures within a virtual team.

If the GLC has received that request from other business units, then there is obviously a need for virtual team effectiveness training. The GLC will then start looking at the partner network to see who can best provide a training course like that. The partners could be International or Local Business Schools. They could also be specialist consultancies such as Deloitte Human Capital, People Aactive, Grow Consulting or N3C Leadership.

Has this changed?

What the GLC has noticed is that on the core programmes there have been modules that have been removed. There are other modules that have been added. For example, the chaos theory (ie. working in times of uncertainty and ambiguity), maybe a few years ago wasn't as pronounced as it is now. Now it's a key focus area. On the Elective courses, when it is run specifically for a business unit, then there is content change because some modules would be more relevant to that business unit than others. It is also the GLC's intention to bring the context of that business unit and its challenges into the content of the course. "If we were running customized intervention for asset finance, the partners that we are using will sit with the business people in the asset finance and very much contextualize that for that specific business unit. So there would be a marked change in the content. Sometimes it is how the content is used as opposed to the actual content."

What are the reactions by the respondents to the LDP?

The reactions have been very positive. The Global Leadership Centre (GLC) has become a brand in the group. The GLC has become a port of call, there is a huge "let's come to the GLC first" as opposed to going somewhere else. This is corroborated by the number of attendees that are expected to attend the GLC courses in 2009. These are provided in the table below:

Course Name	Number of Courses in 2009	Number of Attendees per course	Total number of Attendees
Executive Program	10	30	300
Senior Program	45	30	1350
Foundation Program	48	30	1440
Electives	66	30	1980
TOTAL			5070

8.8 Appendix 8: Formatted response from the Semi-structured Interview – Bank 2

THEME 1: The organisation's approach to leadership development

How would you describe your organisation's approach to leadership development?

This is a large bank in South Africa. The Bank has a management development process and a leadership development process. There is a difference between how the Bank approaches management development and leadership development. The Bank conducts a lot of foundational grounding in terms of management development and then uses the leadership pipeline and the accountabilities that are presented within that in order to develop leaders within the Bank. Drotter's leadership pipeline model forms the basis of leadership development.

The essence of the Leadership Pipeline is that one starts off when you manage yourself, then you manage others, then you manage managers, then you are a manager of a function, then you are a manager of a business, then you are a manager of an enterprise. Management is seen as a journey. Managers go through a journey where they go through this. If a person is a manager of self who does not want to particularly manage others and manage managers or manage a function. This person can then be a manager of self, but be a specialist contributor.

From a management perspective, the Bank uses the career choices model, which was built around the Leadership Pipeline. The progression is not necessarily hierarchical, but it's progression in terms of accountability of a manager as he moves from self to others to managers to function to business. However, the employees have a choice when they are manager of self or anywhere on that passage on the model. It is possible to become a specialist then it is possible to follow that route from a career development perspective.

Within each of these passages (ie a manager of self, a manager of others, a manager of managers, a manager of functions), there are accountabilities. At each passage, an orientation takes place for the employees at each passage. The orientation explains what the accountabilities for each passage are.

The process begins when the employee has a conversation with his manager. The parties agree on the passage that the employee is on and what those accountabilities are. The manager of self is essentially a development passage to give one the accountability for himself.

A second conversation that the employee and manager have is around how the employee is performing with regards to these accountabilities. Based on the outcome of this conversation the employee will have to reflect on which accountabilities still need to be developed in order to be competent in them. The employee will then identify the development intervention which will assist him to become competent in those accountabilities.

For every single passage, we have a role orientation option, where you introduce each person – if you are a manager of self, you attend a manager of self orientation, and this is part of our embedding process where people understand their accountabilities and where people know that this is part of our Bank culture and its around saying these are my accountabilities, my responsibilities. This is where I am in terms of each of these accountabilities and this could potentially be the development plan that I would require because I'm not good at this and this and this.

The role orientation workshop has two specific outcomes.

1. You understand your accountabilities.
2. You have a development plan in place to further develop your accountability from a strength perspective and also to close the gaps from a developmental perspective.

There is no finite time for the development to take place. [The idea is that if you attend the role orientation workshop and you have a personal plan, we will capture that on our system and then you will have your short term learning and your long term plan.](#) After the role orientation workshop the employee has a meeting with his manager to agree the employee's development plan. This is then captured on the system and the employee progresses on to it.

The Management Development Programme attempts to build management competence in the business. The high performing “manager of self” typically will make a transition into “manager of others”. The high performing ones are the ones that will be groomed into going onto the next passage. When you look at that spectrum on the career choices model it's around identifying leaders across the passages. The CEO is not the only leader. There are leaders and potential leaders in each of these passages. For these individuals, they will still continue along their management development course and running in parallel for them would be a leadership intervention.

The management development is around their capabilities. The leadership interventions cover other dimensions of management development. One of these interventions is called the Business Education Programmes (BEP). BEP's are made up of three programmes within that framework. There is the junior management programme, the middle management programme and the senior management programme.

These programmes for the foundation of the interventions and the principles in the courses are the same in terms of the modules however, they all have a specific Bank flavour to it. The business schools were all asked to provide the Bank junior management programmes, middle management programmes and senior management programmes. They had to ensure that the business schools were aware of the Bank's strategic priorities. [This is our career choices model and this is the](#)

accountabilities that manager have. The Bank wants to make sure that the employees see the links between everything.

An example of the strategic priorities is leading transformation. Therefore, in the design of the programmes a module on transformation is required as well as a module on emotional maturity.

A second area of focus for the Bank is on the senior manager level. The candidates at this level are sent on Executive Education Programmes (EEP). The EEPs are targeted at the high performing “Manager of Managers”, “Managers of Function” and to some extent, “Managers of Business”. These individuals will eventually grow into “Managers of Enterprise”. These individuals are presented with a suite of EEPs. These programmes are run by a couple of service providers namely; GIBS, Wits Business School. The Bank Seta runs international executive programmes and the Bank uses Harvard to provide that training. The Bank is not involved in determining the content for these programmes. The Bank has to review the offerings and select the most appropriate ones for them. Whereas, with the local programmes it is possible to customize them.

In the GIBS programme we also have control in terms of the assignments, so we make the assignments very Bank specific.

Another programme the Bank runs is implemented together with an organisation called CCL. This programme seeks to entrench the values of the organisation from a leadership perspective. It is run from the CEO’s Office with his Executive Team. It filters all the way through the organisation and that to a huge extent drives the leadership culture at the Bank. It’s about really entrenching our aspirations, our values, who we are and how we interact with other people.

The Bank conducts a number of assessments. For example, 360 degree feedback is conducted in order to arrive at a deeper sense of understanding or purpose on who you are and what your contribution to the organisation is.

What I’ve presented to you from a group perspective is what is consistently used. You will have, within each of the clusters other initiatives that happen depending on their needs and on where they are at that point. These clusters will undertake other development initiatives that might not necessarily be driven from the Bank’s Group Business. MBL or MBA programmes are examples of these types of initiatives.

Is there a particular leadership theory that underpins your organisation’s approach to leadership development?

From a management accountabilities perspective Drotter has been used as the foundation for leadership development. The Bank has just recently bought the license from Drotter SA which allows the Bank to use whatever they want from the Leadership Pipeline book across the bank. The Bank is currently engaging with Drotter SA to build performance standards passages. The purpose of this is to provide standards that can be used to identify the high and low performers in each of the passages.

The Drotter model has been customized for the Bank and it is called “The Career Choices” model. Drotter presented a generic view of the leadership pipeline and the passages, the Bank took it and modified it to what they believed would work for Nedbank. The table below provides an example of how the leadership passages were modified for the Bank.

Drotter’s Passages	The Bank’s Passages
Manager of Self	Manager of Self
Manager of Others	Manager of Others
Manager of Managers	Manager of Function
Manager of Function	Manager of Group of Function
Manager of Business	Manager of Business
Manager of Enterprise	Manager of Group of Business

Kirkpatrick’s Model is used to determine the evaluation and effectiveness of the training that the employees attend.

Richard Barrett’s book on liberating the corporate soul is also used. Barrett says that people in organizations need to operate across a full spectrum of seven levels. It’s one higher up from Maslow’s Hierarchy of Needs. The transformation in the employee is assessed.

How do you rate your leadership development efforts as compared to your competitors?

I think organizations have a culture that differentiates them. I think it’s important to do some external benchmarking, but it’s also important not to do the same because then you just become them. So, I am saying, what works for us?

It is important to have the courage to determine a leadership philosophy and implement it with a long term strategy in mind. There will always be new thinking and a new view on how things

should be. However, the decision should be made based on what makes sense for the organisation. [Is it something that this organization is going to understand and that we can clearly show credibility from a learning perspective and yes, this actually can work and help us to deliver our objectives.](#)

It is also difficult to get information about what the competitors are doing. [For example, we can't even get into the GLC.](#) However, the Bank is continuously reviewing the latest theories and opinions. However these need to supplement our foundation and build on it. [It's a question of making sure that you have a foundation first, as opposed to just grabbing the next thing that's out there.](#) The Bank uses as much information as they can get from their competitors. However, just because they're doing it does not mean that we will do it.

Is there a benchmark that you use to measure your leadership development initiatives?

Is your leadership development approach a successful one?

Absolutely. Besides the quantitative feedback (through TNC improvement in the survey) the quantitative feedback that we get is very, very positive. It is important for the employees to understand what their accountabilities are, know what they need to be able to do to succeed in their role and understand where they are in those passages. To some extent these role orientation workshops have been absolutely transformational because the employees know what they need to do in order to progress in the organisation.

[If you know that "manager of self" has these accountabilities and "manager of others" has these, you can measure yourself against "manager of others" and say am I ready for that? As opposed to questioning their managers about who is getting the promotion. The focus is on me and what I can do to contribute to my journey.](#)

How do you measure the success or failure of your LDP?

In order to determine the success of the management development programmes, the Bank uses Kirkpatrick's Model. Kirkpatrick uses four levels of evaluation.

Level 1 – which is "reaction". (How did the people feel about the course?). The bank uses "happy sheets" to determine this. Did the programme meet their outcomes? Did they like it? Did the facilitator do it well?

Level 2 – which is “assessments”. (What knowledge did the delegates have before the programme and what knowledge did they gain from the programme?) What was the increase in their knowledge?

Level 3 – which is “behaviour”. (Have they shifted any habits?) Can we see a change in behaviour?

Level 4 – which is “results”. (Has there been an improvement with respect to their performance?)

The Bank sets the criteria regarding the results that they want to measure and the behaviours that they are hoping to change. For example, the happy sheets are in place. [We believe as an organization that accountability needs to be demonstrated.](#) Employees are not asked what they think is their accountability before the training and what it is after the training. The Bank does not do knowledge assessments. However, the Bank does monitor to see if there has been a change in behaviour and they do this through a number of surveys in the banking world. These surveys include a staff survey, an engagement survey and the Barrett Value survey.

The Barrett Valve Survey is approached from a leadership perspective. The Bank uses this survey to measure the desired culture and to determine where people think they are. The Bank tries to measure the entropies around existence. The results help to determine what the limiting factors are in the Bank, where the resistance is at the moment and how that helps drive our learning and development.

So within, each of these surveys there will be certain leadership and management questions that we have now linked back to the Development Programmes and that indicates whether or not we've had a change in behaviour. Every year when the Bank measures it, the percentage change in these questions is monitored.

[The Bank does not measure the ROI of their development initiatives. Kirkpatrick works on levels of evaluation and to some extent, after this can come ROI but we haven't got to that point yet. We are saying that this is a journey for us.](#) The Bank focuses on whether or not there has been a shift in behaviour. The Bank has engaged with Drotter SA to build their performance standards.

[As much as the programme costs the Bank a lot of money and to some extent the Bank does not always get the investment back, the return back, there are other returns that are non quantifiable, the intangible things. Those are the things that actually make a difference.](#) The ROI is not important. But what is important is understanding what the Bank wanted to get out of the

programme and whether they achieved it or not. This approach seems to be better because a change in behaviour is more sustainable. [People aren't going to revert back to what they were doing.](#)

Is your LDP linked to your organisation's corporate strategy?

The LDP is linked to the Bank's corporate strategy.

The Bank uses a diagram they call a "Dagwood". This diagram resembles a Dagwood breadroll. The Bank's vision and their values represent the bun of the breadroll. The filling of the breadroll is everything else the Bank is doing. The Bank has about 10 or 12 aspirations. For example, some of them relate to creating a great place to work. [Creating a great place to work is around saying that I have a job that excites me. I have a manager that treats me well, I know where I am going, I have career opportunities. As HR we contribute to saying this is a great place to work and our HR strategy and our learning strategy focuses predominantly on saying 'how do we create that great place to work?'](#)

That Dagwood represents the whole business. [It's what makes us The Bank.](#)

Related to "great place to work" is leading, transformation, managing risk and those kinds of things.

Continuing the example of "great place to work", from this comes our learning and growth strategy. [We are saying for a great place to work we need to create a great place to learn and grow. From this comes our learning and growth strategy.](#) The reason for this is because part of our vision is learning and creating a great place to work. [Our learning strategy priorities link back to the business strategy.](#)

The Learning Strategy, which is linked to the Corporate Strategy, has a number of focus areas including:

1. Create a learning organization
2. Grow managers and leaders for the future
3. Accelerate transformation.

[But "grow managers and leaders for the future" is where this whole topic we are discussing sits.](#)

The strategy identifies what the Bank wants to do, their vision, which breaks down further into the different business functions or clusters. In order to reach the vision the vision has to be understood and then filtered upwards to the Corporate Strategy.

As an example, “Grow managers and leaders for the future” spans everything in the Bank’s external bursaries. Matriculants and 1st year students at Universities are focused on. The Bank tries to determine how they will identify these scholars and students and how they will be able to begin the development with these individuals. The graduate programme, which is run with GIBS, ensures that the delegates become permanently embedded in the organization. It then revolves around making them good managers. The delegates then proceed on to the management development programmes (MDP) and business education programmes. *It’s a journey and along all of this with the external bursaries you have you high potentials. You know who your top guys are. You’ll take those top guys and place them on your graduate programme. From your graduate programme you’ll know your top guys and you’ll put them into the middle management programme.*

THEME 2: The organisation’s selection process for leadership development

How does your organization identify and select potential leaders?

The criteria to select candidates depends on performance, depending on the candidates future career aspirations, depending on the Bank’s transformation targets, and other criteria. The selection is a process. The motivation from the Business Units is also taken into consideration.

Once a development plan is determined for an employee it is captured on the Bank’s management system. The manager will then approve it, after that it goes to a central place in the Clusters. The Cluster will then meet to determine the number of applications and they then approve the applications based on the criteria and budget available.

In terms of the programmes, the nomination and selection for that is around presenting the people in the learning outcomes of each of these programmes. *It’s around creating an awareness in the organization that development planning is an essential part of your job both as an employee and as a manager.*

The identification and selection process considers a number of things. For the individual, it’s about understanding personal strengths and identifying where developmental areas are. It’s also understanding where the individual would like to go next and whether or not it is appropriate and the right thing for the individual. From an organisation perspective, transformation has to be taken into consideration and targets have to be met. *But it’s not the targets and transformation first and*

then the needs and then the performance. It's almost a combination of all of it that needs to be taken into consideration.

For example, during the nomination and selection process guidelines are set. These guidelines may include taking into consideration the person's performance, their career choice, the business unit's employment equity plan, targets and budget. Another consideration is to ensure that the individual clearly understands the requirements in terms of work and in terms of study. **You can't put a person on the programme only to meet your targets and the individual has just had a new baby or the wife is pregnant – it doesn't make sense.** The Bank has had delegate withdrawals from their programmes and a lot of the time it's because of personal load and work commitments. It's predominantly because the delegate didn't quite understand the commitment required of them during the programme and the business unit manager did not understand the individual's circumstances. The business unit manager might initially have thought that his employment equity target has been met this is not the case because the individual has dropped out and he is not able to move into the next position.

Throughout our learning and throughout our journey, I believe that we now have a selection process that clearly provides guidelines. The selection is critical to the success of the organization and the individual. Unless the selection guidelines are clear, the required success rate will not be achieved.

What criteria are used to select these candidates for investment in their development?

We invest in everybody. The bank spent R263 million last year (2008) on training and development. The actual spend as at July 2009 is about R114 million. **We spend huge amounts of money on our people.** The CEO believes that everybody has talent – **there is a talent philosophy at this company – everybody has talent, we need to acknowledge that and we need to identify that talent and nurture it.** However, not everybody might have the talent that the business requires to achieve its strategy. The talent grid and the Bank's talent process helps to identify those that have value to add to the business strategy but it doesn't disregard the others.

The development of the Bank's employees is a journey. The Bank thrives on being able to create a foundation for the leadership development that can be built upon. **Whatever renovations and extensions you throw onto it – the foundation is there. That's what's important from a leadership management perspective.** Employees set on their own path and their own journey.

The process is a filtering out process so those who perform will be focused on.

As a result the investment is made in those individuals that show performance or that has potential to perform. This investment is managed. For example, if an employee attends the Junior Management Programme (JMP) and does not submit his assignments, or does not pass the exams then he will not get the certificate at the completion of the programme. For an individual like this, the chances are slim and difficult that he will make the transition to “Manager of Managers”. The employees understand this, so that when they commit to attending and successfully completing the management programmes they know the commitments will lead to something better from them. These may not happen immediately but it’s a journey – [it’s a journey for me and it’s a journey for the organization.](#)

The Bank, as a learning community, also has the responsibility to provide the appropriate support and structure required to get the attendees to successfully complete the programmes. An example of this is the Bank’s Business Education Programmes (BEP). The facilitators of these programmes integrate the learnings and bring them back to the Bank. The Bank also assigns tutors in the organisation that work with the syndicate groups to guide them during their development journey. The guidance they provide includes providing the direction on their responses to the assignments. The Bank also appoints sponsors who are familiar with the relevant topics to assist the delegates. This guides them, helps them get information and advises them on what they should be doing.

[Our philosophy is to make sure they shine at the end of the day. So with that end in mind, we put everything in place to be able to ensure that they get there.](#)

THEME 3: The contents of the leadership development programme

What competencies or skills do you hope to develop in your future leaders?

The skills and competencies that the Bank attempts to develop initially are the generic ones that are considered to be “must haves” (ie. the ones the Bank believe leaders need to have). The second focus area is on the skills and competencies that differentiate the Bank and that make them different from the rest. The Bank has a programme which embeds the Bank’s philosophies into their employees and differentiates them. [It’s our programme and it’s those things that we want to imbed in our leaders to almost get them to have a blood transfusion and then put them back with the Bank’s blood. That’s the kind of mindset we have.](#)

There are also generic things that the leaders require to understand their environment and what has happened in the world. South Africa has had a huge lack of leadership from a values perspective and from an ethics perspective. [It’s around saying \(see book by Ryan Smith on Managing in Times of crisis\) – there’s heart, head and guts.](#)

The world is changing, there's globalization, there's all these questions around values, there's diversity, there's complexity, there's all of these things happening. How do we build the curriculum and make sure that in the curriculum all of these things are covered? For example, the Senior Management Programme (SMP) has a module on ethics and governance.

The Bank attempts to make sure that the strategic priorities revolving around understanding the external environment are met. Delegates need to know what is happening Globally and to build those skills so that managers know how to apply that knowledge. *All those type of things are incorporated within our programmes.*

The Bank forms working groups to determine the benchmarks. The cluster representatives are sent the material for the various modules. They are then asked to comment on them and provide input. They are also requested to provide input into the content of the assignments. The business schools are then required to modify their modules to accommodate these requirements. *So that's the kind of internal benchmarking that we do.*

Is there anything you specifically need or target for a South African workforce?

Our transformation modules in our JMP, MMP and SMP is very South African as well as being very specific for the Bank. It's around saying, from a transformation perspective what does this mean for us? Where are we? It's not just the legislation. From an ethics and governance perspective the Bank covers King. The focus is to understand what's happening at the Bank and understanding from a global perspective how competitive the Bank is. The Bank is South African and not really a Global one. For the Bank having an understanding of the global world is important, but how to translate what the Bank is doing into a global perspective is not an action that the Bank undertakes because the Bank is not a global one. It's around creating that understanding that this is where you are and how you operate.

The current literature suggests that building relationships and Emotional and Social Intelligence is a requirement for leaders? What knowledge do South African leaders require about the South African workforce?

One of the key components of the programme run from the CEO's Office is the emotional intelligence personal mastery. *All of our programmes from JMP, MMP, SMP have emotional maturity, personal mastery. Our graduate programme has a double dose of it because we believe they need more of it than the others. So we do emotional maturity with our graduates and we also do a programme on personal maturity with them. So it's built into and integrated into everything.*

THEME 4: The influence of national culture or ethnicity on leadership development content design

Does national culture or ethnicity play a role in determining the content of your LDP?

National culture and ethnicity plays a role in the content of the leadership development initiatives. The programmes always take the strategic priorities into account and one of those strategic priorities is transformation. One of the strategic priorities is managing risk. I don't believe that any organization in South Africa cannot take national culture and ethnicity and exclude it. Because of the environment in which we operate and because of the journey in which South Africa has been on.

For example, when it goes down to syndicate groups, we make it absolutely clear to GIBS that we do not want people all to be from one cluster. So even from that perspective we are looking to build diversity. The Bank takes all diverse things into consideration when conducting the development initiatives, and bring them into the modules because it's part of their strategy.

If the answer to 4-1 is "Yes", how does it play a role? Does it deliver any benefits?

The benefits are derived from the individual realizing that there's more to him and that the world does not really revolve around him. It's around creating an awareness that there are different people in the organization and that each has value to add in their own special way. It is also about being able to work with these different people. To be able to step aside and actually understand that another person also needs to voice an opinion and those kind of things. The candidates do not often like being placed in diverse groups. Their complaints include ones about non-delivery and requests for less syndicate work. However, this is part of the learning process and they eventually understand the benefits once they have completed the programme.

If the answer to 4-1 is "No", will it play a role in the future?

How culturally aware is your organisation?

I think from my understanding of the transformation unit, the Bank is very much ahead of the game with regards to transformation and I think its because of the fact that we have this aspiration, to lead in transformation. Because of that our efforts are channeled towards that. The Bank provides the opportunity to employees to verbalize where they are at and for others to respect that and to make suggest on how to progress from one point to another. Through learning the Bank facilitates a lot of soft skills. The diversity programmes and all those things that are built in and that are part

of the initiatives that are going on – it's around saying "where am I?" What is going on? Where do I want to be? And at any point in time you can do that at the Bank.

How do you promote cultural awareness and relationship building?

It's all through these formal structures that allow people to see where they are and where they're going. Parts of the curriculum focuses on diversity, emotional intelligence and change management. The employees have also been given a set of programmes outside of business education, so that the employees can choose from these should they have a gap with regards to those accountabilities.

For example, the MDP role orientation workshop will tell the delegates what their accountabilities are and there's an MDP curriculum passage that states that if a delegate has a gap in any of these accountabilities, these are the kinds of interventions that can be attended to close the gaps.

Are there demands from the respondents of your LDP on the content of the LDP?

What we've seen is that there's been a request for the graduates to take things out because they are not coping or because they think they know it all. But other than that, no, the feedback we are getting, particularly on the SDP is that it is so wonderful. The delegates get an opportunity to get away from work, and meet with high potential senior managers across the board. The discussions revolve around the issues that are facing the Bank. The delegates get the opportunity to work in groups of talented people that actually want to make a difference.

The action learning project allows the delegates to present to the Group Exco at the end of the year. The Group Exco, including the CEO, take a day out of their calendar to sit down and listen to every single action learning project, to rate them and to give them feedback on how they are doing. The commitment and the role modeling that the CEO and the Exco set is phenomenal. The Exco recognizes that the SDP is for high potentials and it is important to understand what the delegates selected for their action learning project. These action learning projects are really about them selecting things that are current in their business, that is a strategic imperative and that requires investigation. It's exciting for them (the delegates), they know they are going to showcase themselves to Exco.

Has this changed?

What are the reactions by the respondents to the LDP?

Very, very happy with it. I think it's a question for us, the learning community, providing clarity. Sometimes there is not always that clarity. But we are always building the picture of what we want managers and leaders of the future to look like and that is what it is all about. The Bank is undertaking a number of initiatives currently and it's a question of pulling them all together. It's a question of making it clear for people, synthesizing it and actually making this picture understood.

The qualitative and quantitative feedback we've seen has all been very, very positive. On the Executive Education Programme, the delegates thrive and enjoy the different cultures that they see. They get to meet different people (people from China, America and the UK). They get to appreciate their own culture, to appreciate South Africa. The EEP has the developmental items but the delegates also develop an appreciation for South Africa.

Another measure of success is the response that the Bank receives from the Barrett's Value Survey. When it was first introduced the Bank received about 100 responses during the survey and now they received about 18 000 (out of 25 000) who complete the survey.

The survey provides information about the perception of what the employees feel the culture of the organization is, where they believe the culture should be and what they understand about the organization. It also helps to identify where the resistance is, where the entropy is and how the Bank can use this information to reach their desired culture. We live and breath it.

I can't imagine that I would work for another bank.

8.9 Appendix 9: Formatted response from the Semi-structured Interview – Public Sector Utility (PSU)

THEME 1: The organisation's approach to leadership development

How would you describe your organisation's approach to leadership development?

This organisation is a Public Sector Utility (PSU). In short, **it is in transition**. About 15 years ago leadership development was driven quite strongly by the organisation from an Executive central point. Over the past 15 years that has shifted and changed to the extent that leadership development was taken away from a central strategic point and was given to the line managers to drive themselves. So the leadership development model was decentralized and was operationalised. Over the past two years at least there is a greater understanding that it needs to be **centrally led again**. So we are in a process of transition – it's probably also attributable to the fact that at one stage learning and development went through the trials and tribulations of being core and then no longer being core to the business and being outsourced. Over the past while there is a realisation that learning development is a lever that can be used to drive talent retention and acquisition and it's moving back into the role of being centrally led again.

As a state owned entity, the PSU probably lags behind the rest of the market. The Global Leadership Centre (GLC) of one of South Africa's major bank's is a state of the art centre, really regarded as world class but also relatively new. The PSU believes that they are probably behind the big corporates on the curve but they are working towards leadership development. **By and large in the present state I guess that about 60 – 70% of the leadership is driven on a decentralized basis**. In other words, in either one of the operating divisions and even further down it is mandated and **decided upon by individual business unit managers**.

I think there is an ever increasing realisation that the quality of leaders does contribute to the effectiveness of the organisation and that realisation is at this stage well established at a very senior level in the organisation. There is an increasing move in the PSU to look at leadership development from its strategic perspective again. In other words, the effect of that will be to build and develop leadership and development programmes that are not just for operating division specific or business division specific but that will attract participants across the organisation at a given level. **So you develop business leaders in the organisation for the PSU, whereas in the past it was for developing business leaders for a particular operating division**.

Another variable that I think most certainly comes into play, and that is that the given operating structure/operating model of an organisation will often approximate the operating model or the structure of the organisation at a given time. **The PSU as a whole is transitioning also from a very decentralized operation to putting things more into a strategic realm and leveraging the size of the**

PSU as an organisation as a whole and I see those signs in the leadership development programme at the moment.

The PSU's Academy of Learning will be accountable for learning in the organisation as a whole but a large part of the learning will also take place in the line divisions. There will be some common learning that will be done by the Academy of Learning and some retained learning that will stay in the operating divisions. But leadership development will fall under the common learning category and they will be accountable to run or to deliver leadership development solutions for the organisation as a whole. Which conceivably means that that the big programmes, the organizational wide programmes, they will take direct accountability and responsibility. That is the model the PSU is trying to adopt.

The leadership model's underlying ethos and perhaps the assumptions that the PSU makes around their leadership model framework is to address the business units that have had flexibility because that is just where the organisation is but simultaneously the PSU is trying to put the leadership development initiatives into a single model in a single framework.

Is there a particular leadership theory that underpins your organisation's approach to leadership development?

The underlying theory or perhaps the underlying building blocks are certainly based on what we know leading practice examples are out in other organisations. Certainly when we started building the leadership architecture for the PSU, we most certainly investigated other organisations quite intensely. But it is not steeped in a particular school of thought or a particular leadership theory. In that regard we are quite eclectic. An example of this is that we have a leadership competency model that is derived from the works of people that 10 years ago wrote about transactional leadership and transformational leadership. We know that it (transactional leadership and transformational leadership) exists, looked around and saw that many organisations still broadly couch their leadership competency in those two frames of reference. But it is not as if we said, yes, we are going to adopt it because it was a theory that was written by Harvard Business Review 10 years ago. It is still something that pragmatically makes sense.

The third element that we infuse is perhaps just that, it sort of just has to make sense. We are an engineering lead organisation and surprisingly enough our business leaders expect the leadership development initiatives to be workable and supple.

So those are the underlying assumption that we made around the leadership model that we use which eventually has an imprint in the leadership development programmes that flow from that as well.

How do you rate your leadership development efforts as compared to your competitors?

The PSU constantly scans the market to keep an ear on the ground of what leading practice and leadership development is out there. *This part of my portfolio. I wouldn't necessarily in my portfolio of work scan individual leadership development programmes, I wouldn't look at what leadership programmes Bateman's or Standard Bank runs. I would probably have a discussion around general industry.* The PSU has an Academy of Learning with a leadership facility. They are the delivery arm of leadership development solutions. They are the one's who need to keep their ear on the ground in terms of leadership learning methodologies.

Where the PSU does keep a very sensitive ear on the ground is internally. *I think that we are, from a quality assurance point of view, reasonably assured that we have built a leadership architecture that is pretty robust and pretty much middle of the ground. It can cater for a wide audience.* Surprisingly enough *our business leaders are not ignorant* in that regard, *they know what they want*, they don't always articulate it in the right manner or the right fashion but its more important that a divisional executive looks at leadership development.

For example, a divisional executive might say that he is prepared to invest R500 000 or R1 million in a leadership development programme rather than asking for leadership development initiatives that are similar to what Pepsi does because they have the latest and greatest approaches to leadership development.

There is also something about appropriate fit. We know that leading organisations - the General Electrics of the world, Pepsi, Microsoft and locally, Standard Bank (all the banks really), they have invested in Leadership Development for quite a long time. I don't necessarily want to compete with their stuff because they have also gone through their own trajectory and the stuff that they do now is a bit appropriate for where they are. The PSU will probably find that if they tried some of the stuff that one of the other organisations is doing, it will just be rejected outright by business leaders internally. *There is also a measure of understanding of where you want to go to.*

Is there a benchmark that you use to measure your leadership development initiatives?

The PSU does not do any internal benchmarking either. There is an increasing network that exists within the organisation but that is also transitioning from having been very autonomous to being centralized. There is a valid reason for this and it will put the PSU's leadership, sharing and benchmarks into context. The policy of the PSU's shareholders, which is Government, as little as 7

or 8 years ago was to sell the PSU off. It privatised the PSU in the same way Telkom was privatised. In preparation for that privatization the PSU “ring fenced” itself. The PSU was this integrated organisation and then Government policy changed and it started ring fencing itself. For example, the Generation Division that consisted of 21 Power Stations was prepared and each Power Station was going to be sold off as a strategic business unit. The Distribution Division was to be privatized into the original electricity distributors. When an organisation ring fences all their systems, the whole IT system gets ring fenced as well because that runs the finances. The other thing that happens is in preparation for that kind of privatization, is that the resources also get ring fenced. Unfortunately the organisation’s culture also gets ring fenced. This is why the PSU is in transition. There are large parts of the business that still operate independently. They have had a huge amount of autonomy and now that the PSU wants to centralize functions, it is difficult to take these things away.

At one stage there was no benchmarking taking place because someone who was working in a Power Station in the Generation Division regarded him or herself in their own business and had no real need to interact with someone who sat in the Transmission or the Distribution Divisions even though they nominally worked for the same organisation.

Over the past five years (from about 2004) there has been a greater sense of coming together. *It is not yet at a stage where people will gladly say, okay there is a good talent management system working in the Generation Business, lets just roll it out to the rest of the organisation and everybody is happy with it.* There is still a degree of reticence – *we are doing our own thing in the Generation Business and it isn’t quite like the Distribution Business because we are in different parts of the organisation.* At a macro level, the PSU is busy shaping the culture.

Is your leadership development approach a successful one?

The PSU has developed a leadership scorecard that takes a number of leadership measures at different levels into account. It basically measures the leadership development outcome. The basis for this is Kirkpatrick’s levels of evaluation.

The first level of evaluation is the security needs evaluation. (Was the coffee warm enough and that kind of thing). The next level in the framework consists of a couple of indicators that the PSU is not tracking yet but which they will be tracking as soon as they become operational. The next level up, is what the PSU calls “the leadership impact” and there are two measures that are assessed. These are the impact of the individual on the organisation and the impact that the leader has in terms of cultural change and there are two or three measures that are used to assess these. *It is almost a migration from the leadership development intervention at the lowest level to the impact of the leader back in the business.*

The purpose of the evaluation is not to try and isolate the marginal value add of the leadership development intervention itself. [Has this leader had a great impact in business?](#)

At a third level, which will be used by the PSU in the future, will be to determine the leadership impact on the business results and link it to larger talent management and succession management system.

How do you measure the success or failure of your LDP?

At this stage the big leadership development programmes are still primarily being run by the operating divisions within the PSU. The PSU's Generation Division has a leadership development programme that they have been running for a couple of years in collaboration with the University of Pretoria. They have run it quite successfully. There is a similar programme that is being run in the PSU's Distribution Division that focuses on the usual technology and so forth. [We are not yet at a stage where these programmes are being re-housed or repositioned into the PSU's Academy of Learning.](#) Those are some of the new things that will happen towards the end of 2009. That is how it is at the moment and its part of the process to also migrate leadership development and initiatives out of the business units into the Academy of Learning's leadership facility.

Is your LDP linked to your organisation's corporate strategy?

Strategy formulation and strategic direction in large organisations like the PSU is at best not an exact science. [I personally think that we will probably not get to a situation within the PSU where we say we are doing leadership development because we want to reach a strategic objective in three or four year's time. I think that leadership development will gain its credence with sort of a strategic intent around leadership.](#)

[There is an executive acceptance in that good leaders enable good decision making and at that level then, strong executive endorsement for leadership development as an enabler in taking the business forward.](#)

[I have been fortunate enough last year to do quite an extensive study tour through the US and it was notable and quite interesting to talk to a couple of companies about this leadership return on investment. Some tried, most failed. At the General Electric School for Leadership just outside of New York which is probably \(if you talk about benchmarks\) the most imminent leadership development school and also the oldest and they don't measure ROI at all. General Electric will shut down business units before closing down the School for Leadership because it has become the view that leadership and good leaders enable good decision making. This has been so entrenched in](#)

that organisation that they don't need financial calculations or justifications. The PSU's view is that they need some basis on which you make some of these decisions and there needs to be some level of calculation but the thing that gives leadership sustainability in an organisation is more a matter of gaining and maintaining a level of your own legitimacy rather than just justification.

I think, in my experience, if you talk to most of our business executives, when they consider leadership development programmes for themselves or for their people, cost is a sort of third order priority on this. The first order of priority is to give them something that will make their people competent and address the business problem that they have, and then they will ask how much time this will take and the third question is what will this cost? This illustrates that people intuitively understand that leadership is an enabler. If somebody asks you about a return on investment, they probably don't believe that it is an enabler and then you are in a sense going to have lost the debate or argument because we know it's a tenuous thing to measure.

THEME 2: The organisation's selection process for leadership development

How does your organization identify and select potential leaders?

I think our affirmative action, employment equity and BEE objectives are like all organisations strong drivers of leadership development and obviously who gets nominated to attend leadership development programmes and why you have leadership development programmes.

The rationale is as follows: fundamentally we need competent leaders to drive the business.

The PSU knows that at a middle and senior level in an organisation there is often not a large number of people who are black or non-white. The reason for this is due to South Africa's history. As a state owned entity transformation is obviously a very, very important indicator for organizational success at the PSU. The PSU develops these people to a level of competence. It is a natural occurrence that candidates are compared however the challenge is to see how the gap between candidates can be bridged. At one stage it was a strong imperative to bridge the gap but the PSU has found that the need to do this has become less important. South Africa's new democracy has existed long enough for the benefits of the private schooling system and the tertiary institutions to have reached a wider group. So now days if we take a black guy from Wits with a Bsc Engineering or we take a white guy from Tukkies with a Bsc Engineering, they regard themselves as equal and on even par and often they are. The emphasis is on developing all candidates. That may be the equity imperative.

The other imperative is the **talent scarcity**. The strongest drive over the past couple of years is that the PSU will not exist out there in the market as long as you walk in the forest and you pick up bits from trees, you have to grow them yourselves. **Our organisation is in dire need of sufficient numbers of engineers and technical people because we've got this massive expansion programme that we are busy with and it needs capable people, so in our regard, on the technical side we take anybody that would want to come and work for us regardless of where they come from.**

What criteria are used to select these candidates for investment in their development?

The PSU's talent succession management process takes accountability for the development of leaders. They are the one's who need to understand who the candidates are from a business point of view. The business leaders identify those people who are potentially in the run for succession, and it is important to understand where their competency levels are and how to develop them. **It's not an exact science and I think that he who nominates for or pays for the leadership development is often the person who gets to nominate the candidates.** Often there is a good discussion around succession and often there is not and the manager will nominate who he deems is fit or appropriate for succession. That happens in all organisations. **It's not a rational process, and sometimes it is a highly subjective and politicized process when people get selected for these programmes.** From an HR point of view and even from a business school strategy point of view we get taught that these things happen in sequential, rational processes but we know that the world of work is far more messy and politicized and subjective than what our business school text books tell us.

THEME 3: The contents of the leadership development programme

What competencies or skills do you hope to develop in your future leaders?

The leadership competency model drives the leadership development programmes that are being developed and that are being sourced from the market. The HR Department, checks the business leaders' business reality in order to decide on the content for leadership development solutions. Often the business leaders will understand the items on the competency model, but sometimes they will add some additional things that they require. The leadership development programmes are then modified with regards to content and approach.

The PSU tries not to let the business leaders get too embroiled in what competencies they want to have developed. **We try to enter into conversation with them around the business issues that they are facing and how they see that a competent leader will plug the issue and then we try to internally translate that into the underlying competencies or skill.** The underlying competencies that will make the participant of the programme competent in terms of impact back in the business. That is

the level of conversation that is normally held with the business people. The reason why the PSU does this is because often their business leaders know something about competencies because they also read. However, they often get so fixated on the underlying competency that they don't properly define what good would look like in practice. **We rather force them into the kind of discussion – so tell us what will that competency leader will look like, what will he or she do, what is the evidence that you will use and then we try to make the match to the underlying competencies and the leadership development curricula.**

The competency framework has certain focus areas that closely approximate just where the PSU is as a business and where they want to be. The PSU linked about 20 competencies to four focus areas.

For example, one focus area is called “Driving business results”. The PSU knows that if you want to drive business results and you want to be good at it, the underlying competencies like the ability to plan passion for excellence and so forth. The approach to the business leaders is to use the **analogy of supermarkets, the competency framework is viewed as a supermarket.** First of all you must shop at this particular supermarket, you can't go and shop at another supermarket. There are four aisles that represent the four focus areas. Each aisle has items on the shelf that can be selected. The second proviso is that something has to be selected from each aisle. So you need to buy in all four focus areas but if you decide that in your business area that customer focus is a particular priority for your business for the next two years, then you can pick more competencies in a sense out of the customer focus area. If on the other hand business operation and business efficiency is a big issue, you can use your framework to create better operational efficiency.

The reason why this was done was because the PSU is an incredibly diverse organisation. Their Generation Division employs about 10 000 people and operates in factories and it is very focused on efficiency, ensuring that at all times in that system that optimal efficiency runs. Then on the other end of the continuum is the Distribution Division that has a large part of technology in it but also has large parts of customer interfacing and they are about 16 000 employees. **What we try to do is have a flexible framework which can be used by different parts of the business, while at the same time being tied to some common sentiment or some common ethos at a centre level.**

The underlining intent of the competency model is less of a blue print and more of a framework and a conversation tool – that is the view that we take on the competency framework. At an Executive Level we try to – if you talk about leadership development programmes, flowing from the competency model.

There are another two dimensions of the competency model. The first of these two dimensions is the stratified systems theory which was developed by Elliot Jacques. This theory is used to distinguish between different levels in the organisation. The practicality of this is that it is possible

to take an underlying competency like the ability to communicate and make it relevant at all levels in the organisation. For example, the ability to communicate effectively is a competency that is required right through the organisation from Chief Executive Level to First Line Supervision. However, the Chief Executive communicates differently to different audiences about different things as opposed to the Supervisor on ground level that also needs to communicate effectively. [The stratified systems theory framework assists us for a Level 5 Leader as opposed to a Level 1 supervisor.](#)

Is there anything you specifically need or target for a South African workforce?

Organisations often grapple with two things, internal performance and efficiency and external adaptation. If the leadership models are linked to this, it doesn't matter which one you use, you know that the transactional leadership competency is the one that normally focus on performance and efficiency. For those models that require one to plan, organize, delegate and execute quality, then your leadership competency that the organisation is required to adapt to is normally the external one and the internal context is normally the transformational competencies. The ability to create sense of meaning, translate, environmental complexity into the way we do things in the organisation. This is a theme that comes out in the PSU's leadership assessment. [Our leaders are good business leaders, relatively speaking, they do well on the hard business leader competencies. They are good planners, they drive execution, most of them are engineers. They can conceptualize and understand the logical and so forth. They sometimes struggle to adapt with the ability to the external environment in other words, transformation, leadership competencies.](#)

The leaders struggle with the notion of "team building" but it is really about taking the team into the unknown. This translates into a number of requirements:

- the ability to take the organizational division and translate it into something that is sensible for the work;
- the ability to deal with a multitude of stakeholders simultaneously;
- the ability to effectively manage and trade-off intractable conference;

One of the other things that the PSU has built into that competency is just a capability level, the whole thing about emotional maturity. [At the heart of all competency models and our own sits health and self awareness.](#)

[I foresee going forward that we are going to, if I look at just the demands and requests that are coming from the business, look at this side of the leadership competency model. It will probably receive more emphasis going forward.](#) For example, leaders in the business request help for them and their team so that they can make better decisions in the context of a changing world and changing environment. They have the ability to drive a project plan to the nth degree but they battle

to adapt. This includes things like talking about ethnicity and diversity, things around cultural awareness, cultural sensitivity and diversity and diversity in an expanded sense. They not only have to be aware of diversity in the traditional sense but obviously being aware of the generalization of diversity.

What would traditionally regarded as your managerial competencies, those we have got to a larger or lesser extent pretty much buttoned down. It's more the softer transformation leadership competencies that we need to focus on.

Another component that becomes incredibly important is the whole area of values and ethics and that is maybe the one addition to the transactional transformational competency domain that we have added. It is a third area which the PSU has called transcendental competencies. An example of this is to look specifically at things like:

- “How do you operate in this world in this context in an ethical manner?”
- “How do you link those ethics through the organizational values?”
- “How do you link ethics through your own personal beliefs and so forth?”

That will most certainly become more important going forward. Practical examples where these competencies play themselves out especially in the PSU is quite apparent. One of these examples is as follows. The PSU has to spend billions of Rands on securing new goods and services to build up power stations. The PSU's corporate governance can really only safeguard them against fraud to a point and then they have to leave it to the ethical framework of the person that sits and negotiates with end users and service providers. In this regard the person's transcendental competency then becomes incredibly important.

The current literature suggests that building relationships and Emotional and Social Intelligence is a requirement for leaders? What knowledge do South African leaders require about the South African workforce?

I've got conflicting views on it. First of all with a psychologist there is not such thing as emotional and social intelligence in the same manner as what you speak of in lateral intelligence. However, the PSU believes that it is important for South African managers to be emotionally and socially intelligent. The PSU also believes that generally they are relatively good at it.

I have seen other managers from other countries operate as well, especially countries that are not like South Africa from a diverse social fabric. Anglo Saxon, white male dominated European dominated frame of reference. They are often not socially very intelligent or emotionally intelligent. I have seen it the Middle East as well where some of the Muslim dominated Arabic countries, there is a certain, standard bottom plate frame of reference that is used by all the managers and that is the primary frame of reference. If you happen to be of a somewhat slightly

different persuasion they don't really care. So the dominant paradigm is very strong there. Perhaps we are blessed in a sense that we've gone through this political transition and I think isn't necessarily a strong dominant paradigm that drives our managerial assumptions about things like ethnicity and gender and so forth.

The other way that I see it is sometimes it has happened once or twice where we visit the Americans or they visit us here, its normally a PSU work group and we will crack jokes about race and gender in the South African idiom but they sometimes look at us with huge eyes, thinking "I can't believe you guys are having an appropriate conversation". For them it is almost inappropriate and it's almost as if we have transcended a little and become more relaxed about it. We're much more accepting of differences. I remember one occasion where we sat around the table with American guests and my one friend said, "you know you whites. . . . the other guys eyes were like this (indicating huge). The one guy said to me afterwards that that type of conversation would get you in very hot water in the US, it would probably get you a dismissal or a law suit or whatever. I just said to him, in South Africa we have each other and we have to sort of make do with this but there is a huge sense of respect and maybe the shared thing that drives this kind of banter.

In order to be able to act with the openness illustrated above, there is a requirement for individual maturity and a little organizational maturity as well. The PSU is a well transformed organisation. The PSU went through extensive diversity training and cultural awareness. It was historically a white, mainly Afrikaans, dominated organisation up to the late nineteen eighties and then it was the first organisation in South Africa that started experimenting with affirmative action – before 1990. The PSU does not have a single diversity management course or cultural awareness course running currently. I think it is just because we transcended and created a new culture about open discussion and one that is premised on respect and dignity. We obviously won't tolerate as an organisation racist or gender sensitive jokes but there is a maturity around that aspect. I don't know whether we are unique in that regard but I think many South African organisations are at that level.

THEME 4: The influence of national culture or ethnicity on leadership development content design

Does national culture or ethnicity play a role in determining the content of your LDP?

The PSU has not made any specific provision for national culture or ethnicity in the content of their LDP. The cultural diversity issues they are grappling with, which will in future probably form part of their leadership development programmes, are more around generational lines. It's almost the second wave of culture diversity and maybe just diversity itself. It has to do with things around age and the new generation. Some of the business requests that the PSU business leaders are asking for

help with are not related to diversity but are related to age. (“I’ve got a team that consists of old people with lots of experience and bright new youngsters that don’t have the experience, help me to make that thing fit”). The PSU business leaders are less concerned with why or how the content of the LDP is made up, they just want to have a team that works effectively and has people with different skills, and attributes. The focus for the PSU is on that type of diversity. For example, the PSU is faced with the dilemma of having people with 40 years experience that want to go on retirement, and the PSU has to understand how they will ensure that those skills and that wisdom is transferred to the younger employees. **We have tried agonistic ways of knowledge management and formal coaching – it just doesn’t work.** It’s in the head and it’s the type of team dynamic that operates that makes it conducive for people to sit around the table with a cup of coffee and you have the old wise man sitting there telling the youngsters about how they did it in the days before computers and how its being done today and also what the things are that they learnt then, and so forth. That’s the kind of efficiency that the PSU thinks of as “diversity training”. **It’s no longer about respecting each others cultures and greeting each other in a certain way and third and fourth languages and that kind of thing.**

If the answer to 4-1 is “Yes”, how does it play a role? Does it deliver any benefits?

Not applicable.

If the answer to 4-1 is “No”, will it play a role in the future?

How culturally aware is your organisation?

Although the PSU is culturally aware, this does not mean that issues around culture and ethnicity are necessarily removed from the equation. There is a higher degree of awareness that the PSU employees are from different backgrounds and that ethnicity plays an important role. **But I think the great thing is that ethnicity in a sense plays a positive role. We can talk about ethnicity and about different things at home that hits on the ethnicity theme but in a positive way.** You often find that the discussion is not from an ethnicity point of view (How does the Zulu woman do this in relation to the Tswana woman?). It’s not an ethnicity session. **It comes out in a social conversation you would often have.** An example of this social interaction is described as follows. “The other day we watched Trevor Manuel’s interim budget speech at the end of 2008. He spoke for some part in Xhosa and I sat and watch it in one of our restrooms with two colleagues of mine and he switched to Xhosa. I asked “What is he saying now?” and they said, “We don’t know.” I sort of frowned and said, “Hey, the girls from up North don’t know what he is saying”. We all actually chuckled about it because we make these assumptions that because you are a black person, you should understand

Xhosa and they didn't know either. There is an awareness of ethnicity but it is not as if we talk about ethnicity all the time. It comes out in a more natural way.

I don't necessarily think that all organisations are like that. I think, it's again, maybe just the organizational culture.

How do you promote cultural awareness and relationship building?

Are there demands from the respondents of your LDP on the content of the LDP?

With leadership development "you can't microwave it". You can't pop it into the microwave and 30 seconds later you've got popcorn. It's really more of a slow cooker thing. The PSU has informed their business leaders that the leadership framework will stay static for a period. We need in a sense to lock it in for a period of 24 to 26 months. If you shop in your "LDP" supermarket you need to carefully consider what you want to buy because you need to give the people that develop the leadership programmes and participants that undergo the leadership programmes an opportunity to have input back into the business. We know that especially for middle management to senior management that the impact after the intervention only really becomes apparent after about nine, twelve or eighteen months after the intervention. Unless there is something dramatically happening in the business, the leadership framework will remain constant and it will be reviewed once every 24 to 36 months. The PSU then gives the business leaders an opportunity to provide input into changes or to adapt to the changing environment and requirements for leaders. The PSU also goes through the organizational reviews so that they can pick up, through the PSU's leadership effectiveness instruments that we are running, to see where the sentiment is going and also trends from it.

Has this changed?

Initially when the PSU started with the framework and the assessment of leadership there was a big focus on business efficiency and most notably around safety. Safety became a big thing at the PSU - organisational safety, safety of employees, safety of assets and that kind of thing. The new theme that we see emerging, especially from the top of the organisation is the whole issue of helping leaders to make complex decisions in complex environments where you have a multitude of stakeholders often with diametrically opposed views that cannot be reconciled. This is probably strongly shaped by where the organisation is currently. Four years ago (2005) the PSU was in an engineering crisis and an electricity supply crisis. The PSU knows how to fix it. The PSU now finds itself in a financial crisis because to fix those things costs a huge amount of money. A

common theme from the business leaders is the following: “Help us so that we can help ourselves to navigate through conflicting views around how the PSU should be funded and help us to build our capability to steer through this phase in the organisation’s history.” This whole issue is quite prominent in the South African press. The PSU applied for a significant tariff increase. This has received a mixed reaction. There is one part of society that believes that the PSU represents the poor, their constituency. The tariff increase will place an additional burden on them. Another view to this is that South Africa is industrialized. Organisations and companies can invest anywhere in the world where there is reliable and relatively cost effective electricity. So there is a demand for a reliable electricity system and on the other hand South Africa has a poor population. At face value these are intractable problems or conundrums. The request from business leaders that are now being asked from a leadership point of view to address this leadership challenge is to help to steer them through this level of complexity. They require help to see the world in a more from a leadership point of view in a way that it appreciates the complexity. Engineers by their very nature want to take complex things and reduce them into tangible solutions that work and to try to simplify them. **What we want to do with our leadership development at an executive level is to get the business leaders who come from an engineering paradigm to view the complexity for what it is. If you undershoot on appreciating the complexity of a situation, you will probably undershoot on the decisions you have to make and the consequences that flow from it.** This is the new theme that is emerging here at an executive level.

At the middle leadership level the requests are standard – leaders must be efficient, they must drive the assets of the organisation in an efficient, responsible manner and in a sustainable manner. The PSU realises that they need to keep their people are on broad.

At the ground level, at a supervisory level, there is a greater demand for the managerial and transactional competencies so that they can be driven. Another request is for assistance with the young employees who are newly promoted supervisors in order to make sure that they manage their teams well.

What are the reactions by the respondents to the LDP?

It has been positive. I must say that leadership has gained its prominence less by the work that we do in my unit and more by the degree that the executive team, our Exco has grabbed it as a priority. There is this old truism that says, “your managers interests become your obsessions” and the PSU’s new Chief Executive (since 2007) has stated that leadership is very important for the PSU. At the beginning of 2009 he stated that he would take personal charge of the leadership framework. **He will own it personally and it is incredible to see just how that makes organizational attention jump from other things to leadership.**

I think if there is one key success factor we learnt from just driving appropriate leadership models, it needs to be ultimately owned and talked to by the leading business leader that you have – Chief Executive of the organisation or the equivalent. This is about appropriate sponsorship at the top. People always talk and write about it euphemistically but I have experienced it.

You can still get away with a supervisory course if your business unit manager supports it but if you really want to develop leadership at a strategic level then it means that there is an active endorsement by your Chief Executive.

8.10 Appendix 10: Formatted response from the Semi-structured Interview – Public Sector Finance Corporation (PSFC)

THEME 1: The organisation's approach to leadership development

How would you describe your organisation's approach to leadership development?

This is a Public Sector Finance Corporation (PSFC). What happened previously was that any staff member (including management) could apply for any training programme that was business related. The training request was discussed with the nominee's line manager and with their division executive. If the training request was within the budget and they could afford it they would let the candidate attend the training. This changed recently when the PSFC decided to approach leadership development from a more central perspective to structure it and put a framework in place in terms of showing at the various levels (at senior management, middle management and at junior management level), what are the kinds of programmes we could be sending our leaders on. The specific focus is a lot more on management leadership training.

The framework is a sequential one. For example, if you are a junior manager and you want to progress to the next step, what is it that you need to do? What programme would you first need to complete to make you eligible for the next level? [The delegates need to complete the programme but after the programme the delegates have to put the learnings into practice as well before they are accepted to go on another programme at the next level.](#) It was a strategic decision in the Learning and Development Business Unit to position this approach to leadership development with the PSFC Executive (ie. This is how we would like to pursue management and leadership training). The approach was to establish the framework between a three to five year perspective. The PSFC now has a framework in place and they now work on that framework.

The framework was approved in March 2009. This was an iterative process which required the Learning and Development Business Unit to incorporate the feedback from the Executive Committee. It has been a work in progress. [The PSFC worked closely with a lot of consultants and the business schools and the tertiary institutions.](#) For example the PSFC went to one of the major Bank's in South Africa to see what they were doing with regards to leadership development. ([The GLC](#)) and they also met with people from Wits Business School. This formed the foundation of the content or theory of what the PSFC is trying to do. Eventually the framework was approved in terms of what the PSFC wanted to achieve. As was mentioned previously, the framework was approved in March 2009 and the Learning and Development Business Unit is now starting the process of getting Exco approval to send the first batch of managers and leaders to go on the GIBS Global Executive Programme.

The programme's budget was calculated using indicative numbers. At the various levels, the programmes are recommended and once these have been approved then this is what the budget would be. However, the budget is used as a guideline ("It's not hard and fast"). Approval has already been approved for 10 senior managers to attend the GIBS Global Executive Programme and initially there were only 5 positioned to attend. ("I suppose that as we work and implement we will have to add up and tally up.") However, the budget for the 2009/2010 Financial Year was based on certain numbers that was presented to the Exco. The L&D BU attempted to allocated the budget equally amongst the various bands. These bands are:

- the senior business unit heads;
- the professional band, where everybody in that band has an undergraduate degree, an honours degree or higher;
- the junior management band, who have at least one degree;
- the administrators band. The PSFC wants to put them on structured training programmes.

Effectively training and development takes place across the organisation but the focus on the management and leadership is specifically on senior, middle and junior management.

The training is a significant investment and it is all service provider based. The PSFC budgeted R12 million for FY2008 and R13 million was actually spent. Any internally based courses are facilitated by the service provider. The PSFC does not have an in-house training Business Unit. PSFC outsources all the training because of this. For example, if the PSFC requires a training course on communication skills then that would be outsourced.

Whilst the PSFC was busy developing the framework, (it took two years to develop it) - they positioned an aspect called "Women's Development for the PSFC" to the Exco. This focused on the development of woman in the PSFC and the Women's Development Programme began in 2008. Once this programme began running then the PSFC re-focused on the rest of the programme. Women's development is part of the whole leadership programme but it was separated out to focus particularly on developing women leaders in the organisation.

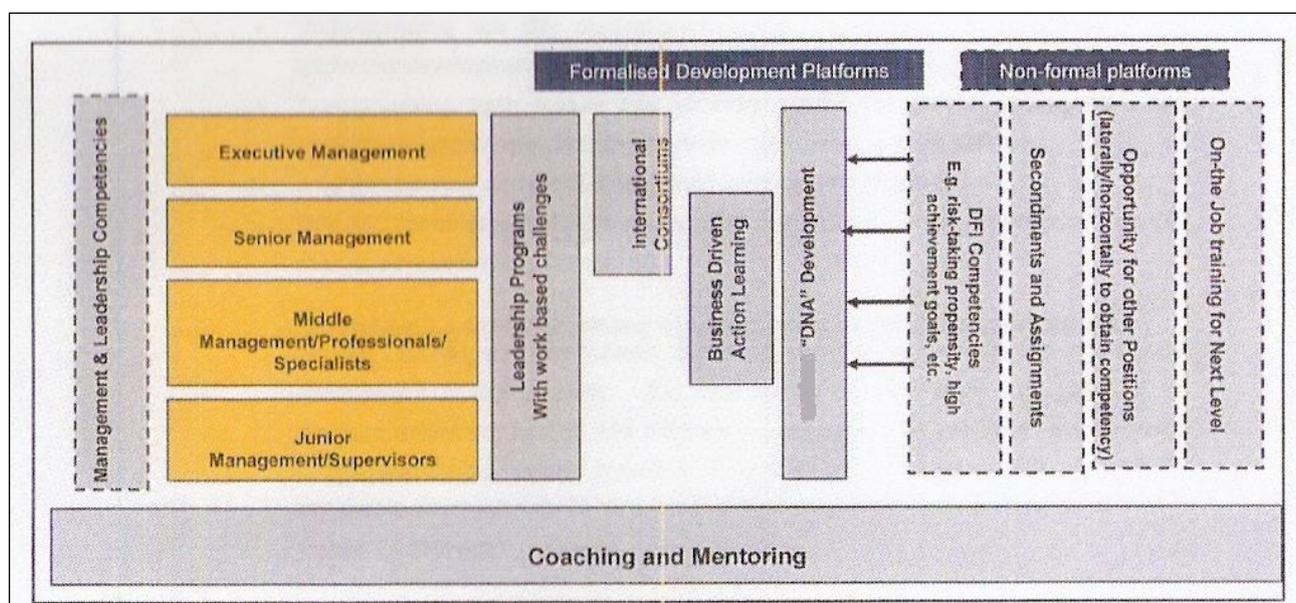
"With most companies, leadership and management development is for everyone – men and women are all in the same programme but their experiences are different so we focused on IDC women and said, 'let's give them their platform and see how they progress and how they develop'."

The motivation for focusing on the development on women in the PSFC was because of a directive from Exco. The Exco wanted to have women leaders developed within a specific time frame and in specific positions in the organisation. This had to be addressed urgently.

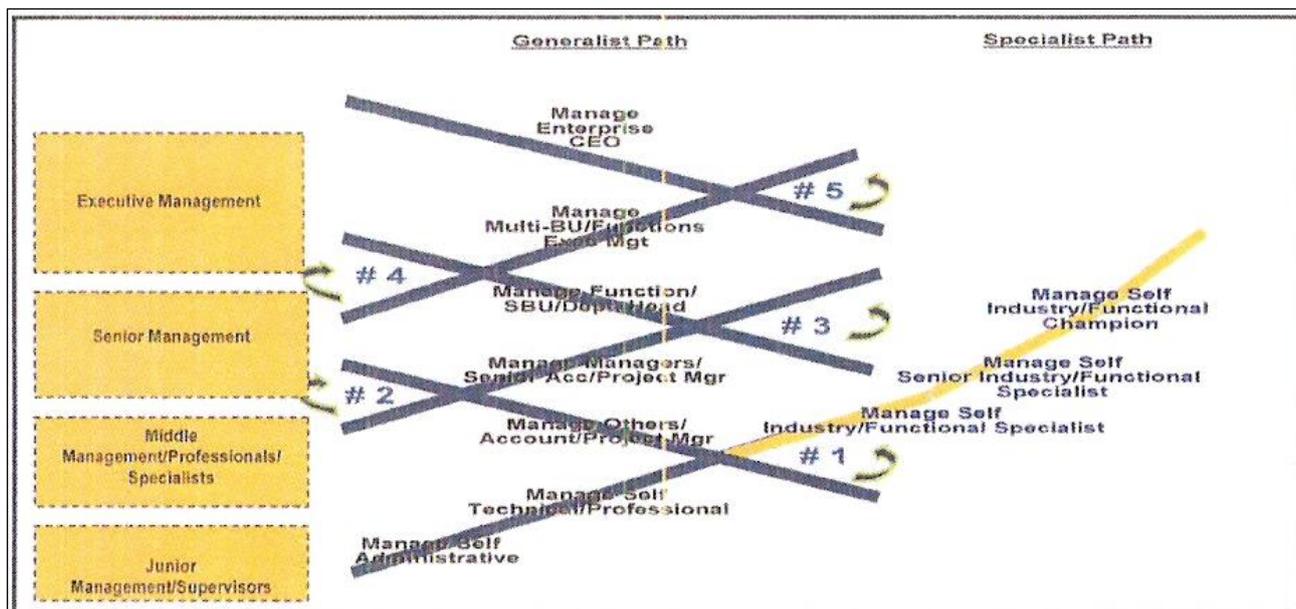
The directive was not in an attempt to comply with legislation but it was based on the PSFC looking internally and deciding where development was required. “We saw the need for emphasis on women leaders”.

Is there a particular leadership theory that underpins your organisation’s approach to leadership development?

(“I can’t remember the theory.”) The PSFC looks at transitional steps and how people would progress from one step to the next step. The courses also include customized elements for the PSFC environment. The PSFC has a group of employees called specialists or industry champions who don’t necessarily want to become the Head of Units but who would like to be remunerated at that level. These employees also undergo training. The overall structure is a flute or a funnel.



Based on the Exco Policy Meeting minutes the framework that was presented used Drotter’s “Leadership Pipeline” as the basis for their leadership development framework. The PSFC added an additional path which they call the “Specialist Path”.



How do you rate your leadership development efforts as compared to your competitors?

The Development Bank of South Africa (DBSA) is a similar institution to the PSFC.

The PSFC has had one or two meetings with the DBSA initially to try and collaborate and see specifically how the two organisations could get involved and see what they were doing that we could participate in or assist with. But the two organisations had one or two meetings and nothing came of it. The PSFC just forged ahead by developing their own framework.

Is there a benchmark that you use to measure your leadership development initiatives?

The benchmarking that the PSFC does is from a content perspective to see what would be the best content.

Once the Leadership Development Framework is fully operational the PSFC has identified a number of ways to measure their return on investment. This will happen via surveys with the participants, via interviews with the actual vendors, via 360 degree feedback. For example, if a leader attends a programme, does his/her team see any changes in his/her behaviour, are they actually transferring the new knowledge and skill back into the environment.

“We did also position (with Exco) that not everything can be measured in Rands and Cents. There will be other formats and we are tasked with a quarterly report on what the return on investment is from the programmes that the people have been on but not necessarily everything in Rands and Cents.”

It's people's perception to say “show me the bottom line” to determine the success of the programme. We were specific in saying that some things can be measured at the bottom line but

there are others where we give you the feedback from the participants, the feedback from the staff members, feedback from their mentors, feedback from their coaches and feedback from the participants themselves. For example, in the Women's Development programme that the PSFC is currently implementing, they have enhanced it for the next one based on the participants' feedback and based on what the subordinates are reporting to these participants. The PSFC is also correcting some of the logistics that they didn't get right the first time. A lot of negotiation and a lot of collaboration with stakeholders and partners have taken place to ensure that this programme is enhanced and that the second one will probably evolve again. The PSFC is very anxious about the Return on Investment (ROI) aspect that they have to report on but they have the necessary mechanisms that we need to use to try and get that information.

Is your leadership development approach a successful one?

“The Women's Programme was a pilot initially and I think we have achieved a relative degree of success.” It was implemented at various levels, at the administrator level, two programmes at the professional level and one programme at senior management level. This represents about 80 people and about 60 people completed the programmes. The PSFC had some people drop out of the programme due to work commitments, work pressure and due to resignations. Some just didn't like the course.

Two of the programmes had an international component to it where the senior managers visited other senior managers and CEO's in Hungary and Brazil and the other programme was for senior managers and specifically senior women leaders who visited businesses in China. To consolidate the learning for the PSFC Executives the delegates have to demonstrate what they have learnt during the global networking opportunities and what the delegates believe is the business solution addressing one concern at the IDC. There are many concerns that have been identified but these have been channeled because you can't solve all the problems at once and therefore the focus is on solving one problem at a time. The PSFC Executives tend to be customer focused, and so a decision was taken to look at what the problems the PSFC's customers are experiencing and how they can be addressed. At the same time, the PSFC is trying to be strategic because they want to maintain the Women's Development Programme and presenting a year's lot of work to the Executive, they must see some value in the programme. (Why did I send these people overseas and spend money on them over all those number of months?) “We are hoping for a good outcome and even if the executive don't approve of the proposal as it were, we want to plant a seed in terms of this is what we would like to do or this is what another group could possible look at.”

The administrator group has completed their three month programme and the delegates graduated. The other two groups, both the professional group and the senior management group are on the verge of completing the programme. They have to prepare a final presentation to the PSFC

Executive at the end of this month (July 2009). The presentation is based on what the programme entailed and what they learnt. One of the recommendations they will make to the Executive is the creation of a new business unit that they believe will solve some of the problems the organisation has. With the programmes, two were facilitated by one vendor and the other one was with a different vendor. The issues that were coming to the fore were similar in all three groups and so the PSFC decided to combine the final presentation with all of them to the PSFC Executive.

Prior to the Executive presentation the delegates must submit a document identifying where they got their information from. To prepare for the final presentation, the delegates conducted a lot of little surveys in various groups and they have now formulated what they believe is a business solution to some of the PSFC's challenges. The problems they identified include the problems some of the PSFC's customers have when dealing with the organisation. They also identified the customers' experiences and what the customers need. The delegates will present a business solution which addresses these findings. "At this stage it is very hush hush – don't tell anybody because they will be presenting that to our Executive." The PSFC believes that this approach demonstrates to the Executives the return on investment that they are getting – what happens with the knowledge that the people have gained and what do they do with that knowledge.

How do you measure the success or failure of your LDP?

The PSFC attempted to do some measurement of the success or failure during the Women's programme and by getting feedback from the participants in terms of things that were happening (ie. what they felt about the programme and trying to address those immediate concerns.)

The final presentation is one of the ways that the PSFC intends to show that the programme is a success. The presentation will illustrate the fact that the women are thinking differently and that they are thinking outside their own environment. What the PSFC has observed in the various programmes is that the women in South Africa have identified that the PSFC is very 'silo' focused and in order for it to be more innovative, which is a strategic drive in the PSFC, there is a need to break down those silos and to start working together across the silos. The PSFC believes they have achieved that. Part of the success of the programme is that the women have realised that they can get information from someone else in a different division that will assist them with the project that they are busy with.

It is difficult for the PSFC not to be silo focused because the PSFC represents various sectors in the South African economy. These include mining, agriculture, media, tourism and education. "What the ladies have realised is that you can establish a new Sasol plant, for instance, in a community but that Sasol would need the infrastructure of transportation, of the community involvement, so they

have realised there are more synergies to be successful across the different sectors. So I think that for me that is already a success.” They are trying to break down those silos.

Another area of success is the change in thinking by the delegates. Currently all initiatives and decisions has to be ratified by the PSFC Executive and that was one of the concerns raised by the delegates. The PSFC has a top down approach and the delegates raised concerns about how they can get the PSFC Executive to listen from the bottom up. “The presentation to them is a bottom up approach. I think there are various elements of success, just in the fact that the ladies have seen that things can be done differently, understood that they are making that shift towards a small change.” The PSFC believes they can not make big changes, but that they can make incremental changes in terms of their behaviour. For example future leaders are being requested to manage their subordinates differently. To support this area of focus various programmes at various forms of psychometric assessments have got a programme attached to the Women’s Development Programme where they have been coached in their behaviour and how to behave differently. “I believe the Women’s Development Programme was a success but it was not utterly dependent on whether the Executive approves the proposed solution or not”.

One of the noticeable changes in the delegates and how they have developed over the year that they have been on the programme, is in their communication approach. There is a difference in terms of them being more assertive in their communication – not aggressively so, but they know what they want to do. They want to challenge the Executive in terms of some of the things, which is not something that has been done at the PSFC in the past. There is a sense in the organisation that it is becoming acceptable to express their opinions to the Executive if it is done professionally and if the research supports the opinion. This is a paradigm shift because the delegates can voice an educated and qualified opinion.

The PSFC believes the programme was a success but it is not possible to attribute the success criteria that were used to determine the success or failure of the programme. This will be addressed in future.

The PSFC intends to measure the success of the overall leadership programme. Everything is currently in “pilot” phase for the PSFC but they would like to be able to answer the following questions:

- What are the outcomes we are wanting to achieve?
- How do we want them to behave differently?

The PSFC acknowledges that the measurement of their leadership development programmes is currently an anxiety area for them. “We’ve got these brilliant ideas and programmes and things and

we have positioned Exco on it and they have given us the go ahead to implement but ultimately how do we tangibly show success or failure of a programme because they pay out millions?"

Even when the PSFC interviews the delegates that have been on the programme, there will be those that are singing its praises and who will be natural ambassadors and encouraging their peers to attend and there are others, because they didn't engage enough, will say that it was "luke warm".

Is your LDP linked to your organisation's corporate strategy?

The leadership development initiatives are linked to the PSFC's corporate strategy. The PSFC has engaged and collaborated with external consultants to look at specific strategic drivers that are in the PSFC's environment. For instance they have identified innovation and customer centricity as two strategic drivers. The requirement for the PSFC was to enroll their managers on programmes and some of the experiential programmes that are not always academic in nature. Experiential programmes will unleash the innovative side of the managers because although they are technical specialists, they can definitely be innovative. However, the innovation needs to be brought out of them, maybe in a group context or a project that they work on. "We just recently had an innovation department approved to focus purely on innovation." I think we definitely looked at what the strategic drivers are and how we can assist the PSFC to achieve its mandate in terms of that.

THEME 2: The organisation's selection process for leadership development

How does your organization identify and select potential leaders?

Leaders are identified and selected across the different levels within the PSFC. For example, if a senior manager who is being considered as an Executive member, that person would be nominated by an Exco member for the appropriate training. At senior level a combination of succession planning and diversity (ie. race and gender) is used to determine the leadership development delegates. The demographic of the South African population is reflected at the PSFC and they are aware of this. Delegates also nominate themselves for programmes they believe will contribute to their development.

There is also a personal development process that is in place at the PSFC. Employees identify their development areas and then look at which programmes are available to close those development gaps. A candidate can then be nominated for the programme. It is a rigorous process because it is open and transparent and employees know what to expect. There are no restrictions in the nomination process because the PSFC is very pro-development and employees are encouraged to nominate themselves.

What criteria are used to select these candidates for investment in their development?

For the Women's Development Programmes that have run the list of nominees were submitted to the Exco and during the screening process the managers had to motivate for their employee to attend the programme. Other managers would postpone the nomination to a future date.

The process can be described as follows. The employee will meet with her manager and explain why she believes that the programme would help her in her personal development plan, in her career and for the organisation. The business unit head would then either motivate for the employee to attend the programme or not. Once all the nominations are received, the following criteria are used to determine the final list of delegates:

- the international trips which have to be taken;
- the length of service the delegate has in the organisation;
- performance rating over the past two years;
- motivation by Business Unit Head;
- whether the candidate was part of the succession plan.

Each programme only had a certain amount of people that can be accommodated. For example, the PSFC received about 30 nominations for the programmes to China and only 15 were approved. A screening process was undertaken prior to the final list being submitted to Exco.

THEME 3: The contents of the leadership development programme

What competencies or skills do you hope to develop in your future leaders?

“The framework is a collapsed version of all the kinds of meetings and things we have had at a specific level, what are the competencies that a manager needs to have, what are the generic competencies.” The PSFC went to the extent of benchmarking business schools internationally to see what the best business schools were teaching and what the competencies they expected their students to master. “I think we have also got a document on the competencies specifically that were identified generically we wanted our managers to participate in and get skilled up on.” The PSFC looked at managerial competencies and tried to slot them into the different bands with appropriate programmes that would give them those skills.

A lot of the delegates are professionally qualified and they need to understand why they are doing this programme and what additional competencies they will gain from attending this specific programme. Generally, the programmes seek to provide generic managerial competencies. For example, the PSFC has a large pool of engineers in the organisation and a large pool of Chartered Accountants. They are technically sound in the fields in which they studied. However, when they are promoted to a more senior position they are expected to manage staff members. The courses are not intended to add to that technical competence, but they are attempting to give equip them with managerial and leadership skills. The focus is on the competencies at each level that the employees should have for their development.

In identifying these competencies the PSFC also had to understand the development finance industry in which they operate because they are different from a commercial bank.

Is there anything you specifically need or target for a South African workforce?

There is nothing that the PSFC specifically needs or targets from a South African workforce. The focus is on what the PSFC specifically needs. The training is from a PSFC perspective in terms of what the outcome the PSFC wants to achieve. An example of one of the courses that is currently running has a financial component to it and the templates that the PSFC Finance Department uses has been incorporated into the training so that the course has a PSFC customization to it. Some of the programmes at the senior level are more generic in terms of content because the PSFC felt that at the senior management level the content can not be customized for the PSFC to that extent because it is the intention to make the senior managers learn from what the global leaders do. Our managers can learn globally and benchmark globally.

In many companies, especially with leadership, there is always an element of diversity training because as a manager you are managing a whole lot of different people and it's very critical that you are aware of the dynamics of the team with regards to ethnicity, gender or other differences. So there is the problem of managing the diverse workforce. *If you think of leadership competencies, I think that during conflict the managers are just shy to tell the person "you are not bloody well working" "you are not doing what you should be doing".* We work on a balance scorecard approach for targeting things like that.

Another aspect that has come out is that of generational theory. The PSFC has a workforce where technical specialists are newly qualified Chartered Accountants who are in their early twenties and their managers are baby boomers. The Generation Y-ers don't care what the package is. They want as much money as they can get but they also want the flexibility of working from home, flexible hours, so they want everything. If they don't get it they go elsewhere.

The PSFC has also changed their working environment which has moved from an office set up to an open plan environment. *Remember we were office based and everyone had this nice cushy office with a closed door and now you are saying please pack up all your cupboards that you have accumulated since you started working here and go open plan.* That is a huge mind set change.

Mentoring and coaching is also key skill across the board now. There was another problem that the PSFC ran into at senior management level before the leadership framework was even mentioned. And that was that the senior managers only focused on how they put their business plan together. At the end of every year the senior managers compile their business plan. This plan includes what their targets and duties are. It became apparent that the managers were not good at dealing with the soft skills issues, the human resources issues, the people issues. *They are technical specialists and now that they are managing teams, it's the people issues they have to focus on. I don't know if they are afraid of it. That is why some of our programmes are going to be action learning. Simulated things where you have to actually sit down and have those discussions with somebody and practice that in a secure environment.*

An example of the people issues that senior managers face includes poor performance. They will have poor performance in their division with some of their staff members but they won't act on it. They expect HR to come in and solve their problems. HR has put this whole beautiful package together where they can go onto the internet and have a performance discussion. It is there, it is unpacked for them on the internet but they are not using it. HR believes they need to be taught how to use the tool. They have been given the tool but HR actually has to sit them down and practice it.

The current literature suggests that building relationships and Emotional and Social Intelligence is a requirement for leaders? What knowledge do South African leaders require about the South African workforce?

From a social perspective it's the language barriers and gender because an African gentleman will not want to report to a Head of a Unit who is female or take instruction from them. From that perspective, from a social perspective, the PSFC runs courses on language. *I think it is a challenge but our managers try to overcome that, you need to understand the person's culture and how they operate and how their language is part of their culture.* The PSFC's staff compliment is almost 600 with a huge percentage of those represent an African culture. *You need to understand the people you are working with and also our client base because we give seed capital to businesses that need to start up.* The PSFC often has people coming in like Chinese business people. It is important to understand how they think culturally and how to relate to that person.

THEME 4: The influence of national culture or ethnicity on leadership development content design

Does national culture or ethnicity play a role in determining the content of your LDP?

National culture or ethnicity does not necessarily play a role in determining the content of the PSFC's leadership development initiatives. The PSFC specifically focused on the competencies they wanted to develop. They hired a consultant to hold competency frameworks in terms of what is needed at various levels by an organisation in order to thrive and be sustainable going forward. *I remember one of the vendors tried to sell us an African Leaders Programme using the word African – trying to get us to buy into that but essentially it was a generic leadership programme just with a name attached to it. We looked at it and said “what is African about this?” What they said was that people from the African Continent would be invited to this programme and that would make it a “African Programme” but the content was very generic. We didn't go out looking for something in the South African context.*

The competency framework is competencies that will make one a better leader regardless of their background or their ethnic group. The PSFC often looks at it from the perspective of “we are developing our leaders for the transferability of their skill” not just for the PSFC but any industry or organisation in the country or globally. The competencies that the delegates learn have to be relevant for any environment they are in.

If the answer to 4-1 is “Yes”, how does it play a role? Does it deliver any benefits?

Not applicable.

If the answer to 4-1 is “No”, will it play a role in the future?

The PSFC has a number of international courses. The delegates often compare their experiences to those of the delegates from the host country. I think related to the Chinese experience – I was with the trip that went to China and I think there was an element of an identity of maybe a South African identity versus the Chinese identity in terms of how do the Chinese women operate and different are we as South African women. But we did find that there was commonality, things that they battled with at senior management level, our women battled with. It was that they had similar things in terms of the glass ceiling like we were experiencing in South Africa. The PSFC women who went to Brazil and Hungary, also got the sense that the women there did not behave differently or had different challenges to the South African women.

How culturally aware is your organisation?

Before the delegates went to China a briefing session was held with them to explain how they should and should not behave when in China. This was done so that the delegates did not inadvertently offend the people that we were visiting. This included the greeting, dress code and colours that you are not allowed to wear. The PSFC hired a consultant to come in and brief the ladies and how to present their business cards in China. The PSFC was very aware that their culture is different to our culture and they wanted to create networks and have a pleasant experience and be able to leverage off those networks in the future. They wanted to make sure that they didn't do anything that would be considered offensive by the Chinese. We would show that we had actually tried to understand them before we went. The PSFC attempted to demonstrate their understanding of Chinese business culture. For example, they were informed that the person who sits closest to the Head of the organisation would be the most senior and the most junior would be at the furthest end. The PSFC was aware of those kinds of things and they positioned themselves like that when they went to the meetings. I don't know whether they noticed or not, I know that there is a specific way to give the business card, so we specifically put our ladies through that. I think we did prepare our ladies for a culturally different environment.

Similar preparation is not conducted for a local South African course. This is because the PSFC assumes that their employees have come to interact in their organisation and are almost like a family. People are culturally aware, more culturally in our organisation than in other organisations, I think.

As diverse as we are, our commonality is the PSFC so there isn't that thing that one particular background or culture will dominate. You find that you only know after a while that this person is actually Venda but you have been speaking English or Zulu. Our culture is PSFC.

How do you promote cultural awareness and relationship building?

There is not really a cultural awareness approach. The PSFC focuses on relationship building. Each business unit has a team building event at least annually where the employees are encouraged to socialize with the entire unit. For instance in the HR business unit, the unit is split into learning and development, operations, human capital and business partners. During the team building event the employees get to interact with their colleagues and understand where they come from. Each unit has that, where they go on a team build and the team build is focused on discussing the targets in that department going forward. However, the employees also get to engage in the problems and get to know each other.

I used to work for a large Telecommunication Organisation and some point we were all put through some diversity training because there were cultural and ethnicity issues that came about. At the PSFC it's not an issue.

In individual cases the PSFC has had a few requests where a manager thought it might be a cultural misunderstanding or lack of communication with employees within the business unit. The PSFC will then have a session to try to resolve the issue. We have had only two instances that I know of to date where they have specifically asked us to look at something like that.

Are there demands from the respondents of your LDP on the content of the LDP?

For the women's programme, the delegates requested less content. They wanted less academic based components and more action learning components.

With regards to the modules, one of the favourite modules was transformational leadership. That seemed to resonate with the delegates. I think that it is appropriate that we experienced not being a hierarchical structure and the transformational leadership was particularly pertinent to them because that is the way we would like the PSFC management to behave. We are not seeing that coming through right now. We are more dictated to. This was a module that encouraged them and gave them a professional voice to get a message across and not offend the Executive but to say "possibly we can do things differently". The PSFC is very dictatorial and the employees would like to change that. The HR Department is trying to change that by creating a culture of starting at the bottom and allowing it to filter up.

Has this changed?

This is in the process of changing.

What are the reactions by the respondents to the LDP?

The reactions have been very positive. This has been a life changing experience for the delegates. They have become more aware of themselves and more assertive and they have identified the leaders within themselves and in their roles which hopefully cascades to the top or whoever they report to. [One of the things the said was “Wow, I learnt things that I never knew before and it changes the way I look at things”](#). This made such a difference for some of the delegates to such an extent that a few of them were given the opportunity to progress in terms of better jobs as a result.

Another positive aspect for the PSFC was the fact that they focused on all the bands. Each layer in the company received an envelope with her name on it. Contained in the envelope was the name of the programme that was applicable to her with a letter inviting her to apply for the programme. The invitation was not a general invitation sent out on the Intranet. It was very specific and personalized. At the launch of the programme, the delegates were given a book. The book was on the empowerment of women – empowerment issues, motivational issues. The launch and implementation of the programme has been very successful. The next course is fully subscribed. [We haven't even started it and it's fully subscribed just based on those that were on the first one.](#)

The employees and Executive have bought into the implementation process, The PSFC aims to have at least one course run per level for the financial year 2009. [To get more than one at each level will be a bonus but our target is that at each level we want to implement one programme that people can either nominate themselves or be supported in their nomination by their division executive.](#) At the professional level and the others that are still in progress the delegates are looking at what the next course will be that they would like to attend. They value the fact that they have been focused on. The PSFC has created excitement and anticipation.

The PSFC is at the implementation stage with the whole framework and they expect that as they implement their framework they will need to make amendments and adjustments similar to what they did with the Women's Development programme. [It will be interesting to see what other organisations do and particularly the focus on the return on investment aspect is how do we get that to an art where our executive and PSFC board see how we are reporting on the amount spent on training. It might look rosy on paper but implementation needs to be sorted.](#)

8.11 Appendix 11: Formatted response from the Semi-structured Interview – Mining Organisation (MO)

THEME 1: The organisation's approach to leadership development

How would you describe your organisation's approach to leadership development?

The Mining Organisation (MO) has a range of leadership development initiatives. These begin with the ones for young graduates, then one for middle management and one for senior management. The MO also has a programme for older senior management and finally there are initiatives for business leaders who are the MO's top end executive type leaders. This is their pipeline of development.

Is there a particular leadership theory that underpins your organisation's approach to leadership development?

There is a leadership theory that underpins the programme and the approach at the MO. [We have a competency model that what we call "What it would take to succeed in the MO."](#) The MO has researched the specific competencies that they believe are critical to a person's success in the organisation. The competencies begin with "who you are" – the personal core competencies. The MO then moves on to "what you know", which is a little bit about ones skills and experience and then the last one is "how you perform". When these three categories are combined, then the MO believes that this will make one successful in the organisation. The actual competency model is the foundation to any one of those programmes.

For example, one of the personal competencies is "courage and confidence". The definition of "courage and confidence" in a young graduate is not the same as it would be defined for an Executive. There are huge differences between the two. This means that the competencies and skills required to build "courage and confidence" for a young graduate will not be the same as those that are required for an Executive.

The development of the competency model was based on a number of things. There was a lot of internal research that was built into the model. For example, the people who had been successful in the organisation were identified and studied to determine what some of their key attributes that made them successful were. There was also a lot of international research that was conducted. For example, leadership models were reviewed. [We said, "Right, if this is what good looks like out there, this is what we should be looking at."](#) This resulted in the MO adding some competencies that they got from international research on leadership attributes that were not things we were doing particularly well internally. [So it wasn't only looking internally and saying "look how clever we are" in fact we thought internationally was required as well.](#)

The MO's central programme is a group initiative and it is rolled out across all the companies within the MO Group.

The lowest level is for the "MO Achievers" and is hosted in South Africa and delegates are flown in from around the world to attend that programme. The delegates include Brazilians, Chileans and Britons.

The next level is the management development level. This programme is called "The Programme for Management Excellence". This programme has been designed slightly differently because it has been designed in South Africa and it is led in South Africa. However, it has also been designed for a roll out globally. This programme has been planned to be rolled out in Australia later in 2009. [The actual design and everything that is structured in that programme is for a global roll out.](#) Currently the majority of the management development programmes are run in South Africa. Australia hasn't got one but the intention is to start one in Australia. There are currently two that are run outside of South Africa, one in Chile and one in Brazil. The reason why these two courses are run outside of South Africa is because of the language issues they experience. However, they are mapping the programme exactly to what is happening in South Africa.

At another level, the more senior programmes are run. An example of one of these senior programmes is the "Leaders in MO" which is an international programme. This year the "Leaders in MO" was delivered one week in Santiago, one week in Johannesburg and one week in London.

The "Advanced Management Programme" is another senior programme. It runs for one week in London and one week in Santiago.

How do you rate your leadership development efforts as compared to your competitors?

The MO has not compared their initiatives to their competitors.

Is there a benchmark that you use to measure your leadership development initiatives?

The MO benchmarks in the industry. [In South Africa, particularly for the MDP, we benchmark against Standard Bank and some guys were very forthcoming with their information.](#)

The Programme for Management Excellence (PME), which is the MO's middle management programme that was implemented last year is an example of where benchmarking facilitated an improvement in the leadership initiative offered by the MO. [That was a major revamp. We had old](#)

MDPs and we really wanted to move it from good to great. So we benchmarked in order to make sure we were doing great.

The MO found that Standard Bank was doing and meeting the kind of objectives that the MO wanted to. They then benchmarked against Standard Bank particularly for that one (ie PME).

Is your leadership development approach a successful one?

Hugely. I will tell you a very interesting thing, again I am going back to my MDP programme because it has been seen as the leading best practice in the company, we did a very comprehensive ROI on it and we got a five times ROI on it.

How do you measure the success or failure of your LDP?

The MO uses all of the Kirkpatrick levels (five levels) of Return On Investment (ROI). There are action learning components built into the programmes. The deliverables from the programme are projects and assignments that the candidates have to do, applying the skills they have learnt in the workplace and showing what effect they have in the workplace.

Level one is the reaction and the planning and action. Those are the evaluation forms and the MO receives ratings on the programmes.

The second level is application and implementation. The MO measures this in two ways. Firstly, the MO receives feedback from line managers and secondly, from the participants. The feedback identifies how the delegate is applying the skills that he has learnt in the workplace.

The MO also gets some feedback from the 360 degree performance appraisal system. We get various ratings from the questions, business impact and then the tangible and the intangible.

It is comprehensive, absolutely comprehensive.

Is your LDP linked to your organisation's corporate strategy?

The competencies are linked to the corporate strategy and so are the contents of the courses. The corporate strategy is also brought into the classrooms in the form of banners on the walls and on posters everywhere.

THEME 2: The organisation's selection process for leadership development

How does your organization identify and select potential leaders?

The MO identifies and selects potential learners throughout the organisation. For example, the population that is targeted for the "MO Achievers" programme is graduates that have three years of work experience. *Actually this is an interesting target population. We have found that and this programme was initiated out of some statistics that we had, that we lose graduates in their third year. They came into the organisation and after three years we were battling to retain them. The graduates would leave. I think it was a part of when they first come in that they learn for two years and they suddenly build a little confidence and they think the grass is greener on the other side.* To counter the graduates leaving the organisation, the MO put the "MO Achievers" programme in place. The purpose of this was to ensure that the graduates did not feel that they were lost in this giant corporation and that they were being recognised. *We strategically call it "MO Achievers" and it does wonders for their egos.* This has had a huge impact on the MO's retention rate and a huge part of that retention is attributed to the graduates attending the course and feeling as though they have been noticed and that they are not lost in the system.

The next level which is the MDP is approached roughly five years later because this would correlate with the band that they will most likely be on in terms of the hierarchy. This is dictated by the grading system. The MO has worked hard on ensuring that because there is a gap of about five years between each of these development programmes, the person has to go through all of the ranks. In order to continue the development of their employees between the main development programmes, is to introduce other programmes which address areas of weakness. For example, one of the skills that most employees lack is presentation skills or project management skills. These skills are then built between the programme layers.

The progression to each level is not an automatic progression the delegates have to earn the right to attend the programmes. *It's a management nomination process that somebody goes onto and the management nomination process would really be a function of a performance management process.* Performance management is reasonably rigorous and those people who are seen to be performing and growing in the organisation will be nominated to go on the next development programme.

Candidates do not nominate themselves for the programmes. *It might be a good conversation with a line manager that says, I am keen to progress in this organisation and as a result I think I should be on this programme but the manager would then have to nominate.* The MO cost model works that the costs for these courses are charged to the line manager's cost centre. Therefore, the budget is not huge and so it matters who attends the training.

What criteria are used to select these candidates for investment in their development?

Selection for the programmes is based on merit and management nomination.

THEME 3: The contents of the leadership development programme

What competencies or skills do you hope to develop in your future leaders?

For every single programme, we look at it to make sure that it is keeping pace with the organisations changing needs. We are never ever complacent and every programme is evaluated.

We will add what we think is in line with current business trends.

An example of the content of these programmes is illustrated below. The module content for the Programme of Management Excellence is listed below:

- Networking, collaborating and alliances
- Self Management
- The Global Environment of Business
- State of the Industry
- Strategy – The implementation and alignment of business strategy
- Action learning and Business Improvement Project
- Project Management – Tools, techniques, analysis and decision making
- Sustainability
- Value-Based Management
- Financial Acumen for middle managers
- Talent Management
- People Management
- Process Management
- Brand Management
- Business Simulation

For example, it is a global competency or skill that you need in order to do maths.

If you need to know IR skills then you would need to go on an IR course at local level to get to know what is relevant to your business. If you take our businesses as much as they've got so much in common, the Coal business doesn't belong to the same kind of Unions as the Platinum business because coal mining is open pit type mining whereas platinum is deep level mining. [There are very different issues between all of those businesses.](#)

The core structure of the leadership development initiatives at the MO are as follows.

- Level 1: Personal Core
- Level 2: Experience and Know How
- Level 3: Business Direction, Setting and Execution

These levels are evident in all three programmes. Exposure to the levels ranges from the new graduate in the “MO Achievers” programme, through to the high potential models and then to the Executive Programmes.

Is there anything you specifically need or target for a South African workforce?

There is nothing that is targeted specifically for South Africa.

We take quite a lot of flak from our international delegates. For example, in 2008 200 people attended the PME. Forty-one of those delegates were international, so that’s roughly 20%. If the MO does not present enough international case studies then the feedback is not complimentary from the international delegates. All the MO lecturers are briefed to use international case studies and not to make it South African centric.

The same is true for the Chileans and the Brazilians. The course content is made global. The briefing to the lecturers is to rather use case studies that best illustrated the points in play as against necessarily being country specific. They are encouraged use international examples.

The focus of development at the MO is on company values. Any exposure to the MO will ensure that one encounters things like safety issues in the organisation. We had had a big, big drive in zero harm, zero fatalities and so that makes you feel that you are cared for. Our key value is safety, care and respect.

The bottom lines is: “I don’t think that we as a company zone in too much on the cultural side and say, “do you realise that for example a Zulu person doesn’t look you straight in the eye”. We would rather say, you as an individual needs to put your prejudices aside and if somebody is not looking you straight in the eye, its not about being disrespectful because that is your particular value system. Be aware that different people function in different ways. So it’s developing the people’s EQ and awareness in a global sense not just in a local sense.” The MO’s expansion is not in South Africa, but rather it is in South America. So the content has to revolve around the bigger, global picture. (The MO operates in 47 countries around the world).

A global skill set and a global mind set is required. If you’ve got that I would imagine that it is a set of skills and competencies which will allow you to adapt and change and assimilate into any

environment or organisation. The MO focuses on building the personal skills to be able to cope with a global mindset as opposed to coping in a specific way with a Zulu or a Xhosa person.

The MO is aware that it is possible to stereotype certain ethnic groups. For example, a stereotypical Zulu male has a very autocratic management style and is dictatorial. The emphasis that the MO places on the content of their programmes is for their delegates to be able to identify the various management styles and what their impact is and then to offer alternatives.

All of the MO development courses have various psychometrics built in and the 360 degree feedback is on the delegates management styles and other relevant behaviours. Delegates are measured against these competencies over and over so that they understand that.

The current literature suggests that building relationships and Emotional and Social Intelligence is a requirement for leaders? What knowledge do South African leaders require about the South African workforce?

We include emotional and social intelligence in the course content. But then we look at it in a much broader picture so we take it above being race issues or gender issues but rather looking at transformational type issues. For example, the topic will cover how one would deal with people who are different. The differences are not necessarily race or gender because anywhere the MO operates there are those diversity issues but on different levels. We are doing a lot of business in China, so it is being aware as Westerners when you go into an Eastern environment, what is acceptable in the Eastern environment. That type of diversity awareness is required because a person's norms are not necessarily the same in a foreign country. This awareness includes being aware of one's own prejudices and then acting accordingly in and adapting to different environments.

The approach the MO has taken with regards to emotional intelligence is to address it in a broader sense. One of the huge successes on the PME is the Sustainability Day that falls under the topic heading of "Sustainability". On that particular day the discussion revolves around the MO's impact in their community from a sustainable point of view. They take their delegates to Soweto where the MO is very involved in the African feeding scheme. The delegates get involved feeding all the school children and the elderly. They get involved and they butter the bread, mix the milk and spend the afternoon in that community. That has had such an unbelievable impact. The delegates are then taken to the Apartheid Museum and given a talk about the events of June 16th. Finally, they are taken to a Sheeben. That has had a profound effect and probably if you had to say to me which section of the course has the biggest impact I would say that that has.

The impact is so profound because it is an unknown experience for everyone. For example, the delegates from the Platinum business come from these remote mines anywhere from Limpopo to Rustenburg. Soweto is completely foreign to them. One of the woman in the group said, "I used to drive past Soweto when I went on the Eastern By-pass and when I came to Soweto I didn't care what the speed limit was, I just put my foot down and drove as fast as I possible could on the motorway and here I am drinking beer in a backyard and I feel quite safe".

It has moved my frame of reference hugely and I think that integration in that environment has a profound effect and as I say that was never the intention of that day. It was more about impacting communities from a sustainability point of view.

THEME 4: The influence of national culture or ethnicity on leadership development content design

Does national culture or ethnicity play a role in determining the content of your LDP?

I want to tell you that there is a categorical "NO" to that. All of the MO's leadership development programmes are global and it would be hard to take all of that stuff out of our programmes.

If the answer to 4-1 is "Yes", how does it play a role? Does it deliver any benefits?

If the answer to 4-1 is "No", will it play a role in the future?

The content for the leadership development programme focuses on a global skill set and not necessarily anything to do with national culture and ethnicity.

The Platinum business has a fast tracking programme. This was established for a number of reasons. Firstly, they needed to fill senior positions and secondly, the right profile of people was not always available. The Coal business does not have anything specific.

There is also a fast tracking programme from a Group perspective but the fast tracking programme does not specifically pay attention to race or gender. I have been very lucky because my demographics are perfect and that has been by luck rather than any form of manipulation.

The profile is totally representative. I've got an equal number of males and females and the race is perfect but once again every person on that programme has been chosen on merit.

The mining industry in South Africa is fairly heavily legislated in terms of reporting numbers and ensuring that the targets set by the Mining Charter are met. The MO as a company is committed to transformation and so they work harder than just what the basic legislative requirements are. I think there is a real commitment to proper transformation in the company and so I think that some of the successes are because it is not just tokenism its real commitment. It's on merit and you know I think if one does tokenism, people don't really like it. The belief held by MO is that tokenism will make staff retention difficult. So I think that fundamentally the intention has been to do it for the right reasons.

How culturally aware is your organisation?

I think we still have a long way to go. The mines in South Africa have a history that has to be corrected. There are still horrible things taking place on mines and you think surely that's not the company that I work for but I am afraid that it does happen. Every year it gets better, certainly in a corporate environment like this.

There are constantly things happening through the organisation to promote cultural awareness and relationship building. Coal for example did a huge programme called xxx xxx which was really creating that. We've got a transformation report, have you been given that? Have you got the report to society?

Then we've got a small business enterprise where we are developing growth.

How do you promote cultural awareness and relationship building?

The MO began diversity and cultural awareness campaigns in 2003/2004. I have to tell you that I stopped them in about 2005 because I thought it caused more antagonism. I thought there was more negative coming out of that approach to it than the positive we were trying to achieve in that situation. At the same time, the organisation became so much more acutely aware of being part of a global company and in the global company there is a variety of diversity. These are not just the race issues that South Africans are so acutely aware of in South Africa. The MO is now working with individuals to create that internal awareness that it doesn't matter where one is, there will be a lot of cultural diversity. For example, the MO is expanding their business into South America and there are very different ways of doing business there. Even within South America, the Chileans and the Brazilians are not great friends. We are also expanding in Venezuela and they are all at loggerheads themselves. The awareness that the MO is attempting to create is that Chileans are different to the Brazilians. When I put my groups together for PME I don't put the Chileans and the Brazilians together, I keep them apart.

There are other initiatives that take place throughout the group of companies. For example the Coal business has done a lot of work to create cultural awareness.

Another dilemma that the mining industry faces is how to increase the number of females in the industry. The MO's statistics in terms of employing females is incredibly low. [How do you employ women underground?](#) Some of the inhibiting factors if the MO took women underground is that they do not have toilet and ablution facilities for them. Another challenge is the clothing. It is easy for a man to go to the toilet wearing an overall whereas it is not quite as easy for a female. The Coal business addressed this by spending time modifying the overalls to suit female. The female overalls have been rolled out in all the mines where female miners are employed.

Another initiative is where some of the mines have introduced some physical development programmes where woman are helped to get fit and develop the stamina that they need to go underground versus the men who need less stamina. These programmes are available to all employees but the MO finds that the women have to go through those physical building programmes for a longer period of time than the men.

[There are lots of projects that have been done – this company is so huge and complex that I don't even know how to explain things like that.](#)

Are there demands from the respondents of your LDP on the content of the LDP?

There has not really been a request to change the content. There are always ongoing developmental needs. We are currently working on the layers in between the main programmes and the specific ones are like presentation skills, performance management, project management and detailed finance.

Has this changed?

What are the reactions by the respondents to the LDP?

[Huge, we get good results. It is just really because they are committed to it. Besides the Rands and Cents, I don't know how you quantify retention and the impact on the business.](#)

The leadership development initiatives have been well received and they have a direct impact on positive employee motivation and a sense of recognition in the organisation. [More than anything I hope that we have affected management skills and that people are going out there as better managers.](#)