INVESTIGATING THE EFFECTIVENESS OF THE LEADERSHIP DEVELOPMENT INTERVENTION IN CHANGING LEADERSHIP PRACTICES IN MARKHAM

by

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STATEMENT

I, Rose Boitumelo Mathafena, hereby declare that the dissertation submitted by me in partial fulfilment of the degree Magister Technologiae: Human Resource Development at the University of South Africa is my independent work and has not been submitted by me for a degree at another university.

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LIST OF ABBREVIATIONS

E- Effectiveness

EE- Extra effort

EI- Emotional intelligence

HRD- Human resource development

IC- Individual consideration

IIA- Idealised influence attributes

IIB- Idealised influence behaviour

IM- Inspirational motivation

IS- Intellectual stimulation

MLQ- Multifactor leadership questionnaire

P- Practicing what was learned

ABSTRACT

The study is set out to investigate effectiveness of the leadership development programme in changing leadership practices in Markham, and also determines if the programme graduates implement the knowledge and skills learned.

The research design is predominantly qualitative. Data collection was through usage of the MLQ, the unstructured questionnaire and semi-structured interviews.

The leadership development intervention was reported to be excellent by most participants, and effective in developing effective leadership competencies.
Though positive results were reported about the programme being able to change leadership behaviours in Markham, there are certain areas that can be improved to maximise and optimise the learning of the leaders. Additional learning methodologies may be incorporated or used in conjunction with the Markham Experience, with the purpose of continuously reinforcing the learning, application of knowledge and ensuring that the change at behaviour level is sustained for a long period of time.

KEY WORDS

Competencies

Development

Intervention

Leadership

Programme

Training

Transformational leadership

CHAPTER 1: INTRODUCTION

1.1 Background

Leadership development programmes are increasingly being pursued by many companies due to the sheer necessity of staying competitive in their respective industries. In order to operate successfully within the vision, strategy and values, a great deal of financial resources are being invested in interventions to maximise and grow leadership competencies and potential of the human capital within companies.

Hughey & Mussnug (1997:53) strongly oppose leadership training, being undertaken by many companies, which continues to focus on so-called feel good training programmes, which do not target specific utilisable competencies. Clearly such training adds no value to the organisation, but may however create some short term 'hype' and happy feelings. Hunt & Baruch (2003:729) support training by mentioning that clients become more effective managers after undergoing management training and development. The training impacts on inherent abilities, competencies and skills. They further suggest that although the training programmes concentrate on the individual manager, the impact of the training programme adds value to the strategic functioning of the organisation. Training and development is one of the best and most cost-effective ways of changing corporate culture.

Viitala (2005:436) raises an interesting view that in this continuously changing environment, it has become impossible to manage successfully, or, in this case, to lead. Leaders of organisations face globalisation of business, rapid technological change, continual reorganising and competence-based competition. These developments challenge the skills, competencies and capabilities of leaders in organisations. In the light of these dynamic changes, manager competencies also need to be renewed on a regular basis.

It is becoming increasingly important for training managers to take accountability for evaluating the true effectiveness of training interventions on business results. Questions such as: did the training achieve that which it was supposed to? or, was the training just an activity ? are being asked by key business decision makers and budget holders, to avoid a waste of resources.

This study investigates the effectiveness of the leadership development intervention in changing leadership practices in Markham, which is a division of the Foschini Group in the clothing retail sector. The intervention, often referred to as the Markham Experience, was designed by an external consultancy called ITISA, with the objective of developing a pool of excellent leaders who will effectively operate within the vision, strategy and values of the company. Palmer, Walls, Burgess & Stough (2001:5) state that contemporary leadership requirements have placed new demands on leadership training programmes, in identifying the underlying attributes and behaviours of leaders who can successfully perform contemporary leadership roles. Although the theories, concepts and techniques reflect world-class thinking and transformational leadership practices, the intervention is customised to provide maximum benefits within the unique retail environment, particularly Markham.

The leadership practices and culture prior to the Markham Experience can be described as bland, formal, strict command and control styles. The environment was not very exciting as spirit, feeling and a really vibrant attitude were lacking. People seem to have been doing tasks because they had to and not because they wanted to. Often, instructions came from the top down, as it would in a classic bureaucratic and autocratic environment. This can, however, be understood as retail is a predominantly tough and highly competitive trading environment.

Effectiveness of the Markham Experience is characterised by the intervention's ability in producing desired results. These desired results are actual changes in the respective leader's behaviour and practices as specified by the transformational leadership model. For example, the leaders will demonstrate the following: concern for followers, treat them as individuals, get to know them well and actively listen to them, stimulate the followers to think through issues and problems for themselves and thus develop their own abilities, motivate the followers to superior performance, articulate an exciting vision that the followers can strive towards, and finally the leaders will become a role model for those around him or her through being seen as being high on morality, trust, integrity, honesty and purpose.

The ITISA leadership development programme objectives are to:-

- Provide a context for world-class and transformational leadership practices;

- Explore the competencies and practices that cause effective leadership. Hughey & Mussnug (1997:54) are supportive of the view that training objectives must be focused on skills and competencies and then attitudinal and behavioural changes will occur spontaneously with time. Specific utilisable competencies must be the primary objective of training as opposed to feel good training initiatives;

- Identify and examine working models in the South African retail environment;

- Evaluate and continuously improve transformational leadership practices and competencies within Markham;

- Afford delegates the opportunity to explore and test leadership competencies in a realistic, but learning environment. Hurt & Homan (2005:121) criticise theoretical leadership training or lecture-based academic setting. They further state that individuals need to know how to deal with situations in the workplace, and that they cannot learn these skills taught in such lecture-based settings. The best way to train an individual's soft skills is through interaction and role-playing;

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- Ensure that graduates from the programme implement knowledge and skills thorough focused evaluation. Jones, Simonetti & Vielhaber-Hermon (2000:44) mention that application is the capability to put new leadership concepts and ideas to work in ways that build long term value for the organisation.

The Markham Experience programme, targeted at people in management and pre-management positions, is scheduled to be attended three days per month, over a period of four months. The facilitator sets the selection criteria to attend the programme. The criteria are based on the delegates' readiness and the probability of the delegates completing the programme successfully, given their current level of awareness and competence.

The programme uses a variety of well-structured learning techniques and experiences to ensure that the effective transfer of learning takes place:-
(Process facilitation is the methodology and approach in which the learning and development will be presented)

- Self-learning through readings, and development through practical projects
- Learning through working models in the retail environment
- Team- and individual experimental exercises
- Competency tests and audits
- On-the-job evaluation of knowledge and skills transfer

Many organisations realise that the issues and concerns which their managers address are becoming more complex. There is a growing awareness that increasing managerial competence and developing leadership capability would be essential in an organisation poised for significant growth and change. Hughey & Mussnug (1997:56) propose that a critical point of assessing success or failure of a programme is to continually ask these questions:-

- Have the employees actually learned to do something new?

- Does what they have learned represent a better way of doing things?
- Do their new skills sets have a positive impact from a cost/benefit perspective?
- Are successes being documented and rewarded?
- How can training be more effective?

It is a reasonable consideration that training someone to be a leader is not a process that happens overnight. It is a slow process that develops with time and experience. Leadership training does not create leaders the following day. It merely provides guidelines for developing people, their visions and their relationships with others. In addition, Hurt & Homan (2005:123) state that leadership development is similar to growing a garden, which requires a solid foundation of soil and nutrients and a weed-free environment to turn seeds into fruitful plants.

As mentioned before, Markham is one of the thirteen trading divisions of the Foschini Group. The other twelve divisions deal in lifestyle products that range from fashion, jewellery, accessories, cosmetics, sporting- and outdoor apparel and equipment, to homeware. Overall, the Foschini Group trades in over 1200 stores. Markham is the largest men's fashion retail chain in Southern Africa. It is located in most shopping centres and the largest towns. Customers are provided with up-to-date internationally inspired menswear of great quality and value. To date, Markham has 180 stores, and approximately 1290 employees.

It is appropriate at this stage to give some background information about what the Markham leaders do, and typical responsibilities and challenges that they face on a daily basis. The duties will be viewed in the light of Regional-, Area- and Store Manager roles.

Regional Managers are at a senior level of management, and they oversee Regions consisting of an average of fifty stores, with an average of six Area

Managers reporting directly to them. Their roles consist of recruitment and retention of Area and Senior Store Managers, Asset Management, Cost Control, Customer Service and Sales, Market Development, People Management and Development in the entire Region. Types of decisions they make are short- to medium term, impacting the entire Region.

Area Managers are at Middle Management Level, managing multi-stores within an area consisting of an average of nine stores. They play a role in carrying out goals set by Regional Managers, through setting short term goals for Store Managers reporting to them. They also play a critical role in communicating upwards to Senior Management and giving feedback. At this level the managers focus on People Management, Asset Management, Turnover and Profit Growth, Customer Service, Sales, Merchandising and Displays.

Store Managers are First Line Managers reporting to Area Managers. Depending on the store size, they manage an average of seven to twenty-five staff members. Typical decisions they make are related to daily management of line workers. They run a store, and their duties include managing staff, recruitment and selection, maintaining stock, dealing with customer queries, and maintaining administrative functions. They also train and induct staff on merchandising, displays, cash handling, store security, customer care, and sales.

Typical challenges that the managers face daily are:-
- Keeping staff motivated through training and development and reward systems
- Providing sales leadership in the sector and being a brand ambassador
- Recruitment and retention of talented staff
- Delivery of outstanding customer service
- Implementing the asset loss prevention programme
- Upskilling of employees to ensure positive impact on productivity
- Handling labour relations issues

- Growing sales, profit and market share and staying ahead of competitors

The Markham leadership philosophy aspires to have the following in place:-
- To have open and honest communication
- A strong sense of commitment from all stakeholders
- Dignity and respect for all
- Excel in training and development of employees
- Reward and recognise good performance
- Delight customers passionately with quality of service
- Critical questioning and challenging of conventions

1.2 Preliminary reading

The Markham Experience is grounded upon transformational leadership theories. Stone, Russell & Patterson (2003:350) specify that transformational leadership occurs when leaders broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purpose and mission of the group, and when they motivate their employees to look beyond their own self-interest for the good of the group. This form of leadership assists in building employee commitment to organisational objectives and goals, while empowering employees to accomplish set objectives and goals. The end result is, in theory, enhanced follower performance. Progress and development of the employee in totality are critical in transformational leadership.

Hunt & Baruch (2003:740) express a critical argument that there is a growing interest in whether training interventions are effective or not. Rigorous research has been conducted to establish whether or not learning, behaviour change, or performance improvement occur as a result of participating in a training programme. Studies have found that some companies see links between training and competitiveness and success, whilst some companies view training

as cost which would reduce profits. At the same time, in the Meta-analysis of seventy studies of the influence of managerial training on performance, a positive correlation was found, at different hierarchical levels, between training and subsequent performance of certain skills.

Hunt & Baruch (2003:729) conducted a study to assess the impact of interpersonal skills training on top managers. The evaluation of the training was based on subordinate feedback before and six months after the training programme took place. The results indicate a significant impact on some but not all competencies and skills under the study. The percentage of cases of positive impact was 84%, which suggests that the training had proved to be effective. It is further reported on the same study that not a single case of significant negative impact was detected. Hunt & Baruch are supportive of the view that training is a vehicle for improving competence and skills. Though the study assesses change in interpersonal skills of top management after a training intervention, as opposed to the current study, noteworthy similarities that cannot be ignored are, firstly, that the study investigates effectiveness of an intervention; secondly, it focuses on leaders; and, thirdly, interpersonal skills are integrated into the Markham Experience curriculum. A lesson that can be learned from the findings of the study is that training may have a positive impact in changing behaviour.

Leadership development training interventions must help learner leaders to develop common understanding, philosophy, and competency levels required in order to integrate the core business and people systems in the company. Hunt & Baruch (2003:730) suggest that studies from corporate strategy, social psychology, personality theory and organisational behaviour propose a list of skills which effective managers/leaders possess, and which the less effective managers/leaders do not. The groupings of these skills are essential for a manager/leader to be successful: communication, interpersonal-, leadership and motivation skills.

Hurt & Homan (2005:120) support the fact that leadership development needs to be connected to the goals and strategies of the organisation. One of the recurring ideas in the literature is that leadership development needs to focus on identifying and connecting an organisation's values, strategies and goals to the training and development of leaders. The company values and goals need to be clearly communicated, as this increases the possibility of seeing the immediate application of skills to the job.

Furthermore, Hughley & Mussnug (1997:52) state that training, when well developed and appropriately implemented, can have a desirable impact on the bottom line. The underlying aim of employees' training and development is to increase efficiency. Furthermore, companies exist to make money. The desire to optimise profitability drives most management decisions. Sometimes training programmes are developed quickly, or with a one-glove-fits-all approach, without a thorough training needs analysis, and, as a result, carelessness of planning is evident. Employees attend training classes on leadership as part of a mandatory and/or annual training, then return to work and are never held accountable for the implementation of the newly acquired knowledge. At a later stage, the study will address suitable learning approaches and effective methods of ensuring accountability for skills implementation.

Furthermore, the study is based on the transformational leadership theory to which the Markham Experience learning content is aligned. The key aspects of transformational leadership, according to Avolio & Bass (2004:28-29), are discussed below:

 (i) Idealised Influence
This is the charismatic element of transformational leadership in which leaders become role models who are admired, respected and emulated by followers. This also involves integrity in the form of ethical and moral conduct. The

development of a shared vision is the integral component of the idealised transformational leader's role. It helps others to look at the future state, while inspiring acceptance through the alignment of personal values and interests to the collective interests of the group's purposes. The transformational leaders are willing to share risks with followers.

(ii) Inspirational Motivation

Leaders inspire and motivate others by providing meaning and challenge to their followers' work.   The spirit of the team is aroused, while enthusiasm and optimism are displayed.   Interactive communication takes place between the leader and followers to strengthen relationship-building. The cultural bonds built between two participants leads to a shift in values by both parties towards common goals. The leader inspires followers to see the attractive future state, while communicating expectations and demonstrating a commitment to goals and a shared vision.

 Well-developed interpersonal skills through self-insight, awareness and enhancement of emotional competence are critical. According to Palmer, Walls, Burgess & Stough (2001:5) interpersonal skills have become more integral to effective leadership. Leaders were once seen to control, plan and inspect the overall running of an organisation.   In today's increasingly service-oriented industries, leadership roles include motivating and inspiring others, fostering a positive attitude at work, and creating a sense of contribution and importance with and among employees.

It is important to manage people change, and encourage innovation, creativity and teamwork, and not neglect to deal effectively with team and individual problem behaviours.

(iii) Intellectual Stimulation

Leaders are expected to stimulate their followers' efforts to be innovative and creative by questioning assumptions, reframing problems and approaching old situations in new ways. Followers' mistakes are not publicly criticised and creativity is openly encouraged. Leaders solicit their followers' ideas and creative solutions to problems, thereby including followers in problem solving. Intellectually stimulating leaders encourage followers to try new approaches, but emphasise rationality.

Jones, Simonetti & Vielhaber-Hermon (2000:44) reveal in their study that well-developed leadership skills are essential to create an organisation where people today thrive in their work, and are able to build an organisation capable of sustained drive and vitality into the distant future. They state further that leadership creates relationships and a working environment that engages and mobilises colleagues to act on new ideas, challenge conventional thinking, and create value for the organisation.

Intellectual development is accomplished through development of structures to create empowerment and participation. Pounder (2002:8) mentions that transformational leadership has been linked with enhanced individual commitment to the organisation. From a subordinate development point of view, the intellectual stimulation dimension of transformational leadership, in particular, has been associated with challenging subordinates to be creative, think critically and independently, and find novel ways of solving problems, while seeking a wide range of opinions before deciding upon solutions.

(iv) Individualised Consideration

The leader gives personal attention to the followers, based on their needs for achievement and growth. In so doing, the leader acts as a mentor or coach, developing followers in a supportive climate to higher levels of potential. The leader is also very diversity-literate in considering, recognising and

demonstrating acceptance of the followers' individual differences in terms of needs and desires. In doing this, the leader fosters two-way communication through effective listening and giving feedback. The development of followers is accomplished by delegating tasks and then unobtrusively monitoring those tasks, checking to see if additional support or direction is needed. Individualised considerations have been viewed as a vehicle for developing subordinates' confidence to tackle problems.

Individualised consideration plays a critical role in helping employees to develop their own strengths in personal, career and job contexts. This is why performance management, when utilised effectively, can support growth and development. Developing team and individual job output models to meet routine, change standards and objectives, is essential in managing performance. Leaders need to constantly conduct performance discussions and take corrective action. Implementation of a format of rewarding and recognising desired behaviours of accountability, ownership and participation, is critical. Osseo-Asare, Longbottom & Murphy (2005:149) mention that further education and training is needed by leaders to grasp the required knowledge and skills to sustain quality of performance. This suggests that effort is needed to understand the impact of the critical role that leadership plays as a driver of quality and performance improvement. If those in leadership positions do not update their knowledge and skills they will remain ineffective. Furthermore, leadership influence impacts on staff behaviour, suggesting that effective leadership influence brings about intended staff behaviour and leads to desired team results. Leaders can use power to influence staff behaviour, by demonstrating the ability to reward staff, coercion, legitimacy, respect and expertise.

In conclusion, the net effect of individualised consideration and other leadership behaviours is the empowerment of followers. The previous section highlighted key aspects of transformational leadership, namely, Idealised Influence, Inspirational Motivation, Intellectual Stimulation and Individualised Consideration.

These aspects are very important in setting a theoretical grounding on which the study will follow and be based.

Ultimately, transformational leaders can develop a very powerful influence over followers. Followers tend to respect and trust the transformational leaders, so they conform their values to those of the leaders and yield power to them. The transformational leader articulates the vision in a clear and appealing manner, explains how to attain the vision, acts confidently and optimistically, expresses confidence in the followers, emphasises values with symbolic actions, leads by example, and empowers followers to achieve the vision.

Tubbs & Schultz (2006:32) mention that competencies in leading change include creating transformational change, developing an organisational culture that embraces continued learning, building support mechanisms to create and sustain change efforts, managing the change process, developing change agents, and encouraging individual as well as structural change in the organisation.

Jones, Simonetti & Vielhaber-Hermon (2000:45) raise an important view that leadership competence is a repeated process of learning and application. It is then clear that it is a defined process combining formal education and application of learning, and follow up sessions to reinforce concepts, skills and opportunities for further learning and discovery.

The literature study briefly explored transformational leadership theory on which the study and the Markham Experience is based. It is clear from the information sources that effective leadership practices are central to establishing and developing commitment, high performance, and morale and job satisfaction of employees or followers. Leadership training and development, when properly designed and implemented, can bear desirable positive results for organisations both at intangible and tangible outcomes. The literature also provides essential information critical in developing a conceptual framework relevant for directing

the study. Based on findings from previous studies on leadership development and management training, learning and development is found to be imperative in influencing people to change or alter behaviours and practices in a positive sense.

1.3 Problem Statement

Substantial financial resources have been invested in the Markham Experience programme, and yet the company does not know the effectiveness of the intervention in both tangible and intangible results. Qualitative studies have rarely been done in Markham to ensure that the leadership development intervention has been effective in changing leadership practices. Leadership development interventions are intended to deliver a step change in the calibre of leadership. It is important that these interventions are investigated to evaluate success in impacting the levels of skills and competencies within the organisation. In addition, tangible and intangible benefits need to be identified.

1.4 Research questions

Was the intervention effective in changing leadership practices in Markham? Hunt & Baruch (2003:729) comment that whether the development is narrowly defined as training (in specific skills) or broadly perceived as education (lifting awareness), a belief in the value of this investment is rarely questioned.

Do the programme graduates implement the knowledge and skills in their immediate work environment? Hughey & Mussnug (1997:54) raise a critical point that the idea of training and development interventions will enable employees to see the connection between how they should handle similar on-the-job situations. Translating the classroom experience into specific skills that employees actually integrate into their job performance, is extremely challenging.

Such structured learning experiences have a place in training and development interventions.

1.5 Aims

The overall aim of the study is to investigate the effectiveness of the leadership development programme called the Markham Experience, in changing leadership practices in Markham .

The leadership competencies and skills will be represented by a list of these practices:

- Ability to use power in order to influence with confidence
- Sharing values, a sense of purpose and shared mission
- Display of moral and ethical behaviour
- Intellectual stimulation by nurturing creativity and innovation
- Ability to facilitate people's development and learning
- Influencing the team to perform and deliver results optimally
- Effectiveness in meeting organisational objectives and goals
- Practicing satisfactory leadership behaviours and supporting teamwork

Once the effectiveness of the programme has been determined, appropriate recommendations will be developed to further advance and leverage on what was learned. Secondly, appropriate on-the-job learning methodologies will be identified to ensure reinforcement, enhancement and long term sustainability of the learning that took place.

1.6 Value and benefits of the study

The value and benefits are to

- Realise the value that leadership development adds in achieving overall organisational effectiveness

- Assess whether the Markham Experience accomplished what it was intended to
- Establish if the competencies acquired are applied in the immediate work environment by the graduates
- Identify future leadership development needs

Buus (2005:185) accounts that leadership development is a changing field and it is critical that organisations understand their own leadership development needs.

1.7 Research methodology

The target population consisted of sixty-one first-line, middle- and senior managers in Markham who successfully completed the leadership development intervention between 2003 and 2004. A non-probability sampling technique called the purposive sampling method was most appropriate for this particular study. The reason was that the researcher aimed to limit the chances of those who did not meet the criteria, e.g. of having not completed the Markham Experience. The sampling method ensured that only specific units of interest were selected, containing characteristics and elements required for the research.

Due to the limited number of fifteen participants responding to the study, a qualitative study was undertaken in order to provide acceptable in-depth answers to the research questions.

The Multifactor Leadership Questionnaire known as the MLQ Form 5X was used as an instrument to investigate the extent to which the intervention influenced and changed leadership practices, if at all. The MLQ was developed by Bernard Bass and Bruce Avolio, with Mind Garden as the publisher and distributor; detailed information about the instrument will be discussed in Chapter 3. Additionally, a structured questionnaire, together with semi-structured interviews

(using a questionnaire as base), were also used to collect more descriptive and supportive information from units of analysis.

The MLQ, being a five point Likert scale, was analysed per line item within a dimension, through the summated ratings method. The unstructured questionnaire and semi-structured interviews were analysed through the process of creating a category label capturing the main point of the responses which were numerically coded to quantitatively allocate different levels of responses.

Construct validity is ensured, in that the MLQ Form 5x measures that which it is supposed to measure. The instrument (MLQ) is based on transformational leadership practices, which is aligned with the course content of the Markham Experience. Content and face validity of both the MLQ semi-structured interview and the unstructured questionnaire were thoroughly considered before the fieldwork was conducted.

1.8 Conclusion

The study consists of five chapters, with each chapter focused on unfolding in great detail the process towards answering the research question, aims and objectives. The chapters will pay attention to the following details:

Chapter One sketches the context of the study by giving an outline of what to expect in the following chapters. The underlying aim, research questions and background of the study are addressed. The key issue highlighted in the chapter is that winning technical business strategies are critical for any business. However, for these strategies to be successfully implemented, personal influence exercised through leadership cannot be taken out of the equation or be ignored. Significantly, well-developed and competent leadership is needed to inspire, motivate, and stimulate followers to achieve worthwhile organisational goals.

Chapter Two covers the literature review, in which the concepts and theories of leadership development are dealt with in detail, to set a scene for the research questions being addressed by the study. The Leadership Development Framework for Markham is also explored.

Chapter Three gives an outline of the research methods followed to conduct the study, in a scientifically prescribed manner in order to successfully achieve the study objectives.

Chapter Four presents the research results and discussed them in detail.

Chapter Five highlights the overview of the main findings, identifies appropriate recommendations and presents the concluding remarks.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The literature review will comprehensively expand the theoretical insights briefly introduced in Chapter 1. It is important at this stage to identify effective leadership practices and behaviours which are critical in achieving organisational positive outcomes, through the leader's ability to focus on productive contribution to them and others. This section explores key concepts relating to the leadership development intervention, based on transformational leadership theory. The effects of practising transformational leadership principles are identified through the impact on the followers and ultimately the leader's overall performance.

2.2 Concept definition

(i) Leadership

Leadership is defined by Kinicki & Kreitner (2006:342) as a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organisational goals. This definition implies that leadership involves more than wielding power and exercising authority, and is exhibited on different levels. At the individual level, for example, leadership involves mentoring, coaching, inspiring, and motivating. Finally, leaders build culture and create cohesion and resolve conflict at group level.

Elmuti, Minnis & Abebe (2005:1018) define leadership as a process of the leader and followers engaging in reciprocal influence to achieve a shared purpose. It is all about getting people to work together to make things happen that might not otherwise occur, or to prevent things from happening that would ordinarily take place. He further defines leaders as agents of change - persons whose acts affect other people's acts.

Leaders arise when one group member modifies the motivation or competencies of others in the group. Moreover, leaders are generally responsible for overall organisational effectiveness measured by production, efficiency, quality, flexibility, satisfaction, competitiveness and organisational development. On the other hand, it is a process of influence between a leader and his followers to attain group, organisational and societal goals.

(ii)Training and development

According to Meyer, Opperman & Dyrbye (2003:160), training is a programme that assists the learners in acquiring specific skills that they can effectively apply to a very specific job or task. Al-Khayyat & Elgamal (1997:88) define training as a planned intervention or system aimed at attitude and/or behavioural change, through equipping individuals with desired knowledge and skills in order to maximise their potential performance and therefore increase productivity. In addition, Garavan (1997:40) views training as a planned and systematic effort to modify or develop knowledge, skills and attitudes through learning experiences, to achieve effective performance in an activity or a range of activities.

Development, on the other hand, is concerned with an employee's future and/or job. Garavan (1997:40) defines development as an act or process of developing a gradual unfolding or growth in an individual. This concept embraces both the outer reality of the environment and organisational goals and the inner reality of the emerging self. The basic notion is that each of us is a unique being, in the process of becoming a person. It is only possible to make progress by interacting with others or by exercising an ability to make personal choices as constructively as possible.

According to Gilley & Eggland (1989:4), development of people refers to the advancement of knowledge, skills, and competencies, and the improved

behaviour of people within the organisation for both their personal and professional use. This reflects a focus on individual development. It also reflects a philosophical commitment to the professional advancement of people within the organisation. Development in economic entities is directed at performance improvement so that the organisation can benefit, e.g. greater organisational efficiency, more effective and competitive practices, and greater profitability. Development cannot occur unless people participate in activities designed to introduce new knowledge and skills to improve behaviours.

Based on the above, training serves the purpose of enabling the ability to perform on the job within a shorter time frame, and with a structured learning process. Hence, development is focused on the individual's potential and future role in the organisation. Contrary to training, development is long term and assumes continuous change, with more emphasis on maximising potential through skill building and inductive strategies.

(iii) Markham Experience

The Markham Experience was designed to develop a set of leadership competencies/skills for people in positions of management or pre-management within Markham, which is operating in a competitive retail clothing industry. The secondary purpose of the programme is to facilitate appropriate career mobility through ensuring that people in positions of leadership/management are equipped with the workplace related skills of leadership. These skills encompass generic competencies in terms of world class best practices and transformational leadership theories.

The delegates are exposed to the leadership practices that have recurrently appeared as being essential to provide an environment for true organisational leadership. The programme would be deemed ineffective if what was taught has

sharpened leadership approach, but the environment, leadership practices and behaviour remain unchanged.

Following are the high leverage practices as identified by the ITISA Leadership Development Consultancy contracted by Markham :-

- Identify current and desired levels of participation applicable to high leverage practices in Markham
- Provide a benchmark against which to plan the implementation of effective leadership practices based on transformational leadership practices
- Facilitate a structured discussion around current and desired leadership practices
- Create an awareness of the level and nature of participation appropriate to world class companies
- Allow teams to identify and focus on selected leadership practices in the creation of participative style and structure.

High leverage practices are those most significant in influencing the operating work environment, and have been benchmarked and validated in theory of good business practices and research done in a large number of successful organisations.

2.3 Importance of leadership development

In today's competitive and very dynamic business environment the success and failure of an organisation is often highly influenced by the presence of effective leaders with a broad business perspective. In 2002 the Markham team of executives realised that they needed a total organisational transformation in order to move from the authoritarian bureaucracy towards a positive culture of growth vision progressiveness, peak to peak performance characterised by strong financial performance, growing market share, positive and reputable brand

image and overall market competitiveness and continuous learning. The Markham Experience was key and critical in developing effective leaders with the ability to develop and articulate a new Markham vision, with honesty, energy, commitment and a passion for continuous development.

Markham faced a major challenge of an increasing gap between demand for qualified leaders to take the company forward and the availability of qualified leaders. External sourcing of leadership capability was an alternative. The executive team took a bold strategic step of investing in the internal development of leadership capability.

The intervention is viewed as a key factor in driving competitiveness through enhancing and growing the leadership skills base. Avolio & Bass (2004:1) further state that the reliance on developing old leadership styles will clearly fall short of the leadership challenges confronting most organisations today. As organisations themselves move from being hierarchically structured entities to what is called networked organisations or intelligent enterprises with compressed hierarchies and blurred lines of authority, it makes the need to explore a broader range of leadership styles suited for these new environments apparent.

Avolio & Bass suggest that with the globalisation of markets, the increasing diversity of the workforce, and the emphasis on time as a critical element in an organisation's ability to compete, the need for the development of transformational leadership skills and competencies has never been greater. In this regard, more often, today's networked, interdependent, culturally diverse organisation requires transformational leadership. The call for outstanding leadership coincides with the dramatic changes occurring with the nature of work. These changes have transformed the requirements for leadership in many current organisations. It is not surprising that Markham had numerous calls of need for a suitable leadership development intervention that could initiate and

facilitate organisational transformation through leadership development over a period of time.

As the current organisational leaders look to the future, it will be imperative that they successfully develop themselves and emerging leaders to take the retail company forward. Leadership development has the potential to take place at individual, group and organisational level. Clearly, leadership development is only one of many important areas in which a company must strategically invest in employees. Therefore it is particularly salient to understand what the development priorities are, so that these priorities receive the focus of attention from trainers and trainees alike.

2.4 Previous studies on leadership development

Kelloway, Barling & Helleur (2000:145) conducted a study on investigating the effectiveness of leadership training and counselling feedback on subordinate perceptions of transformational leadership. A total of forty organisational leaders participated in a leadership development seminar based on transformational leadership principles. Data was collected from the subordinates. The results showed that training resulted in increased positive perceptions of leaders' transformational leadership style. The study suggests that both training and feedback are effective means of changing leadership behaviours. This intervention is based on the same theoretical principles as the Markham Experience.

Considerable data now supports the effectiveness of transformational leadership in enhancing employee attitude and performance. Kelloway, Barling & Helleur (2000:145) conducted a field experimental study in which training leaders in transformational leadership resulted in improved branch level financial performance. Transformational leadership has been defined as superior leadership performance that occurs when the leaders broaden and elevate the

interests of their employees, and when they generate awareness and acceptance of the purpose and mission of the group, so that the group can support, commit and act in a manner that ensures success and accomplishment of the purpose and mission. They also stir their employees to look beyond their own self-interest for the good of the group, so that the team strives to achieve standards collectively, as opposed to working competitively against each other.

Kelloway, Barling & Helleur (2000:145) reported that empirical data largely supports the effectiveness of transformational behaviours in association with subordinate satisfaction, commitment to the organisation and trust in management. Laboratory-based experimental investigations show that transformational leadership styles result in higher task performance. Subordinates' perception of supervisors' transformational leadership style leads to enhanced effective commitment to the organisation, team and group performance.

Given the above data, transformational leadership can be enhanced through training. Training interventions such as the Markham Experience are a background to identifying effective methods for creating effective behaviour, changing behaviour and applying the desired behaviour in the immediate work environment. The key to investigating effectiveness of the intervention is the subordinates' perception of the leadership practices. Behavioural change subsequent to training will be noticed by subordinates, colleagues and direct line managers.

Boaden (2005:5) completed a study to examine the impact of a leadership development programme provided by the National Health Services in Manchester. Interestingly, the programme outcomes are based on the relevant leadership research of the transformational leadership model, particularly focusing on charisma and vision. There is an increasing body of evidence that leadership makes a difference to organisational effectiveness. Awareness has

prompted those who commission and fund leadership programmes to focus on organisational outcomes and improvements as a tangible benefit from investment in leadership development programmes. Increasingly, most organisations identify effective leadership as a key success factor in the long-term sustainability of organisational change. Boaden (2005:6) asserts that effective leadership is a key ingredient in modernising today's health services, and that better leadership means better customer/patient care and improved working practices for the National Health Services staff. The above statement can be extended to a company such as Markham, operating in a retail environment.

Due to the qualitative nature of Boaden's study, the impact of the leadership development programme is described. A critical analysis of the leadership development intervention's effect on both individuals and organisation is reported. A number of reviews have demonstrated that transformational leadership has a strong positive relationship with objective measures of organisational productivity, as well as subjective measures such as job satisfaction, commitment and satisfaction with management. There is a growing body of literature looking at various aspects of leadership development, leadership behaviours and their relationship to performance. The impact of leadership development and practices can be considered on work place colleagues or subordinates and performance.

Leadership development programmes have positive measurable outcomes for organisations. Boaden (2005:10) asserts a view that is based on research in the social sciences which indicates that leadership styles can have a major influence on performance and outcomes of employees and the organisation.

Results from the study were reported as follows:-
- More than 50% of the programme participants reported the benefits of the intervention
- Managers began to take a more proactive leadership role

- Greater competence was developed in influencing others (followers) whose support they need

- Increased knowledge gained from the programme enabled a display of effective leadership and a vision

- Self-awareness gained - especially in assessing leadership practices, styles and the impact on followers

- They learned more about effective leadership, which influenced behaviour

- They became more performance-driven and quality-of-service conscious

- There was increased awareness and utilisation of best leadership capabilities.

Judging from the above it is clear that leadership development enhances the ability of those in leadership positions to perform at superior levels of competence. Competence secures meeting the required business results necessary for business survival.

2.5 The role of training

Employee training represents a significant expenditure for most organisations, yet for the majority it fails to achieve the best possible results. Training too often is viewed tactically rather than strategically. It is important for organisations to set specific measurable objectives of training. Training interventions should not be regarded as a luxury to be undertaken when time and budget allow. Nor it is wise to think of training as remedial, or a matter of quickly sorting out weak employees or fixing problems.

In a successful programme the intervention acts not as a health treatment for organisational ills, but rather as an instrument of change. The training function holds valuable intelligence regarding employee's core skills. An effective training intervention can creatively move people in the right direction. In addition, Fernald, Solomon & Bradley (1999: 312) emphasise the importance of training as follows:-

- To orientate new hires to the organisation and teach them how to perform in their initial assignments
- To improve the current performance of employees who may not be working as effectively as desired, or to prepare employees for future promotional prospects or for upcoming changes in culture, effective leadership practices or in their present jobs.
- Traditionally training facilitates implementation of strategy by providing employees with the skills and knowledge needed to perform their jobs.
- Training also assists in solving immediate business problems, such as when the team manager in an action learning programme studies a real problem and recommends a solution
- To keep ahead in a highly competitive and turbulent environment, it has been suggested that the training function must foster a continuous learning culture and stimulate managers to reinvent their organisation.

Judging from the above, the recent changes in the macro business environment have made the human resources development function even more important in helping the organisation maintain competitiveness and preparing for the future. The more society becomes democratised, and cutting edge leadership theories are innovated, the more leaders require training, to learn sophisticated and effective leadership practices, than they did previously.

The pressure of global competitiveness is also changing the way organisations operate and the skills that their employees need. Training and development is considered as very important. It is a means to help businesses overcome capability gaps and, to keep employees up-to-date and adaptable. Clearly, the beneficial effects of training are skills, knowledge, cultural change, role changes, and attitude and work behaviour in the work situation. Other identifiable benefits are increased motivation and commitment, and a decrease in workplace tension, insecurity and destructive conflict.

It is obvious that training and development can no longer be based on the goodwill of the organisation to train the employee, but needs to be linked to organisational goals and strategy for the investment to pay off. Daniels (2003:39) found that many organisations have already shifted their thinking about the training function. They have seen for themselves that training is where skills are developed, attitudes are changed, ideas evolve and the organisation is reinvented. In the course of learning the skills that will increase sales, build effective teams, improve the quality of leadership and meet a wide range of other objectives, are obtained, and employees can create a new organisational culture.

Al-Khayyat & Elgamal (1997:87) confirm that the philosophical foundation of training is derived from the concept of change by learning. The ultimate objective of HRD is the production of desirable behavioural and organisational change. In other words, it is an end - not the means. Training is the organisational means by which to achieve this end. Training continues to be an essential element for organisations striving for excellence, to equip the organisation with flexibility, adaptability and durability required for survival. Human resources development is associated with increasing and maintaining the productivity of employees.

2.6 Self-efficacy in increasing training effectiveness

Self-efficacy according to Orpen (1999:119) refers to individuals' judgement of their capabilities to execute actions required to attain certain levels of performance. It is concerned with whether or not they believe that they can use their skills to reach certain goals, such as performing well. Individuals are unlikely to make the effort to correctly apply their skills, unless they believe they can do so; in other words, have positive or strong self-efficacy beliefs.

The link between the investigation of the effectiveness of the leadership development programme (Markham Experience) and self-efficacy is that training improves performance, in that it partly enhances self-efficacy. Not only skills are

learned from the Markham Experience but the leader's confidence to apply what was learned is likely to increase and of course impact motivation.

Management and leadership jobs require a high level of individual confidence. Orpen (1999:121) reported in his study on the impact of self-efficacy and the effectiveness of employee training that in the jobs where self-efficacy is important for effective performance (confidence jobs), the relationship between training and improved performance was positively identified. In other words, the subjects reported that training was positively related to self-efficacy and improved performance.

2.7 Evaluating the effectiveness of training

Evaluation of training has become one of the most important practices in the field of HRD, as there is more pressure today than ever before to prove the results and effectiveness of training investment. Clients are no longer interested in attending training for the sake of activity. Though most HRD Practitioners find evaluation to be costly, difficult and time consuming, the developing trend towards accountability must never be ignored and compromised. Traditional HRD is under heavy criticism for its lack of accountability. The lack of accountability and rigorous evaluation may be attributable, in part, on an unfounded belief that training and development is good for the employees and the organisation, and therefore there should be a training budget and training programmes.

Leadership training and development has received much criticism in recent years from key stakeholders in companies, because of failure to teach leaders and managers how to lead and manage. The process is often haphazard and unsuccessful. It can be suggested that training has failed in most instances because it has no connection to real and practical life that participants are confronted with daily. Programmes are sometimes designed to create awareness and understanding, but not competence.

Yadapadithaya (2001:261) accounts that economic realities of the modern age have led organisations to take a closer look at training and development expenditure. Many organisations are raising questions concerning the return on these training and development investments. There is a decreasing willingness to spend money on faith, and an increasing pressure to justify training and development costs. It is imperative for those in the field of HRD to focus on the investigation of the effectiveness of training and development, with the aim of adequately and properly demonstrating and communicating to key stakeholders that training efforts are making a worthwhile contribution.

Daniels (2003:39) states that training that makes people feel warm and good is not necessarily effective training. Training that makes people feel uncomfortable is not necessarily ineffective training. How employees experience the training is not the important gauge of the success of the programme. The only thing that counts is what happens afterwards.

According to Yadapaditha (2001:261), evaluation of training is normally used in a broad sense to mean any attempt to obtain information in the form of feedback on the effects of a training programme - also to assess the value of training in light of the feedback reported. Some experts on evaluation of training make a distinction between validation (the assessment of whether the training has achieved its intended objectives) and evaluation (the measurement of the total effects of the training programme). In reality, it is almost impossible to obtain information on the total effects of training and is an extremely complex process.

Kirkpatrick (1994:21) identifies four levels in which training may be evaluated:-
1. Reaction: Evaluation on this level measures how participants in the programme react to it. In simpler words, it measures customer satisfaction.

2. Learning: Learning is defined as the extent to which participants change attitudes, improve knowledge or increase skills as a result of attending the programme.

3. Behaviour: Behaviour can be defined as the extent to which changes in behaviour has occurred because the participants attended the training programme. Bee & Bee (1997:233) identify this level as the intermediate level of evaluation, which measures the effect of training on job performance. This entails determining whether the learning, be it knowledge, skills or attitudes, has been successfully transferred back to the workplace. It assesses whether job performance has improved and, in particular, whether the identified performance gap has been bridged.

4. Results: Results can be defined as the final results that occurred because the participants attended the programme. The final results can include employee satisfaction with leadership practices, high performance and productivity, and overall improvements in effectiveness towards meeting organisational objectives.

The study mainly focuses on change in behaviour; it is common sense to say that no learning has occurred unless change in behaviour occurs. Interestingly, change in behaviour is very much dependent on attitude change, increase in knowledge and skill improvement and self-efficacy. When desired behaviours are practiced, this will have an impact on the quality of performance or results. There is little point in developing skills and competencies if they cannot be transferred back to the workplace.

The study is based on the Markham Leadership Development Framework, presented as a conceptual framework in figure 2.1. It gives a complete view of all the concepts contained in the literature study, highlights the challenges that faced Markham and the actions taken to address those challenges, and also the expected results from the training. The figure was developed by the researcher from various sources focusing on learning and development, transformational leadership theories cited through the study, and from the Markham Experience learning content and general Markham information.

The figure begins by acknowledging that Markham was facing pressure from the external environment. The Markham Experience was identified as an appropriate intervention to address the learning and development needs of the company. ITISA consultancy identified the transformation leadership model on which to base the training. Transformational leadership is sometimes referred to as effective world class leadership practices, with concepts such as idealised influence, inspirational motivation, intellectual stimulation and individualised consideration and, finally, the expected effect of implementing transformational leadership on employees, like extra effort, effectiveness and satisfaction.

Figure 2.1 Markham Leadership Development Framework

External pressure: need for effective leadership

Old Culture Autocratic leadership

Markham Experience Leadership Development

Skills, Knowledge Competence Self-Efficacy

Transformational Leadership/world class principles

Effective leadership practices

Idealised Influence

Self-awareness
Self -development
Emotional intelligence
Relationship management
People skills
Credibility and respect
Power of leadership
Values,morals and ethics
Shared vision, mission,& direction
Commitment cultivation
Influencing ability

Inspiring Motivation

Motivation
Setting challenging goals
Participative decision- making
Empowerment
Information and knowledge- sharing
Team building

Intellectual Stimulation

Creativity

Individual Consideration

Coaching
Mentoring
Learning and development
Talent management
Performance feedback
Positive interactions
Dignity and respect
Diversity management
Communication

Cascading effect of improved leadership practices

Extra effort
Hard work

Effectiveness
Meet performance standards

Satisfaction
Job
Leader
Team relations

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The next section will explore in detail the concepts reflected in figure 2.1, particularly that of effective leadership, through transformational leadership practices. The Markham Leadership Development Framework sets a structure in which the literature study is to be organised.

2.8 Aspects of transformational leadership (adapted from Avolio & Bass (2004:28-29))

The leadership intervention is based on world class and most current best leadership practices. These practices are best defined by transformational leadership principles. Avolio & Bass (2004:28-29) identify the key aspects of transformational leadership as idealised influence, which is based on a follower's respect and admiration for the leader. Inspirational motivation is based on communication of expectations and followers' confidence in the leader's vision and values. Intellectual stimulation is the degree to which the leader provides followers with interesting and challenging tasks and encourages them to solve problems in their own ways. Individualised consideration is the extent to which the leader cares about the individual followers' concerns and developmental needs.

2.8.1 Idealised influence

Transformational leaders have associates who view them in an idealised manner. Those leaders have power and influence over the followers. The followers often identify strongly with the leader's mission and vision. This type of relationship is characterised by trust and strong confidence. Evidently, transformational leadership style arouses and inspires others with a vision of what can be accomplished through extra - and personal - effort. Leaders with idealised influence have charisma and they strive to develop their associates to lead themselves. They do not mind risking their own careers through being

replaced by their own followers. The concept of idealised influence will be explored in detail, focusing on aspects such as self-awareness, self-development, emotional intelligence, relationship management and people skills, credibility and respect, power of leadership, values, ethics, and morals, shared vision, mission and direction, commitment cultivation and influencing ability.

- **Self-awareness**

Leadership awareness begins by understanding what leaders bring to the organisation. For leaders to communicate with confidence, they must have self-awareness. According to Jokinen (2005:205) self- awareness means that a person has deep understanding of his or her emotions, strength and weaknesses, need drives, sources of frustration and reactions to problems.

One becomes strongly aware of one's own defensiveness and its operation, before one can realistically assess one's problems or what one's resources are to deal with problems.

Self-insight enables one to listen to others and assess the value of what they have to offer. This is also related to openness and valuing of diversity. Self-insight is fundamental to self-regulation and social awareness - which, in turn, is fundamental to social skills required for effective relationships in management and leadership. Most researchers define the skills as maturity or confidence in personal mastery.

Self is the core of one's conscious existence. Awareness of self is referred to as one's self-concept. This process involves being in touch with oneself by understanding the concept that the individual has about himself or herself as a physical, social, spiritual or moral being. As a result of defining this concept, one recognises oneself as a distinct human being. Self-concept is not possible

without the capacity to think; that is why cognition, which is a person's knowledge, beliefs and opinions, influences the self-concept.

Self-esteem is one's overall self-evaluation, which is largely influenced by cognitions and self-concept. The above concepts are important as they impact on effectiveness of a leader. It is important for a leader to see and portray him/herself as worthwhile, capable and acceptable. Leaders with low self-esteem view themselves in negative terms, as they do not feel good about themselves and are hampered by self-doubt.

Kinicki & Kreitner (2006:123) define self-efficacy as a person's belief about his or her chances of successfully accomplishing a specific task. Leaders who are confident about their ability, tend to succeed, while those who are preoccupied with failing, tend to fail.

- **Self-developed leader/self-management**

The principles of self-development are based on the leaders' personal competence or capabilities of how they manage themselves, which, in turn, will influence how they manage others.

Sonnenschein (1999:45) found that leaders stay ahead by working on improving themselves. One type of this self-improvement to work on is to commit to a lifelong journey of understanding self, and diversity around oneself. Jokinen (2005:205) connects self-development with engagement in personal transformation. He describes the phenomenon as a commitment to the ongoing development of personal knowledge and skills, creative dissatisfaction, and drive to stay up-to-date. Personal effectiveness includes concepts such as a strong, intrinsic desire to experience new things, avoiding limiting assumptions, and reflective learning. This can all be seen as reflections of engagements in personal transformation. The self-developed leader would typically emphasise

the proactive approach to learning, and accepting responsibility for one's own learning. Most successful global leaders focus on continuous self-improvement. This type of learning exercise requires a high level of maturity, in which one is willing to be open to criticism.

- **Emotional intelligence**

Emotional intelligence (EI) has become increasingly popular as a measure of identifying potentially effective leaders, and may be a tool for developing effective leadership. Cherniss & Goleman (2001:1) link emotional intelligence to abilities that involve skill in managing emotion in oneself and others and that are predictive of superior performance in work roles. Emotional intelligence is the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in oneself and others. This is also the ability to manage oneself and one's relationships in a mature and constructive way.

A study conducted by Palmer, Walls, Burgess & Stough (2001:9) found a significant correlation between emotional intelligence subscales and transformational leadership, particularly the scales of emotional monitoring (awareness) and emotional management. A deduction may be made from the above that emotional intelligence is entrenched in transformational leadership principles. The findings of the study provide preliminary evidence for the relationship between EI and effective leadership. Implications of this particular study recognise emotion-based skills as critical for effective leadership and these could be used in leadership training and development programmes to enhance effectiveness.

Looking deeply at almost any factor that influences organisational effectiveness, one will find that emotional intelligence, especially of leadership, play a critical role, as the leaders influence the relationship with employees. The EI skills are

what bosses need to prevent employees from leaving. The most effective leaders are those who have the ability to sense how their employees feel about their work situations, and to intervene effectively when those employees begin to feel discouraged or dissatisfied. Effective leaders are also able to manage their own emotions, with the result that employees trust them and feel good about working with them.

Most organisations often have to deal with change, which can be challenging - especially for leadership. This competence is important to enable leaders to perceive and understand the emotional impact of change on themselves and others, and to increase effectiveness in helping organisations to manage change successfully. The EI of a leader influences organisational effectiveness in a number of areas, such as the development of talent, teamwork, employee commitment, morale, innovation, productivity, efficiency, and work performance.

Another business case for EI in leadership is contribution to talent development. The EI in a leader who is a coach and mentor, will influence the potential of a relationship with the employee, and also for helping organisational members develop and use the talent that is crucial for organisational effectiveness.

- **Critical emotional competencies in effective leadership by Cherniss & Goleman (2001:28)**

Table 2.1 reflects the importance of emotional competencies required in leadership. Clearly leaders need to effectively manage their own personal competence by, firstly, having some constructive self-awareness, and, secondly, the ability to regulate and manage the self. Thereafter, healthy social relationships and the management thereof can be accomplished. Without a healthy self-concept it is almost impossible to have healthy relations with others.

Table 2.1 Critical emotional competencies in effective leadership:-

	Self (personal competence)	Other (social competence)
Recognition	**Self-awareness** Emotional self-awareness Accurate self-assessment Self-confidence	**Social awareness** Empathy Service orientation Organisational awareness
Regulation	**Self-management** Emotional self-control Trustworthiness Conscientiousness Adaptability Achievement drive Initiative	**Relationship management** Developing others Influence Communication Conflict management Visionary leadership Catalysing change Building bonds Teamwork and collaboration

EI can affect an individual's success in an organisation. Emotionally intelligent leadership is key in creating a working climate that nurtures employees and encourages them to give their best. Enthusiasm, in turn, pays off in improved business performance.

- **Relationship management and people skills**

In order for a leader to be successful it is imperative that he/she has the ability to interact effectively with people. It is critical to have healthy relations with people at all levels of the organisation. A leader can manage time, products, stock, budgets and operations, but people on the other hand cannot be managed as things. People desire to be led, and that is why relationship management skills are important to successful relations, based on healthy communication principles of listening and empathy.

- **Credibility and respect**

Often employees judge managers on what they do, and not what they say. The employees look at the leader as an example setter. This is true regarding adherence to company policies, rules, and attitudes towards work and people.

Honesty builds the leader's credibility, in that the leader always tells the truth to those who have the right to know it. One should speak and act so as to reflect the reality of the situation. Speaking and acting should mirror the way things really are.

- **Power of leadership**

Often the power of authority in leadership may be used in the wrong manner. No one can be effective for long without the cooperation and support of the team members. One of the surest ways to lose cooperation and support is to improperly use the power of authority in management capacity.

Kinicki and Kreitner (2006:326) identify referent power or charisma as the most effective form of power. This power comes into play when one personally becomes the reason for compliance. Role models have referent power over those who identify closely with them.

- **Values, ethics and morals**

Hinkin & Tracey (1999:106) characterise transformational leaders as those who motivate followers by appealing to higher ideals and moral values. This process involves influencing major changes in the attitudes and assumptions of the organisational members, and building commitment to the organisation's mission and objectives.

A high level of ethical behaviour must be expected from transformational leaders, as they are expected to do what is proper and legal. A person who sets a good ethical example can be trusted to do the right thing. Kinicki and Kreitner (2006:36) recommend that leaders needing to promote ethical behaviour in the work place, need to behave ethically themselves, as they are potent role models whose habits and actual behaviours send clear signals about the importance of ethical conduct.

- **Shared vision, mission and direction**

The leader must guide the team from the present to the future, through evaluating the current situation, including resource availability and constraints, so that appropriate and realistic vision and direction may be established, with the needs of the employees being considered. It is important to recognise shortcomings in the present system, which may be deficiencies in strategic objectives, a misperception of market place needs, or general organisational problems. It is the leader's responsibility to know and understand the strategic objectives of the overall organisation and ensure that employees know their individual objectives and how they fit into and contribute to the organisational objectives.

Articulation of an exiting vision is very important. Leaders need to paint a vivid picture of the important outcomes of employees work yield and how their performance efforts contribute towards meeting key strategic goals. Employees often need something exiting and positive to aim towards, something that will motivate them to invest their best efforts without direct supervision.

- **Commitment cultivation**

Swailes (2004:187) found the concept of commitment and the assumption that committed employees are beneficial to organisations, to have a long-standing

tradition in leadership literature. He asserts in his study that commitment is the single most useful outcome of human resources management strategies and the creation thereof. Organisational- and job commitment is generally thought to lead to a range of positive outcomes and it is a determinant of performance, dedication and satisfaction.

Commitment can be linked to positive behavioural intentions and actions that are an important component in the achievement of organisational objectives, vision and goals. Transformational leaders instil a sense of commitment in employees through increasing and influencing the relative strength of individuals' identification with and involvement in a particular organisation, team and work area. Swailes (2004:188) further states that the bases of commitment are identified in attitudinal commitment which is centred on belief in the organisational goals and values. The other type of commitment is normative commitment, based on positive feelings of loyalty and obligation to the task, team and organisation.

- **Influencing ability**

Leadership qualities are attributed to an individual when a group of members accept and submit to the individual's influence. Transformational leadership, according to Ball & Carter (2002:553), is an attribution based on followers' perception of their leader's behaviour. The leader's behaviour is observed and interpreted by followers as expressions of charisma. The behaviours and actions foster the impression that the leader is extraordinary, also being a representative character, which is a symbol, which brings together in one concentrated image of the way people in a given social environment organise and give meaning and direction.

The concept of idealised influence was studied in detail in this section with a particular focus on aspects such as self- awareness, self-development, emotional

intelligence, interactive behaviour, credibility and respect, power of leadership, values, ethics and morals, shared vision, mission and direction, commitment cultivation, and influencing ability. The next section will focus on inspirational motivation, which is another component of the transformational leadership model.

2.8.2 Inspirational motivation

Often, inspiration occurs when leaders articulate in simple ways, shared goals and mutual understanding of what is right and important. They provide a vision of what is possible and how to attain it. The greater group inspiration is greater than self-inspiration in transformational leadership. Visionary attributes are critical in developing a vision of extraordinary goals and the ability to motivate those around them to achieve the vision. The concept of vision consists of expressing the vision, explaining, extending and expanding the vision. It is well and good to clearly communicate the vision verbally; however, behaviour seen in the manifestation of action truly leads to vision realisation. In this section the concept of inspirational motivation will be explored in detail by focusing on concepts such motivation, setting challenging goals, team building, participative decision making, empowerment, information and knowledge sharing.

- **Motivation**

Motivation of followers is reinforced by the articulation of an ideological vision and the recruiting of a number of followers who share the values of the vision. A sense of identity with collectivism and a sense of efficacy is provided. High performance expectations are set, together with a display of confidence in followers, resulting in enhancing both follower self-esteem and self-worth. It is a leader's job to develop and foster the high morale, enthusiasm and a team spirit in the team.

Kinicki & Kreitner (2006:149) define motivation as psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal-directed. Leaders are to understand these psychological processes if they are to successfully guide employees towards accomplishing organisational objectives

- **Setting challenging goals**

Strategic goals should be set to enable a move from the current status quo to a state that is perceived by others as extraordinary, in the organisation. In setting ambitious or challenging goals, the leader must be able to articulate these goals in such a way so as to convince others of the goals' validity and their benefits, especially the individuals from whom the leader seeks cooperation.

Often, a display of dissatisfaction with the status quo, as expressed by Ball & Carter (2002:553), is evident in inspirational and motivational leaders. They are restless, energetic, and action-oriented, the discontent pushing them into searching for new opportunities. Entrepreneurial spirit and impatience pushes articulation of a strategic vision, making the big picture seem within reach of the followers. The gift of building alliances and making people feel special is manifested in their daily actions.

Leaders must recognise that employees also are driven and motivated by a need to achieve. Kinicki & Kreitner (2006:151) mention that need for achievement is defined by the desire to accomplish something difficult and challenging. Employees also like to overcome obstacles and work challenges independently and generate creative solutions to performance obstacles, problems and work-related challenges

This drive to achieve may be expressed as the need to rival and surpass others, and increasing self-regard by the successful exercise of talent. Achievement-motivated people prefer to work on projects of moderate difficulty. They have a

high preference for situations in which performance is due to their efforts rather than other factors, such as luck. Finally achiever employees desire more feedback on their success and failure than low achievers do. A leader who understands the above principles is likely to create a challenging environment for followers, and inspire and motivate the desire to achieve.

- **Team building**

For the maximum potential of a team to be reached, it is imperative that the leader ensures that the team shares common goals. Mutual trust should be encouraged. The team members have to perceive the work environment as fair, reasonable and friendly. The leader will have to continuously foster relationship-building and group behaviours by being an encourager to the team. This will foster in-group solidarity. When conflict arises it has to be mediated with reconciliation and humour. The gate-keeping role of a leader is critical in encouraging all members to participate.

- **Participative decision-making**

When people have a voice in making decisions that will affect their work, they are usually more committed to carrying out these decisions. Therefore, involving employees in determining their own work, enlists their efforts towards high performance and success. Unilateral decision-making in leadership is a huge pitfall to be avoided, as there are many benefits in consulting with others (followers) on decisions, for example, gaining different perspectives, more information and wisdom resources to draw upon, and commitment to the decisions by those consulted. Kinicki & Kreitner (2006:241) identify the advantages of group-aided decision making as gaining a greater pool of knowledge, different perspectives, greater comprehension., increased acceptance, and a   training ground.

Participative leadership style is likely to increase motivation because it helps employees to fulfil the need for autonomy, find meaningfulness of work and meets social needs through interpersonal contact. In turn, these positive feelings supposedly lead to increased innovation and performance.

- **Empowerment**

Ball & Carter (2002:559) found that if people are empowered, they start throwing out ideas and actually manage themselves, and often this works very well. It is good to lead a team that is always a level higher than their actual job description. As part of an employee's empowerment, delegation is valuable. Leaders are not judged by the work they do, but for results they achieve. In order to achieve greater results, work must be delegated fairly.

It is not true that if leaders need to succeed, they need to always be on top of everything that goes on under their jurisdiction and direct everything with a firm hand. If they do so, they are just making life harder for themselves than it needs to be and they are in turn undermining their employees' ability to achieve.

Empowerment is a leadership process of building, developing and increasing the power of an organisation to perform through shared responsibility. At the ultimate end of the chain, empowerment demands an extension of trust that has been through a proving process to cover an even broader field of responsibility. Leaders do not grant, give and install empowerment to employees. However, empowerment is something that leaders cultivate, grow, and harvest.

- **Information and knowledge sharing**

Keeping all members of the team informed about all aspects of their jobs and work unit is critical. The company's performance information must be freely communicated. This will help employees to understand the business. As a result,

performance self-monitoring possibilities will be created. When sensitive information is shared, trust is built. Leaders must avail themselves of all necessary and meaningful items of information. Employees, too, must be encouraged to communicate with leaders to facilitate effective interaction. This process will also facilitate problem solving and reaching agreements - and this naturally presupposes quality and honest interaction.

The researcher has focused on the concept of inspirational motivation by looking at aspects such as motivation, setting challenging goals, team building, participative decision making, empowerment, information and knowledge-sharing. The next section will focus on another component of transformational leadership - intellectual stimulation.

2.8.3 Intellectual stimulation

This is the ability of a leader to help others to think about old problems in new ways. Followers are encouraged to question their own beliefs, assumptions, and values and, when appropriate, those of the leader. The aim behind this practice is to develop employees' capability to solve future problems on their own by being creative and innovative. A key measure of leadership effectiveness is how capable their associates are when operating without the leaders' presence or direct involvement. Continual efforts must be made to solicit suggestions from employees about work, systems and process improvements. The concept of intellectual stimulation will be explored by focusing on an aspect such as creativity.

- **Creativity**

In the light of today's need for fast-paced decisions, an organisation's ability to stimulate the creativity and innovation of its employees is becoming increasingly

important. Although many definitions have been proposed, creativity is defined by Kinicki & Kreitner (2006:237) as the process of using intelligence, imagination and skill to develop a new or novel product, objective, process or thought. This definition highlights three broad types of creativity. One can create something new, one can combine or synthesise things or one can improve or change things. Researchers are not sure how creativity takes place. Nonetheless, it is known that creativity involves making remote associations between unconnected events, ideas and information stored in memory or physical objects.

The next section will focus on the last component of transformational leadership: individual consideration.

2.8.4 Individual consideration

This involves a leader's understanding and sharing in others' concerns and developmental needs, and treating each individual uniquely. Maximising and developing employees' full potential is important, even to the extent of providing learning opportunities and creating a supportive culture for individual growth.

The goals that socialised leaders espouse originate within the followers - their wants, their needs and their development. By encouraging the followers to meet these goals, socialised leaders foster an environment of autonomy which survives beyond the leaders' tenure within the organisation.

Many of the traditional qualities, skills and characteristics of a successful manager do not fit comfortably with the profile of good individualised consideration principles. The manager who is highly competitive, finds it difficult to listen to others, enjoys solving problems and likes to be in control and to be seen as an expert, probably has few skills required to be a successful transformational leader. The challenge is for leaders to do away with selfishness, to make transformational leadership work successfully for their followers, themselves and the organisation. The concept of individual consideration will be

explored in detail by focusing on aspects such as coaching, mentoring, learning and development, talent management, communication, dignity and respect, diversity management and performance feedback.

- **Coaching**

According to Phillips (1994:19), coaching was until recently acknowledged as a tool for management and business leadership. Now its popularity is an increasing practice of empowerment, as well as a deeper understanding of how people learn. The performance benefits of coaching are becoming more widely used, accepted and known.

Significantly, coaching is a highly structured process and focuses on empowering an individual to do his/her job better. The learning process takes place in the office or place of work, so that actual work rather than a carefully simulated exercise is a vehicle for the learning experience. In addition, Wright (1998:176) mentions that coaching normally involves managers empowering employees to go beyond their current level of performance and the employees receive a balance of encouragement and help in finding new skills. The focus is on the learner learning, rather than the coach teaching; the coach's style is usually non-instructive with an emphasis on helping from a distance.

Sibson (2003:1) asserts that it is important for a manager or leader to have a relationship of familiarity with the employee, in order to give feedback which results from observing the employee perform. Coaching is a good opportunity for a leader to build a rapport with followers.

Axmith (2005:28) found that coaching has been used by most organisations to, firstly, assist a newly-appointed employee to make a successful transition into a role, particularly when the individual is new in the organisation; secondly, to help a valued employee with a specific performance problem develop new skills and

make necessary - often difficult - behavioural changes; thirdly, assist a high-potential employee to fast-track by developing his/her leadership skills in order to expedite readiness for a more senior role; and, finally, for a leader to act as a confidant to employees as they wrestle with difficult operational challenges. Coaching helps to enable people to adapt to change willingly. By its nature all learning entails change, and this is particularly true of the learning initiated by managerial coaching.

Therefore, coaching works to close the gap between current and desired performance. At the same time, coaching creates the ideal forum for exploring new solutions and developing action plans while providing continuous support and feedback.

- **Mentoring**

Mentoring is less structured and lasts for a longer period of time. The specific objectives in mentoring are not set; rather, a mentor helps the protégée work through a variety of work and life issues as they arise. The purpose of mentoring is to help mentees understand the organisation and their role in it better. Usually, leaders with experience volunteer to help those with less experience, and the mentees learn more about the organisation's culture, vision and mission. In other words, mentees finds a confidant who can help them plan a career with the organisation.

Veale & Wachtel (1996:19) consider mentorship as an important training and development tool linked to mobility and career advancement. It is vital to strengthen the link of mentoring to the business strategy and developmental focus. Leadership of the organisation must be collectively involved with HRD in all aspects of employee development. A variety of tools may be employed to match personal and organisational needs.

Wright (1998:176) is of the opinion that effective mentoring is about forming a strong working relationship between mentor and mentee. Against these descriptions, the following objectives may be considered:-

1. To help employees gain confidence, obtain a clearer focus and become more committed to their work
2. To help employees feel valued and maximise their potential
3. To be a critical friend.

Great mentors have excellent interpersonal skills and maturity which enable effective rapport building and proper reading of non-verbal behaviour. Mentors must constantly do a power self-check to avoid advancement of personal agendas, by ensuring that their motives are genuinely to help mentee employees.

The truly transformational leader is a coach, mentor and counsellor. It is central to understanding that a leader can develop a follower beyond the limits of the leader's own knowledge, expertise and experience.

- **Learning and development**

When employees are well-developed and trained and know how to do their jobs, the load on the leader becomes much less, as the follower will be more self-directed, instead of reliance on direction from the leader. Garavan (1997:39) is of the opinion that learning and development strategies are a key means by which the inefficiencies of employment relationships can be reduced and a closer approximation to competitive labour market outcomes be attained. At the organisational level, learning and development activities provide a means by which a number of key organisational outcomes can be achieved. Some of the most common outcomes sited in literature include quality, employee empowerment, teamwork, and multi-skilling. Most importantly, Garavan (1997:41) further states that learning is partially mediated by the opportunity to use the learning, the social encouragement to use it and the learners ability to

integrate and retrieve the learning. A leader plays a critical role in the encouragement and creation of a continuous enabling environment for the employee to apply what was learned and to develop further.

- **Talent management**

Talent, in this instance, refers to the capability of the human capital. Kinicki & Kreitner (2006:14) define the human capital as the productive potential of an individual's knowledge and actions. Likewise, a present employee with the right combination of knowledge, skills and motivation to excel, represents human capital with the potential to give the organisation a competitive advantage.

- **Communication**

Leadership requires excellent communication skills. Kroon (1998:11) defines communication as the transfer of a message by any means and is concerned with the business activities between two or more people, and/or a relationship between the people involved. Communication plays a particularly important role in all management activities. The way in which communication takes place determines the relationships among the employees, their attitude, the business climate, morale, motivation and performance of employees.

- **Dignity and respect**

Sirota, Mischkind & Meltzer (2005:12) have the view that people want to be treated as responsible adults, but many employees, primarily in companies, are treated like children or criminals, subjected to strict monitoring of their work, other negative behaviours by leaders to coerce performance, and conformity to the rules. The response to this kind of treatment is that anger builds up in employees over a period of time. This has always been a major element in the more severe industrial relations conflicts studied. Even though reaction may not

always be explosive, this mode of leadership is self-defeating for the organisation. It is based on the false assumption about the majority of employees, that they are irresponsible. Sadly, this becomes a self-fulfilling prophecy. When management expects the worst from people, they get it.

Leaders clearly need to value and respect the dignity of human life of followers, simply because they are human beings and, by the mere fact of their existence, have value and dignity, and not acting in ways that directly intent to harm or kill the spirit of a person. It must be recognised that humans have the right to freedom, and there is an obligation to respect that freedom, and also that human life is to be treated as sacred.

By being friendly, courteous, supportive and showing employees that leadership is concerned about their wellbeing, a desire is created on the followers' part, to reciprocate. Employees therefore do their best for the leader, even when he/she is not present.

Another perspective on treating people with dignity and respect is the issue of justice and fairness. In all situations leaders must be impartial, and act equitably to employees. Fairness and unbiased treatment tolerates diversity and accepts differences in people and their ideas.

- **Diversity management**

The demographics of the workplace are changing and will continue to change rapidly. Most organisations in South Africa look different, both in terms of who is employed and the positions they hold, from the way they did 20 years ago. Workforce diversity presents one of the greatest challenges facing organisations and their leadership. Only through committed leadership can the potential for benefit in diversity be realised. Sonnenschein (1999:3) defines diversity as significant differences among people, in terms of race, culture, gender, sexual

orientation, age and physical abilities. Other definitions include differences in ethnicity, place of origin, class, religion, learning and communication styles. All these differences can affect the work place.

Diversity means differences, differences create challenges, and challenges stimulate avenues of opportunities.

Sonnenschein (1999:3) identifies benefits of diversity that leaders can capitalise on:

- Enable a wide range of views to be present in an organisation, including views that might challenge the status quo from all sides.
- Focuses and strengthens an organisation's core values.
- Instrumental to organisational change.
- Stimulates social, economic, intellectual and emotional growth.
- Helps the organisation to understand its place in community.

It must be borne in mind that benefits of diversity are not automatic. Leaders must not be blind to challenges of diversity, in order to enable successful rising above complexities. Possible problems that might arise from the diversity challenge are misunderstanding caused by cultural and other differences in behaviour, work attitudes and communication styles. These can be disruptive in the work environment and prevent teams from accomplishing their goals and achieving the set objectives.

Leaders need to be equipped to deal with diversity, as it would not be as easy as managing a group of like-minded people. Conflict is less when people are similar. The issue of fairness is relevant in this context, as different people define it in different ways. Individual consideration comes into play as mechanisms are created to assure equal access to the workplace, protecting different groups against discrimination and treating people equitably.

It is human nature to prefer working with unanimity rather than differences. Differences means a leader learning to work with people with different styles, understanding new perspectives and adjusting attitude. Many of these challenges can be turned into benefits. Clear-thinking leaders with sound diversity skills can turn around the complex situations, through creating awareness and increasing understanding between all members of the organisation. When leaders understand diversity, they are likely to motivate each unique individual.

- **Performance feedback**

Wright (1998:176) identifies performance appraisal as a primary tool of leadership to help individuals improve their performance in their current job. It frequently revolves around a formal appraisal structure. Feedback serves as a communication tool to give employees information about how effectively they are performing. The ideal situation in leadership is to get employees to assess themselves objectively on how well they are doing, instead of the leader being the only source of assessment.

Cherniss & Goleman (2001:176) suggest that performance feedback must be given in a facilitative environment, because employees may have difficulty processing discrepancies between actual performance and their own perceived performance level. Facilitation provides a process for motivating employees to recognise and understand their own strengths and weaknesses in order to create a developmental action plan. It is important that feedback be given regularly to enable change. Feedback - positive or negative – fine-tunes behaviour and brings people on track.

In this section, the concept of individual consideration was explored in detail with a focus on aspects such as coaching, mentoring, learning and development,

talent management, performance management, communication, dignity and respect, and diversity management.

All the components of transformational leadership, namely, idealised influence, inspirational motivation, intellectual stimulation and individual consideration have been dealt with in the last four sections.

The next section will focus on the effect of practised transformational leadership on employees. Particular attention will be paid to extra effort, effectiveness and satisfaction as the cascading effects of leadership on employees or followers.

2.9 Cascading effects of transformational leadership

Avolio & Bass (2004:30-31) state that the principal characteristic of transformational leadership is that the success of this kind of leader is measured not only by outcomes such as business results and productivity, but also by how well the leader has developed followers into effective transformational leaders. Transformational leadership is measured by both the leader's performance and development, and by the degree to which associates are developed to their full leadership potential. The associates are encouraged to use the techniques of effective leadership. A study by Hinkin & Tracey (1999:106) supports a number of other studies demonstrating the predictive validity of the MLQ, and a significant relationship between transformational leadership and subordinate satisfaction with the leader and leader effectiveness has been found.
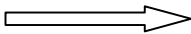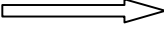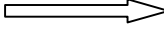
Transformational leader behaviour is positively associated with the extent to which the employees identified with both their leader and immediate work groups. Followers of transformational leaders were also found to set goals that were consistent with those of leaders. These leaders were more engaged in work to stimulate higher levels of intrinsic motivation, and to grow higher levels of group cohesion. With respect to the direct relationship between transformational

leadership and work outcomes, a meta-analysis of 49 studies indicated that transformational leadership was positively associated with measures of leadership effectiveness and employee job satisfaction. At organisational level, a second meta-analysis demonstrated that transformational leadership was positively associated with the measure Effectiveness. Transformational leadership impacts performance, teamwork, commitment and job satisfaction.

It improves team dynamics and work unit outcomes. This is important, as employees do not work in isolation. People rely on the input and collaboration of others, and many organisations are structured around teams. Transformational leaders transform individuals, teams and the entire organisational system.

Kelloway & Barling (2000:360-361) have found in their research that implementation of transformational leadership does result in enhanced attitude and productivity-related positive outcomes. Furthermore, employees are effectively committed to the organisation, trust in management, and a sense of group cohesion is developed. Similarly, table 2.2 indicates that having a leader who behaves in a transformational manner will raise employees' sense of group cohesion, intrinsic motivation and effective motivation.

Table 2.2 A Transformational Model Of Leadership: adapted from Kinicki & Kreitner (2006:355)

Individual and organisational characteristics ⟹	Leader behaviour ⟹	Effects on follower and work groups ⟹	Outcomes
Traits	Inspirational motivation	Increased intrinsic motivation, achievement orientation and goal pursuit	Personal commitment to leader and vision
Organisational culture	Idealised influence	Increased identification with and trust in the leader	Self-sacrificial behavior
	Individualised consideration	Increased identification and cohesion with work group members	Organisational commitment
	Intellectual stimulation	Increased self-esteem, self-efficacy, and intrinsic interests in goal accomplishment	Task meaningfulness and satisfaction
		Increased role modelling of transformational leadership	Increased individual, group and organisational performance

The table highlights the powerful effect of leadership behaviour defined by transformational leadership model on work groups and followers. It is well indicated that inspirational motivation results in commitment, idealised influence results in extra efforts and unselfishness, individualised consideration results in commitment, and intellectual stimulation increases job satisfaction. The table reaffirms figure 2.1 as the cascading effects of leadership practices improve satisfaction, extra effort and effectiveness.

2.9.1 Extra effort

Enforcement of followers' belief in their own ability to do a great job, builds self-confidence. It is indeed true that confident people are more eager and willing to do their best at work. Kinicki & Kreitner (2006:15) mention that social capital is productive potential resulting from strong relationships, goodwill, trust and cooperative effort. Swailes (2004:189) asserts that commitment to the leader's vision, and a strong belief in and acceptance of goals and values, strengthens a willingness to exert considerable effort on behalf of the organisation and a strong desire to perform above average.

There are strong associations between commitment and performance. In addition, Suliman & Iles (1999:407) argue that the level of employee commitment is the driving force behind effective performance. Interestingly, commitment and involvement have positive effects on other areas such as, productivity, quality and competitiveness.

When people work together in a group that sets high standards and cares for one another, they tend to pitch in and do their best for the sake of the group. Formation of compatible, self-regulating work groups makes leadership and management much easier.

2.9.2 Effectiveness

- **Achieving performance standards**

In business today the bottom line is the bottom line: everyone plays an important role in making the business profitable. Leaders are in an ideal position to contribute to company profitability through cost control and methods of improvement, as they have direct influence and control over resources such as machines, tools, procedures, work methods applied and, most importantly, the

attitudes and performance of the workers. Employees must be held accountable for resource usage and performance results under their control. It is true that well-trained, motivated employees are more productive and efficient than those who are not trained and motivated.

Effectiveness in the workplace may be enhanced by better methods, through simplifying, eliminating, combining or changing the sequence of processes, methods and applications. It is critical to allow employees to pioneer such projects. Special effort must be exerted by the manager to obtain employee support and involvement in method improvement projects.

Employees in modern learning organisations are increasingly expected to display effort, motivation and initiative. The success of the company depends not only on how the organisation makes the most of human competencies, but also on how it stimulates commitment to an organisation. Employee commitment, together with a competent work force, seems to be decisively important for an organisation to be able to compete in quality and go along with market changes.

The leader has the power to influence the followers to perform at their highest capability. This factor captures the extent to which management respects workers, operates with honesty and integrity, promotes efficiency and has open lines of communication with employees.

Effective leaders often meet the team's job-related needs by providing necessary resources and guidance when needed. Followers and employees are fairly represented at a higher level, through giving credit where it is due. As a result of encouragement and motivation from the leader to try hard at achieving goals, the team become competent and effective and performs satisfactorily to meet - if not exceed - productivity requirements.

An effective leader will ultimately have an effective team characterised by the following observable behaviours and results:-

- Followers will give excellent customer service, and reduce customer complaints
- Queries will be dealt with timeously and efficiently
- Sales, turnover and profit targets will be met
- Assets will be appropriately managed
- Promotional plans will be implemented as planned

A dynamic leader, who creates a constructive culture of effectiveness and achievement, will often encourage tasks to be done well, and value followers who set and accomplish their own goals. Followers, who are often expected to set challenging but realistic goals, establish plans and work processes to reach these goals and pursue them with enthusiasm, and will not compromise standards of excellence.

2.9.3 Satisfaction

Employees become fulfilled and satisfied with both the leadership and work, when their creativity is valued for its quality rather than its quantity. Automatically, followers will derive enjoyment from their work, develop themselves and take on new and interesting activities. A feeling of achievement and success is very motivating to any employee. Satisfaction results from an employee being proud of doing things well and accomplishing positive results desired, and being rewarded and recognised for the performance.

The above enhances thinking in a new, unique and independent manner. Kinicki and Kreitner (2006:50) believe that leadership behaviour can be a driver of employee attitude and organisational effectiveness and performance. Several studies have demonstrated that leadership behaviour significantly correlates with employee behaviour and attitude. For example, a constructive leadership style

has been related to job satisfaction. These results suggest that employees seem to prefer leaders who encourage people interaction and work with others in ways that assist them in satisfying their needs to grow and develop.

Job challenge often stimulates employee commitment and satisfaction. When employees are fully involved in their job in terms of thinking in a job, individual responsibilities and job design contentment is likely to be experienced. High involvement practices do not only build employees' job satisfaction, but also foster learning and development.

Moreover, Sirota, Mischkind & Meltzer (2005:14) confirm that a sense of basic equity in the employment relationship serves as the foundation on which high employee morale can be built. The powerful need to feel proud of one's accomplishment and the accomplishments of the organisation is then freed to drive behaviour towards high performance. Pride comes both from the employee's own perception of accomplishment and from the recognition received from others. Most employees enter organisations and jobs with enthusiasm, eager to work, to contribute, and to feel proud of their work and the organisation. Perversely, many managers then appear to do their best to demotivate employees. Satisfaction may be with the actual job and the leadership.

- **Satisfaction with the leader**

According to Rad & Yarmohammadian (2006:xi), organisations are social systems where human resources are the most important factors in effectiveness and efficiency. Organisations need effective leaders and employees to achieve their objectives. There will be no success in the organisation without employees' efforts and commitment. Job satisfaction is critical to retaining and attracting talented personnel.

Research on the followers' perspective reveals that people seek, admire, and respect leaders who foster three positive emotional responses in others. Followers want leaders to create feelings of significance (what one does at work is important and meaningful), community (a sense of unity encourages people to treat others with respect) and dignity and to work together in pursuit of organisational goals, and excitement (people are engaged and feel energy at work).

- **Job satisfaction**

Employee job satisfaction is the attitude that people have about their jobs in the organisation in which they perform those jobs. Rad & Yarmohammadian (2006:xii) define job satisfaction as an employee's effective reaction to a job, based on a comparison between actual outcome and desired outcomes. Job satisfaction is generally recognised as a multifaceted construct that includes employee feelings about a variety of both intrinsic and extrinsic job elements. It encompasses specific aspects of satisfaction related to pay, benefits, work conditions, supervision, organisational practices and relationships with co-workers.

Employees who experience job satisfaction are more likely to be productive and stay on the job. Furthermore, satisfied employees contribute towards more innovative activities in continuous quality improvement and more participation in decision-making. Among determinants of job satisfaction, leadership is viewed as an important predictor and plays a central role, due to the fact that leadership is a management function which is mostly directed towards people and social interaction, as well as the process of influencing people so that they will achieve the goals of the organisation. It is, in fact, true that leadership directly impacts job satisfaction.

Organisational success in obtaining goals and objectives depends on managers and their leadership styles. By using appropriate leadership style, managers can effect employee job satisfaction, commitment and productivity. Leadership style can be viewed as a series of managerial attitudes, behaviours, characteristics and skills based on individual values.

A study pertaining to job satisfaction by Nijhof, de Jong & Beukhof (1998:243) indicates that employees who participated more in giving input relating to their jobs were more satisfied than those who have low participation in decision making.

2.10 Expected change in leadership behaviour as a result of the Markham Experience

Leaders behaving according to transformational leadership principles results in followers viewing them as admired role models, who are respected, emulated and trusted. Among the things the leader does to earn this type of credibility is considering the needs of others over his own personal needs. Leaders share risks with followers and are consistent rather than arbitrary. They can be counted on to do the right thing, demonstrating high standards of ethical and moral conduct. They avoid using power for personal gain - and then only when needed.

Leaders behave in ways that motivate and inspire those around them by providing meaning and challenge to their followers' work. Team spirit is aroused. Enthusiasm and optimism are displayed. Leaders get followers involved in envisioning attractive future states. Leaders create clearly communicated expectations that followers want to meet, and also demonstrate commitment to goals and shared vision.

It is important for leaders to stimulate their followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old

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situations in new ways. Creativity is encouraged. There is no public criticism of individual member mistakes. New ideas and creative problem solution are solicited from followers who are included in the process of addressing problems and finding solutions. Followers are encouraged to try new approaches, and their ideas are not criticised because these differ from the leaders' ideas.

Special attention is paid by leaders to each individual's needs for achievement and growth by acting as coaches or mentors. Followers and colleagues are developed to successively higher levels of potential. The individually considerate leader listens effectively. The leader delegates tasks as a means of developing followers. Delegated tasks are monitored to see if the followers need additional direction or support and to assess progress; ideally, followers do not feel that they are being checked on.

Transformational leaders, according to Kinicki & Kreitner (2006:253-356) engender trust; seek to develop leadership in others, exhibit self-sacrifice and serve as moral agents, focusing their attention – and that of followers - on objectives that transcend the more immediate needs of work groups. Transformational leaders can produce significant organisational change and results, because this form of leadership fosters high levels of intrinsic motivation, trust, commitment and loyalty from followers than does most leadership practices. With support from research, transformational leadership leads to superior performance when effectively implemented.

Transformational leaders transform followers by creating changes in their goals, values, needs, beliefs and aspirations. They accomplish this transformation by appealing to followers' self-concept, namely, their values and personal identity. Transformational leaders are first influenced by various individual and organisational characteristics. The leaders tend to have personalities that are more extraverted, agreeable and proactive than non-transformational leaders. Organisational culture also influences the extent to which leaders are

transformational. Cultures that are adaptive and flexible, rather than rigid and bureaucratic, are more likely to create environments that foster the opportunity for transformational leadership to be exhibited.

2.11 Ineffective non-transformational leadership behaviours

The section focuses on leadership practices that are contrary to transformational leadership practices. These practices are dysfunctional in nature and destructive towards human relations in the workplace, particularly between the leader and the followers. It is important to contrast effective and ineffective leadership behaviours in order to answer the research question successfully. Particular leadership styles focused on in this section are autocratic and laissez-faire leadership.

- **Autocratic leadership**

The way leaders lead their followers is determined to a large scale by their assumptions about human behaviour. Kroon (1998:357) mentions that negative assumptions or views that people are generally lazy and do not like to work, tend to encourage an autocratic type of leadership style, in that people need to be controlled, coerced, directed, and threatened with punishment to get them to put forth adequate effort towards achievement of work objectives, as they think that the average person dislikes work and will avoid work whenever possible.

The leader will never attempt to fully utilise the potential of his subordinates by letting them actively participate in innovation, decision-making and change in the business. No responsibility is assumed for performance, as people do merely what they are told. Due to a belief that employees are lazy, the leaders emphasise the element that work must be done at all costs, even if it means placing great pressure on employees. The leadership style is propelled by a

strong belief that people prefer to be directed because they want to avoid responsibility, because of little ambition.

Leader are often very conscious of their position. There is very little trust and faith in members of the group. Orders are issued to be carried out, with no questions allowed and no explanations given. Sadly, such leaders believe that employees are motivated by the monetary reward and nothing else. Often production is good when the leader is around and very poor when he is absent.

Rue & Byars' (1999:299) study investigated the relationship between leaders' attitudes and performance of individuals within a group, specifically, the relationship between a leader's expectations from an individual and the resulting performance achieved by the individual. The study revealed that if a leader's expectations are high, the follower's performance is likely to be high. On the other hand, if the leader's expectations are low, the subordinate's productivity is likely to be poor. What managers or leaders expect from their subordinates - and the way they treat them - largely determines their performance and career progress.

A unique characteristic of superior leaders is their ability to create high performance expectations that subordinates can fulfil. Less effective leaders fail to develop similar expectations, and, as a consequence, the productivity of their followers suffer. Followers, more often than not, appear to do what they believe they are expected to do.

- **Laissez-faire leadership**

The other type of ineffective leadership is the laissez-faire leader who simply allow everything and everyone to go their own way. These leaders are abdicators, that is, they give up their responsibility. This is a sign that the leaders have no confidence in their ability as a leader. Often, willing employees make

decisions, as the leader fails to set goals for the group. Generally, productivity is low and the work is sloppy. Individuals have very little interest in the work, as a result of which morale and teamwork lessens. Though the style may give employees a sense of freedom, it still remains ineffective in some instances where employees are not sufficiently skilled, experienced and educated. The leader may be viewed as non-supportive, as there is no formal feedback on performance, and there is a lack of clarity on the issues of vision and direction.

Both laissez-faire and autocratic leadership styles are non-supportive leadership styles when compared with transformational leadership. Supportive leadership style increases employee commitment, satisfaction and productivity, as highlighted on the literature study.

2.12 Relationship between Markham Experience's learning content and the MLQ

Table 2.3 is very important in establishing the relationship between the Markham Experience's learning content and the Multifactor Leadership Questionnaire. The programme provides a context for world class and transformational leadership practices. Competencies and practices of effective leadership are explored in depth by the participants. Though the technical wording in the programme may not be similar to that used on the MLQ, the principles, concept definitions and theory are founded upon transformational leadership theory. The table meets the purpose of matching and grouping the same or related concepts together.

Table 2.3 The relationship between the Markham Experience learning content and the MLQ

ITISA Leadership Development Programme's learning content	MLQ Dimensions and scale items(original version)
Attributes that build the leader's credibility Emotional Intelligence Healthy self-concept and confidence	**Idealised influence (attributed)** Instils pride Respect Power and confidence of a leader
People skills for line management Performance management and goal setting Team development and effectiveness Employee relations (values, foundation and principles) Shared vision, common values, aligned strategies and team facilitation	**Idealised influence (behaviour)** Strong values and beliefs A sense of purpose Group focused above self-ambition Moral and ethical decision making Collective sense of mission
Shared vision, common values and aligned strategies Communication Performance management and communication	**Inspirational motivation** Shares a vision of the future Communicates about what is to be done Display of confidence in people performance
Creativity and innovation Team decision making, problem solving, recognising opportunities and thinking skills Thinking skills (harnessing learning vs. remembering)	**Intellectual stimulation** Instils a culture of questioning things, and encourages new ways of doing things
People development and learning facilitation People skills for line managers, employee relations and diversity management People development (mentoring, coaching and feedback)	**Individualised consideration** Teaches and coaches Treats people as individuals Know aspirations, needs, abilities of followers Develops and strengthens team members
Team facilitation, performance management (developing plans to improve performance) and communication	**Extra effort** Obtains commitment and high performance from the team. Inspires followers to want to succeed and put in extra effort
Performance management, communication and people development Employee relations (partnering) Commitment to delivery (world class service and quality) Team facilitation (effectiveness, self-directed and development) (self-direction?)	**Effectiveness** Meets job-related needs Promotes others to high authority Successfully meeting goals/objectives Leading an effective team
Quality of work life	**Satisfaction** Satisfying leadership practices Satisfactory work relations

The table indicates the relationship between the Markham Experience learning content and the dimensions of the Multi Factor Leadership Questionnaire - both are founded on the principles of transformational leadership theory.

The table (2.3) will be referred to in Chapter 3 to address validity questions, in that the MLQ measures the learning content of the Markham Experience's effect in changing leadership behaviours and practices.

2.13 The importance of leadership development in the field of retail

Successful retailers stand out from the rest in terms of sales volumes, growth, expansion in numbers of stores, longevity and their brand positioning relative to other retailers in their retail categories. A study conducted by Arnold (2002:564) shows that the world's best retailers have leaders who inspired their followers through inspirational leadership. Natural self-confidence served to promote and market the leader to customers and employees; also, motivation by example as far as hard work is concerned, and a competitive and ambitious nature promotes a leader. Employees enjoy working with dynamic leaders, as they are responsive to employees' ideas, show commitment to people and treat them as individuals.

Leadership should be well-developed to create a motivational work environment, especially in the tough environment of retail, which entails hard work and long hours. Leaders must be aware that if they take care of employees in the store, they (employees) will in turn take care of customers. Store front line staff need to be empowered through training and development to enable more decentralised decision making. Staff members are often motivated by the flexibility of making ground level decisions which in most cases impact delivery of service to customers. It is apparent from Arnold's study that if employees are motivated, they are likely to be responsive to customer needs. In retail, customers are the lifeblood of the company.

Much can be learned from the visionary leadership of Mr Raymond Ackerman, who is the founder of Pick 'n Pay, the most successful retail supermarket chain in South Africa, trading food, clothing and general merchandise. When he started his empire in 1967 he believed that building a successful business is 90% guts and 10% capital. Over four decades, Pick `n Pay's growth, success and sustainability was built upon these two fundamentals principles: unwavering belief in consumer sovereignty, and the four legs of the table principle. The four legs of the table principle follows a simple analogy, namely, that of business being a table supported by four legs - Leg 1: Administration - foundation of the business, vital for proper control; Leg 2: Merchandise - what the customer wants at the right prices; Leg 3: Sales, promotion, advertising, social responsibility - the balancing leg and building of relationships; Leg 4: People - employees are equally important to the business as customers; leaders are to take time to mix with them and listen to them (Pick `n Pay homepage, 2006).

It is clear that Mr Ackerman sees people as pivotal to the way Pick `n Pay does business, as he strives to provide good working conditions, better remuneration and genuine interest in the welfare of every staff member.

2.14 Conclusion

Leadership development is a key factor in driving competitiveness of an organisation through enhancing and growing leadership skills base. Effective leaders are an asset to an organisation as they influence followers to participate in efforts or actions which achieve ultimate organisational goals. It is impossible to positively influence followers when the leader relies on old leadership styles which are ineffective. Leadership styles which are dysfunctional in nature e.g. autocratic style, impacts human relations negatively in the workplace, and can also create a breeding ground for unproductiveness and destructive conflict.

This chapter primarily focused on the Markham Leadership Development Framework (Figure 2.1). A conclusion may be drawn from the literature that when transformational leadership practices learned at the Markham Experience are practiced and applied within the work context, the leaders will influence employees with confidence, share values and vision, display moral and ethical behaviours, stimulate followers intellectually, facilitate employee learning and development, influence the team to perform optimally, meet organisational goals and behave in a supportive manner towards the staff members. Therefore, the development of leadership is a worthwhile strategic investment, and when implemented correctly it will bear the desired results. The next chapter will focus on the actual research process in detail.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

The introduction, background and literature review have been completed. The methodology in which the research is approached can now be discussed in this chapter. Insights obtained from the literature review in Chapter 2, enhances and guides the research process. Particular attention is given to specific methods used and the field procedure followed to collect data, in order to answer the research questions successfully. The experimentally accessible population is defined, and contents of the measuring instruments are briefly discussed, together with reliability and validity issues. Data analysis, quality of data and limitations of the data collected are discussed towards the end of the chapter.

3.2 Research design

The study is approached with a qualitative research method. According to Denzin & Lincoln (1994:4) the word 'qualitative' implies an emphasis on the processes, and meanings that are not rigorously measured. The researcher relied heavily on descriptive data derived from participants' views. The reason for the choice of the research design is due to the fact that the number of respondents is very small. A complete quantitative study relying on statistical analysis and numerical data is therefore not possible. The small sample size makes it impossible for critical parameters at an accepted statistical level of probability or confidence level to be acceptable. Even though the study is identified as qualitative in nature, a structured questionnaire (MLQ) which is a quantitative instrument, will be used to collect data, in addition to an unstructured questionnaire and semi-structured interview. The reason for using a questionnaire (MLQ) is to support, supplement and substantiate descriptive data with data that is principally numerical. Use of the questionnaire (MLQ) does not make the study quantitative, because of the small number of respondents - 15 respondents do not meet the requirements of a

quantitative study with regard to statistical generalisation of results in achieving external validity. The research design is predominantly qualitative in that non-probability purposive sampling is used. The research procedure is not strictly formalised, and the researcher sought not to control variables as would be the case in a quantitative study.

When investigating the effectiveness of leadership development intervention in changing leadership practices, more verbal and descriptive data is important. In contradiction to structured quantitative approaches, qualitative designs are not as strictly formalised. While the scope is more likely to be undefined, a philosophical mode of operation may be adopted. This makes the design very flexible and unique and allows evolving throughout the research process.

Denzin & Lincoln (1994:4) states that qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape the inquiry.

The limitation of the methodology is that results cannot be generalised to a larger population; however, a critical question for generalising the findings is this: have we learned something about the case that can inform us about another case? Generalisation can only be made on a case-by-case basis.

3.3 Field procedures

It is important that ethical values are not compromised in the process. The researcher takes full moral responsibility for the nature and consequences of the research project. Human rights of the participants are protected in this manner:-

- The right to privacy and non-participation, in that individuals have the right to decide whether or not they will participate and choose to disclose or not disclose certain information;

- The right to remain anonymous; to protect anonymity the researcher focused on group data, reflected in averages to avoid individuals being identified. Numbers identifies information relating to individuals. Names and details according to which individuals might be identified, are amended;

- The right to confidentiality is respected. Access of data is and will be restricted at all times. Electronically distributed questionnaires will contain the researcher's electronic mail address and personalised facsimile number for resending of the responses;

- The right to experiment responsibility, meaning that the researcher is sensitive to human dignity. Participants will not be harmed in any way by their participation;

- Reasons for the study have accompanied the questionnaires.

3.4 Population and sampling procedures

The population refers to all potential subjects who possess the attributes in which the researcher is interested. In the case of this study, the total population consists of 61 managers in first, middle and senior management levels within the Markham structure, who have successfully completed the Markham Experience. The population also sets boundaries on the study units. It refers to individuals who possess specific characteristics.

3.4.1 Sampling techniques

Sampling, according to Fink (1995:1), means taking any portion of the population as representative of the targeted population. The primary goal of any sampling procedure is to obtain a representative sample - a sample that represents the elements of the population within an acceptable margin of error. To improve the selection validity, a number of techniques have been developed to ensure that a sample is representative of the population and is unbiased.

Non-probability sampling technique is most appropriate for the study. This form of sampling refers to a procedure in which elements of the population do not have equal chances for being included in the study. However, sampling error cannot be estimated and there are vulnerabilities towards selection biases. In addition, Fink (1995:17) mentions that non-probability samples are created because the units appear representative and they can be conveniently assembled.

Purposive sampling is most appropriate. Welman & Kruger (2001:63) mention that this is the most important kind of non-probability sampling, as the researcher relies on their experience to obtain units of analysis . It involves selecting the specific units of interest, e.g. a manager who has been through the Markham Experience. This type of sample is entirely dependent on the judgement of the researcher. The sample is composed of elements which contain the most characteristics or typical attributes of the population. The judgment of the researcher is too prominent in the selection of the method.

3.4.2 Choice of sample size

To collect information about a group of persons or things, one can examine every single person or a member of the group. However, it is also possible to reach a reasonably accurate conclusion by collecting information from a small part of the group. The group selected to participate in the study is called the sample. Not only, in other cases, is it expensive to collect data from the whole population, but also it may simply not be possible. The targeted sample for the study is 61 managers who have been through the Markham Experience.

3.5. Data collection and Instruments

3.5.1 Instrumentation

It is more effective to collect information by means of a questionnaire. The MLQ is a structured questionnaire, holding the following characteristics: the respondents will have to make a choice between alternative responses that are given, the responses are more direct than indirect, data can be easily analysed and classified, and a number of possible responses are limited to five points on a Likert scale.

Additionally, an unstructured questionnaire, together with a semi-structured interview, was used to collect data, allowing the respondents a free choice of response and the opportunity to express their own opinions in descriptive detail. Though this form of data makes it difficult to quantify and analyse the responses, greater detail and descriptive insights were, however, derived, to be supported and substantiated by the statistical information derived from the MLQ.

According to Hinkin & Tracey (1999:105), most of the research on transformational leadership has used the multifactor leadership questionnaire (MLQ) developed by Avolio & Bass, and it is published and distributed by Mind Garden. The questionnaire has four dimensions on leadership: idealised influence, individualised consideration, intellectual stimulation and inspirational motivation. The additional three dimensions of satisfaction, extra effort and effectiveness are results of transformational leadership being practiced. Avolio & Bass (2004:4) represent an effort to capture a broader range of leadership behaviours, while also differentiating between effective and ineffective leaders. The MLQ focuses on individual behaviours that motivate employees to achieve agreed-upon and expected levels of performance. The MLQ is more suitable for administration at all levels of organisations and across different types of industries.

One of the advantages of the MLQ is 360° capability; however, this capability will not be explored in this study. Its primary uses are to assess perceptions of the leadership effectiveness of team leaders, managers, supervisors and executives. As reported by Avolio & Bass, the MLQ factors or dimensions can be applied universally across cultures, without any bias.

The MLQ form originally has 45 items for surveying purposes. The factor structure of the MLQ has been validated both discriminatory and confirmatory through continuous testing. Generally the MLQ items have been proven to be concise and clear. Numerous pilot studies have been carried out to test if understandability of the MLQ items is acceptable.

3.5.2 How MLQ and the unstructured questionnaire measures the variables

The question items on the MLQ, the unstructured questionnaire and semi-structured interview are a reflection of that which the researcher wishes to investigate in order to answer the research questions.

The independent variable is the leadership development Intervention, and the dependent variable is the Leadership Behaviour. Surely this type and order of questions on the MLQ are adequate to obtain information on the research topic? Avolio & Bass (2004:13) confirm that over the past 25 years, the MLQ has been the principal means by which they were able to reliably differentiate between highly effective and ineffective leaders in their research in the Military, Government, education, manufacturing, high technology firms and other organisations . The MLQ is suitable for being used by a wide range of rater groups.

3.5.3 Reliability of the MLQ

Reliability simply means consistency of results, while Litwin (1995:6) refers to reliability as a statistical measure of the reproducibility of the survey instrument's data. The MLQ chance error and systematic errors have been minimised over a long period of time of critical testing.

Inter-rater reliability is increased whenever judgements or ratings are made by more than one person as part of the measurement process. Interestingly, the MLQ has been shown to be equally effective when the supervisors, colleagues, or direct reports rate the leader. Avolio & Bass (2004:16) mention that the MLQ may be used before and after leadership training, for evaluative research purposes.

Test–retest reliability of the MLQ is based on historically proven information. The MLQ has accepted reliability in terms of consistency of more repeated administrations of the measurement. Litwin (1995:8) states that test-retest reliability is the most commonly used indicator of an instrument's reliability. It is simply measured by having the same sets of respondents complete a questionnaire at two different points in time to see how stable the responses are.

Reliability of a test can vary between 0 and 1.00. A reliability of 1.00 represents perfect reliability, while a reliability of 0.00 indicates no reliability or a test which has measure of perfect error. On average, a reliability of 0.80 or more is considered to be very good, while a reliability of 0.60 can be considered to be adequate. Consistent measurement or high reliability is an indication of accurate measurement. Avolio & Bass (2004:48) report that the descriptive statistics and reliabilities for MLQ 5X are very high. These claims are based on scales scores on ratings by others evaluating the target leader (N=2154) reported in the 1995 MLQ technical report. Reliabilities for the total items and for each leadership factor scale ranged from 0.74 to 0.94. All the reliabilities were generally high,

exceeding the standard cut-offs for internal consistency recommended in research practices.

3.5.4 Internal validity of the MLQ and other instruments

Internal validity is the extent to which the research procedure enables one to draw reasonable conclusions. Validity is the most important aspect of the measurement. If the MLQ does not serve its intended purpose, it can have no value at all. The MLQ clearly meets the purpose of the research, as illustrated in Chapter 2, Table 2.3 where the relationship between the Markham Experience learning content and the MLQ is explained. The MLQ semi-structured interview and the unstructured questionnaire are adequate in answering whether or not the Markham Experience was effective in changing leadership practices.

 The MLQ has been used in many studies; the measurement can be extended outside of the current research context. Avolio & Bass (2004:35) report that the latest version of the MLQ has been used in nearly 300 research programmes, doctoral theses and masters dissertations around the globe in nearly 10 years between 1995 to 2004 and has been translated into many languages for use in various assessments and training research projects. The MLQ has proven generalisability in that it can be used repeatedly by people in their own unique contexts other than where it was originally exercised and originated.

Maturation of participants may affect validity, meaning that natural processes of change and growth may have taken place within the individuals who are taking part in the research. After or during the Markham Experience the managers may have progressed psychologically and workwise, in turn, becoming good leaders, apart from the Markham Experience. The maturation, development and progression process is beyond the researcher's control.

There is a possibility of scorers being aware of the purpose of the research and consciously or unconsciously attempting to increase the likelihood that the desired research outcome will be supported. Often, subjects try to help the researcher by providing the results they think he or she is anticipating.

Test validity is the extent to which the MLQ and the unstructured questionnaire measures what it purports to measure as defined by Fink (1995:49). The MLQ is aligned to the learning contents of the Markham Experience.

According to Fink (1995:50) content validity refers to the extend to which a measure thoroughly and appropriately assesses the skills or characteristics it is intended to measure. Clearly, the MLQ dimensions and the Markham Experience learning contents are aligned, as indicated in Chapter 2, Table 2.3.

Fink refers to face validity as how a measure appears on the surface. Do the MLQ, the unstructured questionnaire and semi-structured interview ask all the needed questions? There is strong evidence that the MLQ test represents the leadership behaviours and the content of the Markham Experience. Clearly, the scorers will be able to identify and link the change in behaviour to the Markham Experience.

Construct validity of the MLQ is important to ensure that it measures the represented concepts as it should. Fink (1995:51) mentions that this form of validity is established experimentally to demonstrate that a questionnaire distinguishes between people who do or do not have certain characteristics. In addition, Avolio & Bass (2004:4) state that the MLQ represents an effort to capture a broader range of leadership behaviours, while also differentiating ineffective from effective leaders.

A pilot study was conducted to test the questionnaire. Two senior managers from the same target population conducted the pilot test. Modifications according to

their recommendations included simplifying technical language used previously, rephrasing the questions in a personalised manner, using the rating scale descriptions that the participants are familiar with (1 = met no requirements to 5 = exceeded all requirements) and shortening of the unstructured question from four pages to just one page.

3.6 Data collection

Data collection was through usage of the MLQ (Appendix A), unstructured questionnaire (Appendix B) and semi-structured interviews (Appendix C). The choice made to use both structured and unstructured questionnaires is due to the fact that both instruments combined sufficiently reflect that which the researcher wishes to investigate in order to answer the research questions satisfactorily. In support of the research design, an unstructured questionnaire enables the respondents to have a free choice of response through an opportunity to express their own opinions, and allows elaboration. . The data was collected in two stages. Stage One involved collecting data through the self-administered questionnaires, respectively utilising the MLQ and the unstructured questionnaires. The final stage involved face-to-face semi-structured interviews which were conducted two weeks after Stage One was fully completed through returned questionnaires. The guiding questions for the face-to-face interviews attempted to answer whether or not the Markham Experience was effective in changing leader's behaviours in Markham. Though questions were formulated in advance, the interviewer was flexible in altering the order and formulation during the interviews, to suit specific circumstances and responses to probe for more detailed information. Development and refinement of interview questions proceeded throughout the study, based on information obtained from background research, interviews and site visits.

Broad topics covered in the interviews included possible improvements that could be utilised in the future to enhance optimal learning from training interventions.

All four interview sessions were noted and verified. The four face-to-face semi-structured interviews lasted 55 - 90 minutes each, with the average interview lasting one hour. The participants were assured that their voluntary participation would be anonymous.

3.6.1 Gaining access to subjects

The researcher obtained permission from the Head of Human Resources and the management team of the company in February 2006. A follow-up meeting was conducted in June 2006 with the divisional managers, to present and refine the proposed research process. The structured and unstructured questionnaires were sent to the Human Resources department which was responsible for electronically mailing them to all 61 Markham Experience graduates during July 2006. Face-to-face interviews were scheduled and conducted during August 2006 at the participants' workplace. The questionnaires were re-faxed to the researcher within the first two weeks of August.

3.6.2 Data Collection techniques and procedures

Self-administered questionnaires have the advantage in that they are a relatively low-cost method of collecting information. They can be sent directly to the research candidate. This is a very useful method of evaluating the perception of the impact of learning and change in behaviour. Clearly, there are advantages and disadvantages in relying on the candidate's (leader) self-assessment. It could also be argued that the candidate (leader) has more insight into his/her behaviour than any one else. However, one may argue that the leader cannot be used as the only source of information, as he/she may not be able to make an honest and accurate evaluation.

3.7 Research questions

Was the intervention effective in changing leadership practices in Markham? Hunt & Baruch (2003:729) comment that whether the development is narrowly defined as training (in specific skills) or broadly perceived as education (lifting awareness), a belief in the value of this investment is rarely questioned.

Do the programme graduates implement the knowledge and skills in their immediate work environment? Hughey & Mussnug (1997:54) raise a critical point that the idea of training and development interventions will enable employees to see the connection between how they should handle similar on-the-job situations. Translating the classroom experience into specific skills that employees actually integrate into their job performance, is extremely challenging. Such structured learning experiences have a place in training and development interventions.

3.8 Data analysis

The initial processing of data known as quantification (scoring and coding) was conducted. The MLQ Likert style facilitates effective coding and scoring of data. The responses are thus immediately assigned a numerical value on an Excel spreadsheet. Thereafter, the response or frequency counting took place on each item within a dimension, and the weighted average was calculated accordingly. Qualitative data from the unstructured questionnaire and semi-structured interviews was analysed by using an inductive process. Notes were transcribed and read repeatedly during the course of the study to identify broad themes that emerged from the data. This process is repetitive, allowing new ideas and themes to be further examined in subsequent interviews.

Thereafter, the data analysis was focused on clustering common themes, followed by coding and labelling the skills learned in the intervention and then

counting the frequency of descriptive words mentioned by the participants in percentage format. The statistics from the questionnaire will be elaborated by descriptive wording from the unstructured questionnaire and the semi-structured interview.

In summary, the semi-structured questionnaire was as follows:-

- Establishment of an understanding of data collected through repeated reading
- Clustered or grouping the data according to common themes of information
- Coding and labelling the data in specific headings
- The counting of frequency of responses within a specific heading
- Responses were then converted into percentage format and tabulated

The direct responses from both the unstructured questionnaires and the semi-structured interviews were recorded and quoted in their primarily descriptive format. The researcher used this data to substantiate and link with relevant information from the structured questionnaire. The semi-structured interviews were readily categorised by a specific question asked of the respondents. The responses to the questions were therefore recorded as reported by the respondents.

3.9. Quality of data collected

The quality of the data will depend upon the shortcomings, limitations and gaps in the data collected.

3.9.1 Shortcomings in the data

The obvious shortcoming in the data is that it lacks 360º multi-rater assessment feedback from the leader's supervisor, direct reports and colleagues, to confirm consistency between the respondents' assessment and that of those who closely work with him/her. However, this raises complex and ethical issues in terms of the practicality of obtaining information from three parties about the assessed individual, without the individual's knowledge of the assessment results. The ideal research design for investigating the effectiveness of a training intervention is utilisation of pre- and post-test measures which could not be achieved with this study, since pre-intervention assessments were not conducted.

3.9.2 Limitations and gaps in the data

Another limitation is the low response rate of 15 out of 61 participants responding through the structured and unstructured questionnaire, while only four participants agreed to participate in a semi-structured interview.

3.10 Conclusion and summary of the research process

The qualitative research method is the most appropriate method to address the research questions. In this chapter the process followed to conduct the research was addressed. Structured questionnaire (MLQ), unstructured questionnaire and semi-structured interviews were used as methods of collecting data. Ethical research values were not compromised in the process, through protection of rights of the participants.

Figure 3.1 Summary of the research process
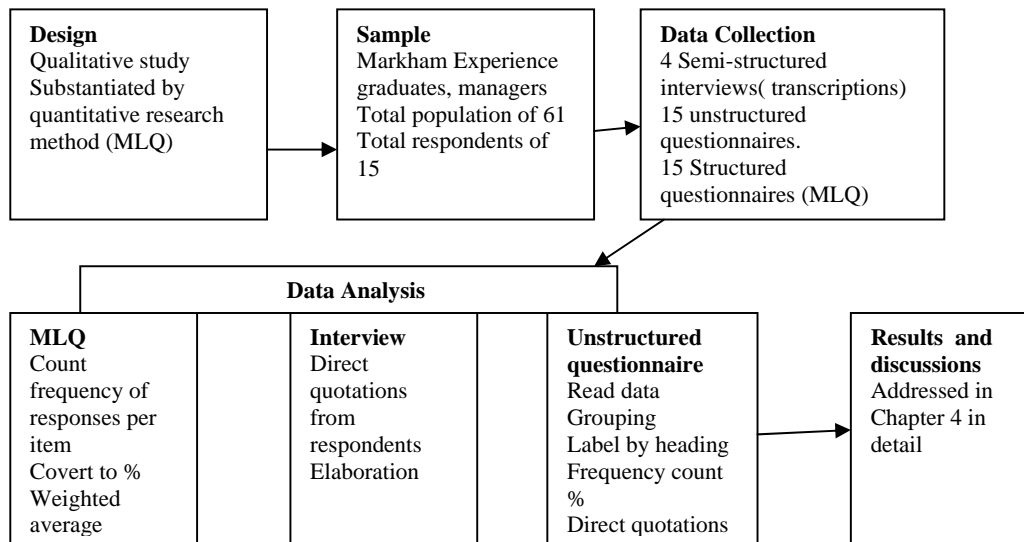
The details of Figure 3.1 are discussed throughout Chapter 3; the diagram visually maps out the logical steps undertaken by the researcher to answer the research question in the appropriate manner. The next chapter will address the analysis of data collected, results, presentation and discussions.

CHAPTER 4: RESULTS AND DISCUSSIONS

4.1 Introduction

The previous chapter provided an underlying structure for data collection and analysis. This chapter focuses on the analysis, presentation and discussion of the results. The essential characteristics of the sample are covered in order to bring a clearer understanding of the findings. The MLQ, being a structured questionnaire enables uncomplicated counting of frequencies of responses from respondents, per line item, within a factor or dimension, while the qualitative data from the unstructured questionnaire and the semi-structured interviews were analysed via the inductive method to facilitate coding and quantification.

4.2 Sample

A total number of 61 first level, middle, and senior managers had the questionnaire mailed to them. A total number of 15 respondents returned both structured and unstructured questionnaires. The reason for the low number of returns was that during the time of the research a few had resigned, a few were transferred to other regions within Markham, some may have been on leave, while others did not volunteer participation. Four semi-structured face-to-face interviews took place.

4.3 The demographics of participants

Table 4.1 Demographics

Gender	Female 67%	Male 33%		
Race	White 60%	African 27%	Indian 7%	Coloured 6%
Managerial Level	First level managers 93%	Middle managers 7 %		
Age	Range of 23 to 44 years	Mean average of 33.5 years		
Regions	Western Cape 6%	Western Transvaal 7%	Gauteng 67%	Natal 20%

The demographics of the participating sample are tabulated in Table 4.1. Presented information is based on categories of gender, race, managerial level, age and regional distribution. All the participants are managers who have successfully completed the Markham Experience.

4.4 Research procedure

As discussed above, the respondents were asked to complete the MLQ consisting of eight original dimensions, and the ninth dimension was added to assess if the participants are practising what they have learned on the Markham Experience - and to what extent. The rating scales were adapted as follows: {1 = met no requirements, 2 = met some, 3 = met all (competent), 4 = exceeded some (strength), and 5 = exceeded all (role model)}. Secondly, the unstructured questionnaire was administered in which participants were required to list and

describe leadership competencies they have learned and are currently practising in the immediate work environment.

Thirdly, the semi-structured interviews were conducted to answer the following questions:

- Did the Markham Experience add value to the organisation?
- Did the Markham Experience achieve the objective of developing your leadership skills?
- Are you using people management skills learned in the immediate work environment?
- How would you describe your behaviour before the Markham Experience?
- What improvements do you think can be made with regard to leadership development initiatives? (this point is discussed in Chapter 5).

4.5 Discussion of results

The results are presented and discussed comprehensively in this section.

4.5.1 Unstructured Questionnaire results

The categories of skills learned were derived from descriptive data, expressed by the participants, as follows;-.

Table 4.2 Skills that the participants have learned from the Markham Experience and are practicing

Unstructured questionnaire responses from 15 participants	%
Training and development	67
Empowerment	60
Standard improvements/achievements	53
Self-awareness	53
Communication	47
Influencing ability	47
Team-focused	47
Values	33
People management/ individual consideration	33
Leadership change/culture change	33
Knowledge gained	27
Creativity	27
Effectiveness/ satisfaction	20
Instilling commitment to self and others	13

The content analysis for Table 4.2 was completed through the process of tabulating open-ended data from the unstructured questionnaires obtained from the 15 participants. The process entailed a creation of category labels such as training and development, empowerment, standard improvements, etc. in order to capture the main point of the response. Numerical coding was done to allocate different levels of responses or the frequency of responses.

The table clearly highlights the skills that the participants have learned in the Markham Experience and are actively practising on the job. The most important learnings are training and development, empowerment standard improvements and self-awareness. The aspects which are less practiced are effectiveness/satisfaction and instilling commitment to self and others. The statistics from the table are referred to, to elaborate and substantiate the findings of sections 4.5.2 and 4.5.3, below.

4.5.2 The structured questionnaire (MLQ)

The results of the first factor of the MLQ are presented in Table 4.3.

Table 4.3 Idealised Influence Attributes

	FACTOR AND RELEVANT QUESTIONS	(1) Met no require-ments	(2) Met some require-ments	(3) Met all require-ments	(4) Excee-ded some require-ments	(5) Excee-ded all require-ments	Weighted Average
IIA	IDEALISED INFLUENCE ATTRIBUTES	0	7	33	49	11	3.64
Q5	Instill pride in others for being associated with me	0	13	41	33	13	3.46
Q9	Go beyond self-interest for good of the group	0	7	33	47	13	3.66
Q11	Act in ways that build others' respect for me	0	0	27	67	6	3.79
Q13	Display a sense of power and confidence	0	7	33	47	13	3.66

The majority of the participants reported to have above average idealised influence attributes, 33% met all requirements and 60% perceive themselves to be exceeding some or all of the requirements. These leaders perceive themselves to be admired, respected and trusted by followers. Among the things they do they earn credibility with followers, and often consider followers needs over their needs. Such leaders consistently portray ethical and fair behaviours. No negative percentages (met no requirements) were reported. Only a few participants (7%) mentioned that they have met some and not all requirements.

Interestingly, 47% of the participants developed a strong confidence in themselves and their leadership capabilities. The weighted averages indicate that the sample derived most advantage from "Act in ways that build others' respect for me" (Q11) and least in "Instill pride in others for being associated with me" (Q5).

In the unstructured questionnaire, 47% (Table 4.2) of the participants mentioned that they gained abilities to influence employees in the right direction. They strongly expressed statements such as "my self-esteem and belief in myself were tremendously enhanced". As the abilities to influence employees positively improved, aggressive ways of enforcing rules was reduced, as was being passive in dealing with employees. Awareness to lead by example was heightened, as they discovered the power of impact of practising what they preached.

The results of the second factor of the MLQ are presented in Table 4.4.

Table 4.4 Idealised Influence Behaviours

	FACTOR AND RELEVANT QUESTIONS	(1) Met no require-ments	(2) Met some require-ments	(3) Met all require-ments	(4) Excee-ded some require-ments	(5) Excee-ded all require-ments	Weighted Average
IIB	IDEALISED INFLUENCE BEHAVIOURS	0	10	47	31	12	3.45
Q2	Talk about my most important values and beliefs	0	7	53	20	20	3.53
Q7	Specify the importance of having a strong sense of purpose	0	13	34	33	20	3.60
Q12	Consider the moral and ethical consequences of decisions	0	0	60	40	0	3.40
Q19	Emphasise the importance of having a collective sense of mission	0	20	40	33	7	3.27

A highly notable 47% of the participants reported to be meeting all requirements of the IIB (Idealised Influence Behaviour) dimension. This is an indication that the

leaders perceive themselves to be acting as role models to followers and that there is general admiration and respect for the leader. A highly significant 53% of respondents feel confident to talk about their most important values and beliefs; this score correlated with Q12 on Table 4.4 where 60% of the leaders think about the moral and ethical consequences of their decisions. It would be impossible to communicate values freely if their behaviour were not consistent with what they are communicating. Also 67% reported on Table 4.3, Q11 to be acting in ways that build others' respect for them as leaders. The weighted averages highlight that the sample found most advantage from "Specify the importance of having strong sense of purpose" (Q7) and the least in "Emphasise the importance of having a collective sense of mission" (Q19).

A moderate 33% of respondents reported on the unstructured questionnaire value dimension (Table 4.2), that they have learned the importance of acting in ways that make people trust them by simply becoming more transparent and honest. Leaders became even more considerate of action that they took in the workplace. Not only company values were learned, but they also discovered and identified their own value systems.

The results of the third factor of the MLQ are presented in Table 4.5.

Table 4.5 Inspirational Motivation

	FACTOR AND RELEVANT QUESTIONS	(1) Met no require-ments	(2) Met some require-ments	(3) Met all require-ments	(4) Excee-ded some require-ments	(5) Exceeded all require-ments	Weighted Average
IM	INSPIRATIONAL MOTIVATION	0	8	44	40	8	3.48
Q4	Talk optimistically about the future	0	6	40	47	7	3.55
Q6	Talk enthusiastically about what needs to be accomplished	0	0	47	40	13	3.66
Q14	Articulate a compelling vision of the future	0	20	40	40	0	3.20
Q20	Express confidence that goals will be achieved	0	7	47	33	13	3.52

The participants reported a strong inclination towards inspirational motivation: 44% met all requirements while 40% exceeded the requirements. The majority of managers perceive themselves to be demonstrating competence in behaving in ways that motivate their staff members and also provide a challenge to employees to work harder. Often team spirit is nurtured. There are no respondents who reported to have not met any requirements in the dimension's items. Interestingly, the majority of managers reported on item Q6 to be meeting the task-briefing requirement highly, 47 % are meeting the requirement and 40% are exceeding some requirements. The weighted average highlights that the sample found most advantage in "Talk enthusiastically about what needs to be accomplished" (Q6) and least in "Articulate a compelling vision of the future" (Q14).

On the unstructured questionnaire (Table 4.2) the respondents mentioned that they inspire followers positively by sharing short- and medium-term goals positively, particularly instilling an understanding of a customer-oriented vision. The results of the fourth factor of the MLQ are presented in Table 4.6.

Table 4.6 Intellectual Stimulation

	FACTOR AND RELEVANT QUESTIONS	(1) Met no require- ments	(2) Met some require- ments	(3) Met all require- ments	(4) Excee- ded some require- ments	(5) Exceeded all require- ments	Weighted Average
IS	**INTELLECTUAL STIMULATION**	**1**	**10**	**48**	**37**	**4**	**3.33**
Q1	Re-examine critical assumptions to question whether they are appropriate	6	20	47	27	0	2.95
Q3	Seek differing perspectives when solving problems	0	13	33	47	7	3.48
Q16	Get others to look at problems from many different angles	0	7	53	40	0	3.33
Q18	Suggest new ways to look at how to complete assignments	0	0	60	33	7	3.47

Significantly, 48% of the respondents met the requirements and 37% exceeded some requirements on the IS dimension. The majority of managers perceive

themselves to be constantly stimulating themselves - and the employee's efforts - to be innovative and creative, while also questioning information put before them, and also approaching old situations in new ways. These leaders are very likely to involve followers in taking part in problem solving, and finding creative methods of doing things and finding solutions. It is interesting to note that someone met no requirements on Q1 in Table 4.6. The weighted averages indicate that the sample found most advantage in "Seek differing perspective when solving problems" (Q3) and least in "Re-examine critical assumptions to question whether they are appropriate" (Q1).

Notably 27% of managers reported on the unstructured questionnaire's creativity item, that after the Markham Experience they began to question and challenge the status quo. The phrase that they use to question assumption is "SO WHAT?" this is a phrase that was used very often by the Markham Experience training facilitator when challenging thinking processes and practices of participants.

The results of the fifth factor of the MLQ are presented in Table 4.7.

Table 4.7 Individual Consideration

	FACTOR AND RELEVANT QUESTIONS	(1) Met no require- ments	(2) Met some require- ments	(3) Met all require- ments	(4) Excee- ded some require- ments	(5) Exceeded all require- ments	Weighted Average
IC	INDIVIDUAL CONSIDERATION	0	9	37	43	11	3.56
Q8	Spend time teaching and coaching	0	13	41	33	13	3.46
Q10	Treat others as individuals rather than just as a member of the group	0	7	20	60	13	3.79
Q15	Consider each individual as having different needs, abilities and aspirations from others	0	7	40	40	13	3.59
Q17	Help others to develop their strengths	0	7	47	40	6	3.45

A fair percentage of 37% met the requirements and 43% exceeded some of the requirements of the IC dimensions. It is apparent that after the Markham Experience, leaders became more sensitised to the needs of their staff members, particularly in relation to growth and achievement drives. As a result, they played roles of trainer, coach and mentor. Followers have been given opportunities to learn new tasks and functions that they could not have been exposed to before. Item Q10's score of 60% exceeding some requirements indicates that leaders began to see people's uniqueness and the need to be treated respectably as individuals. Q15, with a high score of 40% met all and 40% exceeded some requirements, further highlights and re-emphasises leaders getting to know employees on a one-to-one basis, to facilitate identification of growth needs, abilities and career aspirations. The weighted averages are an indication that the sample found most advantage in "Treat others as individuals rather than just as a member of the group" (Q10) and least in "Help others to develop their strengths" (Q17).

An extremely significant 67% of the participants reported on the unstructured questionnaire (Table 4.2) that after the Markham Experience they became effective in the area of learning and development:

"I became effective in identifying individually-based training needs and finding creative means of meeting those needs."

"I gained confidence to train my staff members, through utilisation of presentations, direct on-the-job coaching, and even mentoring colleague managers in other branches."

Based on the above responses the managers illustrated how the intervention equipped them in becoming effective as leaders in the area of follower (employee) training and development.

Item Q8 indicates that 41% met the requirements, while 33% exceeded some requirements. The statistics are supported by the unstructured data where participants reported that they focused more and more on mentoring and

coaching employees, and giving constructive feedback to facilitate learning and development.

As highlighted in the literature study in Chapter 2, individualised consideration is impossible without open and honest communication between the leader and followers. Interestingly, 47% reported on the unstructured questionnaire that communication improved through the opening up of communication channels, openness and honesty.

The building of trust was critical in facilitating communication. Leaders also mentioned that they had to apply the skill of listening to others they lead, and act in ways that indicate that they value followers' input and opinions.

Item Q17 indicated that 47% of the leaders met the requirements while 40% exceeded some of the requirements of helping others to develop strengths. Supporting the statistics is the empowerment dimension from the unstructured questionnaire, with a response level of 60%. The leaders adopted an 'each one teach one' principle, where employees facilitate training sessions on subjects they are experts on, that relate to the job.

The leaders focused on developing staff members to become multi skilled through exposing them to multiple functions within a store environment. The statements below express comments that participants made about empowering the followers:-

- Focusing on participative leadership style through bottom-up style of management, and getting input from the staff members
- Capitalising on people's strengths
- Developing people to give input and consulting more with them
- Getting my staff to agree with performance standards before delegating (performance contracting)

- Building people's self-confidence to be able to participate and contribute to in-store improvements
- Delegating much more, and trusting people to successfully do challenging tasks, with less undue interference
- Sharing of knowledge is important to build a competent workforce
- Delegating, while ensuring adequate task briefing for better performance
- Encouraging people to develop themselves and grow.

It is clear from the above statements that the leaders behave in a manner that provides support, encouragement, empowerment and training of employees.

The above extracts from the respondents indicate that the Markham Experience was effective in bringing awareness and understanding of the principles of task delegation and also provided knowledge tools that could help leaders to overcome their inability to delegate effectively. This type of leadership practice means that the leader has to trust the employees and allow them to make mistakes as they learn in a safe working environment.

The results of the sixth factor of the MLQ are presented in Table 4.8.

Table 4.8 Practicing what was learned

	FACTOR AND RELEVANT QUESTIONS	(1) Met no require-ments	(2) Met some require-ments	(3) Met all require-ments	(4) Excee-ded some require-ments	(5) Exceeded all require-ments	Weighted Average
P Q30	PRACTICING WHAT WAS LEARNED	0	27	20	40	13	3.39

None of the respondents reported that they have not gained any value from the Markham Experience. A modest 27% of the respondents reported to be practising some - but not all - leadership principles learned at the Leadership Development Academy, while 20% of the participants reported to be competent in terms of knowledge and application of transformational leadership principles.

Substantially, 40% of the graduates reported to have benefited radically, and that change is dramatically evident in their leadership practices. A further 13% perceive that they are role models, and have learned and are fully practising the knowledge acquired at the Markham Experience. The responses from the unstructured questionnaire are as follows:-

Fifty-three per cent of the participants stated that they became more self aware:

- I know myself better as an individual and gained self-insight
- I became mature and tactful in dealing with people
- As an individual I have accepted myself as a unique individual with strengths and weaknesses.
- I am currently addressing weaknesses
- I am more compassionate and empathetic to myself and others
- More honest to assess my performance   against the best role models
- I have noticed that my attitude influences my staff members whether good or bad
- Overcame the fear of over developing people only to become better than I am
- Being more accepting of constructive feedback
- Helped me to improve low self-concept
- Used to be very shy, with low self-esteem and I now am more interactive and assertive and confident as a leader.
- I am now taking responsibility and ownership for my own learning and development
- I read a lot [more] than before, because of a quest for knowledge and learning

It is apparent from the responses that the Markham Experience helped the leaders to build a sense of realistic self-confidence. A self-assured leader is less likely to be arrogant, but on the contrary he/she will instill confidence in the team members.

Significantly, 33% (Table 4.2) of the participants mentioned that their leadership practices changed as the result of the Markham Experience, through expressing the following points:-

- Drastic and positive change in leadership skills
- Used to manage people with a labour law book and policies and procedures
- Since the changes I have seen my staff beginning to trust me and they have confidence in me as a leader
- My autocracy is to a less degree - no need for a labour law book, as I now talk constructively to people
- I value people more; management is really a people's business
- I now tell less and listen more
- I address issues immediately instead of leaving them to wear off with time
- More accommodating and helpful to my staff members
- Let go of pride to allow myself to learn from my staff members' input
- Ownership of self and encouraging others to take ownership
- I take accountability for performance results

The leaders seem to have developed a sense of sensitivity and empathy towards followers. Flaws of abrasive and bullying styles became clear to the leaders as a result of information exposure on the Markham Experience. It is clear that the leaders became more willing to place themselves in other people's shoes when dealing with employees.

A fair 27% (Table 4.2) of participants reported to have gained a wealth of knowledge from the intervention, particularly on effective leadership skills and the understanding of change management.

The results of the seventh factor of the MLQ are presented in Table 4.9.

Table 4.9 Extra Effort

	FACTOR AND RELEVANT QUESTIONS	(1) Met no require-ments	(2) Met some require-ments	(3) Met all require-ments	(4) Excee-ded some require-ments	(5) Exceeded all require-ments	Weighted Average
EE	**EXTRA EFFORT**	**0**	**4**	**47**	**42**	**7**	**3.52**
Q23	Get others to do more than they are expected to do	0	7	53	33	7	3.40
Q26	Heighten others' desire to succeed	0	0	47	47	6	3.59
Q28	Increase others' willingness to try harder	0	6	40	47	7	3.55

It is interesting to note that 47% of the respondents feel competent in the area of being able to encourage employees to put in extra effort and go an extra mile in achieving organisational goals, while 42% are exceeding some requirements. In contrast, the unstructured questionnaire (Table 4.2) indicates that only 13% of the leaders are instilling commitment, dedication and loyalty in employees.

The weighted averages prove that the sample found most advantage in "Heighten others desire to succeed" (Q26) and least in "Get others to do more than they are expected to do" (Q23).

The results of the eighth factor of the MLQ are presented in Table 4.10.

Table 4.10 Effectiveness

	FACTOR AND RELEVANT QUESTIONS	(1) Met no require-ments	(2) Met some require-ments	(3) Met all require-ments	(4) Excee-ded some require-ments	(5) Exceeded all require-ments	Weighted Average
E	**EFFECTIVENESS %**	**0**	**15**	**44**	**33**	**8**	**3.34**
Q21	Am effective in meeting others job related needs	0	20	34	33	13	3.39
Q24	Am effective in representing my group to higher authority	0	0	47	47	6	3.59
Q27	Increase willingness to try harder	0	20	53	20	7	3.14
Q29	Lead a group that is effective	0	20	40	33	7	3.27

A nominal 15% of the respondents reported to be meeting some of the requirements of the Effectiveness dimension, 44% reported to be competent, and

33% reported to be exceeding some requirements. Interestingly, item Q27 indicates that 53% of the leaders are competent in increasing the team members' willingness to try harder. In support of the above unstructured questionnaire, the standard improvement dimension score is 53%. The leaders commented that they often encourage and give constructive performance feedback to employees, to raise the job performance bar, through striving to achieve results and plan tasks effectively. Q21 indicates 34% of competence in meeting job-related needs, and performance management plays a critical role in supporting employee job performance; for example, leaders mentioned that the use of a competency profile to manage performance, to coach and train, is more effective than shouting at people for poor performance, while using standards - based evaluation of performance is better than subjective evaluation often based on favouritism. The weighted averages highlight that the sample found most advantage in "Am effective in representing my group to higher authority" (Q24) and least in "Increase willingness to try harder" (Q27).

The results of the ninth factor of the MLQ are presented in table 4.11.

Table 4.11 Satisfaction with Leadership

	FACTOR AND RELEVANT QUESTIONS	(1) Met no require-ments	(2) Met some require-ments	(3) Met all require-ments	(4) Excee-ded some require-ments	(5) Exceeded all require-ments	Weighted Average
S	**SATISFACTION WITH LEADERSHIP**	**0**	**6**	**47**	**37**	**10**	**3.51**
Q22	Use methods of leadership that are satisfying	0	13	60	20	7	3.21
Q25	Work with others in a satisfactory way	0	0	34	53	13	3.79

 Importantly, 47% of the respondents feel that they are competent in applying transformational leadership principles, which employees find satisfactory, while 37% exceed some of the requirements. With reference to Q22, 60% of the participants feel that they use methods of leadership that are satisfactory. And 53% exceed the requirement of working with others satisfactorily. The weighted

averages are an indication that the sample found most advantage in "Work with others in a satisfactory way" (Q25) and least in "Use methods of leadership that are satisfying" (Q22).

The following comments relating to motivation were made by the participants on the unstructured questionnaire:-

- I often give praise to staff members
- Team is more motivated and willing to go an extra mile of 110% performance
- Encourage hard work and play
- Encouraging team members not only with work-related matters, but even at a personal level
- I try to build my team to deal with issues immediately
- I am more energetic and have a renewed sense of passion, which rubs off on followers
- Encouraging others to learn more and more formally and informally
- I now focus on career counselling, and encouraging people to study further
- I focus on creative ways of motivating my staff, through recognising their good performance.

The realisation that employees need to be continuously encouraged to be confident in the performance of their respective jobs and even develop further through learning, led to a fresh and positive practice that leaders embraced. When much is expected from the followers, they are likely to give back much in terms of performance.

Those whom the leader works with can objectively give an answer to Q25. However, if the leaders report to be practising what they have learned in the Markham Experience, then the probability of their working satisfactorily with others and using leadership methods that are satisfying is likely to be very high.

Taking a global look at the factors that weighted averages (Tables 4.3 to 4.11), it is clear that Idealised Influence Attributes (IIA) and Individual Consideration (IC) showed the most positive results while Intellectual Stimulation (IS) and Practising what was learned (P) the least positive results.

4.5.3 Semi-structured interview results

This section consists verbatim which was recorded on the semi-structured interviews conducted:-

(i)Value that the Markham Experience added to the organization

"Direct reports are benefiting from continued on the job training, information sharing sessions and encouragement they receive from line management. There is tremendous improvement in the leaders self confidence, as self confidence helped to improve   leadership effectiveness, assertiveness, and this positively affects staff member's morale."

"When actively applying basic principles of people management, I noticed that the team performs optimally in my absence, this is evident thorough sales reports, and my stores being highly rated in standards of house keeping and creative display of stock or merchandising, and noticeable reductions in levels of stock losses. In the past years I had experienced huge stock losses and this problem has almost disappeared. Customer complaints are very few. "

"Succession planning and effective manpower planning is in place, this gives my direct reports a sense of purpose and direction. All my staff members are able to multi task in order to prepare themselves for future senior roles, e.g. for Sales, Credit Promoter and Assistant Manager Competencies"

"I now am very performance driven; I often evaluate self critically, and taught my followers to critically assess the quality of their work."

(ii) Did the Markham Experience achieve the objective of developing your leadership skills?

"The participants strongly agreed that confidence levels and self efficacy has been improved. This gave them confidence to train and empower staff members. Most self esteem issues were improved."

(iii) Using people management skills learned in the immediate work environment

"I certainly apply the people management skills learned in the Markham Experience, though we have been introduced to a lot of leadership practices, I do not practice all of them completely. However my level of knowledge with regard to the subject improved. I have developed the ability to assess myself critically in effort to improve my performance and raise the quality of my work output".

"Leading by example is critical. I have to influence people not only by what I say but what my actions communicate. I learned to delegate and trust my staff with bigger responsibilities. Showing and telling as a coaching method became common practice, and giving constructive performance feedback".

"Became more people focused, fair and tend to treat people as unique individuals"

"Focused on developing and training people on technical managerial skills (some of these people have been promoted and they are successful managers, mentors and coaches".

"I became more performance driven (turnover, sales, general store image, conscious of competitor behaviour, employed high potential staff members, empowered and trained them".

(iv) Behaviour before the Markham Experience

"Poor self-image and lack of confidence was evident in my dealings with people"

"Facilitation of the training was not my strength"

"I could not question and challenge ideas of superiors and colleagues"

"Lacking in empathy in dealing with employees and colleagues"

"Poor communication skills"

"Failed to recognise the value of diversity"

"Poor self-expression"

"Poor self-efficacy and doubted my capabilities and strengths"

"Lack of trust in people's ability to act responsibly"

"Used to fight with staff members"

"Used to allow my staff to manipulate and verbally abuse me"

"Was very complacent about my performance".

The extracts throughout section 4.5.3 confirm and substantiate findings from both the structured and the unstructured questionnaires. The commonly recurring themes directly relate to effectiveness of the intervention in changing leadership behaviours and practices. Firstly, the leaders indicated to have developed concern for employees and began to treat them as individuals. Secondly, they allowed employees to think through work-related issues and projects, trusting them to develop their own abilities and generate solutions where suitable. Thirdly, employees became inspired and motivated to achieve superior performance in their jobs and to even further develop their skills through studying

to advance educationally. Finally, the leaders realised the essence of being seen as trustworthy, ethical and authentic individuals in credibility and influence building.

It is interesting to note that the participants reported to have recognised the attributes of effective leaders, critically self assessed themselves and were brave to recognise what they need to improve, and acted on that.

4.6 Summary of the major findings

The Leadership development intervention was reported to be excellent by most participants, and effective in developing effective leadership competencies. There was a strong focus on self-assessment in job-related projects. Business issues such as people management and customer care were the focus of assignment activities, which encouraged participants to implement changes in their work environment during the intervals between classes. This practice on learning transfer to the immediate work environment, only lasted as long as the programme was running. Continuous practice of learning and sustained implementation did not last long - not because of managers' lack of interest, but due to day-to-day pressures experienced at work after graduating from the programme. Especially, those around achievement of sales targets, stock loss reductions, cost-cutting initiatives and customer care issues admittedly took priority.

There was a shift in priorities; for example, people were faced with internal conflict in having to process their own personal, professional and interpersonal growth and awareness that took place at the leadership programme, and also the tension of having to reconcile the new heightened learning with the unchanged work environment or culture.

The programme inspired and motivated individuals greatly; as a result, people expected more from themselves with regard to the ambition drives. However, not

all aspirations could be achieved; at times participants could not fully (or had problems putting into) practice their proposed new knowledge because of the context in which they were working.

The company has also since been through restructuring processes, change in leadership and management, and a continued emphasis on performance measures. All these variables gave little time to be left for implementation of what was learned.

Evidently, many Markham Experience graduates moved to other jobs either during or after the intervention, and the moves often constituted a promotion due to competencies developed through involvement in the programme. There have been several reported cases of people leaving the organisation after the intervention, as they felt that they wanted to unleash the potential they discovered they had in other fields or companies.

Clearly the programme can be declared successful, based on the discussion of above results. A project that increased a sense of ownership and accountability was a development of an objective performance measurement tool for each role in the company. After the Markham Experience, job output models were developed for each role existing in Markham. Though the job output model was more operationally focused, for example, it introduced measures of turnover, asset management, housekeeping and administrative controls, this surely was a step forward to performance improvement. If performance can be defined, it becomes easy to apply what is clearly defined in the immediate environment. Employees can be objectively measured and be given constructive feedback, and coached in areas where it is needed.

It was mentioned that the level of difficulty of the programme was too high for some candidates to comprehend the learning content, although the facilitator made it clear that he would not lower the standard but expected to bring a step

change in capability of candidates. The challenge is often all the more difficult when developing people at first line management levels, as they sometimes respond negatively to training and development initiatives and perceive them as theoretical, abstract situations having no practical application in day-to-day problems. It was also mentioned that the level and volume of work required from the programme were difficult for some candidates to manage, given their responsibilities in the company.

Leadership development programme is a long-term process, and does not occur over nine days spread out over three months. It was clearly sometimes difficult for some candidates to take time off work to attend the intervention. Other unavoidable operational issues prevented some employees from attending some sessions of the programme because of work and personal circumstances.

4.7 Conclusion

It can thus be concluded from the above results that the findings support and sufficiently answer the research question, namely, that the intervention was effective in changing leadership practices at Markham. It is clear from the scoring that employees have actually learned to do certain things better that relate to transformational leadership practices. The company is reaping the benefit of having line managers or leaders who are focused on developing and empowering employees. Training and development is critical in boosting employee morale, motivation and instilling self-efficacy. The next chapter will focus on the value of the study, implications for the business community, recommendations and conclusions.

CHAPTER 5: RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

The results in Chapter 4 indicate that the learning from the Markham Experience has been practically applied in the immediate work environment of most managers. The finding indicates that most managers began to understand and grasp the concept and need for learning and development, not only in themselves, but also in those they lead. There has been significant personal development which has awakened the quest for self-insight and instilled a sense of personal ownership of learning and development. Waters (1999:173) describes personal development as a process of experiencing or bringing about personally meaningful change at some level of our being. That change is likely to be perceived as taking us forward as a person.

Most participants reported that self-development had an impact on their roles, self-confidence, and self-efficacy and ultimately how they led and influenced followers. Interestingly, these leaders not only trained and developed employees, but they also focused on empowering employees through effective delegation of multi-tasks. Literature highlights that a very secure leader is less likely to use autocratic methods of leading, but would rather build follower cooperation through the use of people management skills and influencing abilities.

Interestingly, the more the leaders developed self-awareness and discovered hidden talents and capabilities, the more they developed strong confidence. Confidence enables effective influencing abilities required in leadership. Evidently, not only people management or transformational leadership principles were learned, but also a strong focus on delivering operational results thorough performance management. Key performance areas that are critical in a retail environment are the delivering of excellent customer service, profit generation

through sales, cost-cutting initiatives through responsible management of assets (such as effective stock loss prevention and reduction of customer complaints), creative and professional presentation of store layout through merchandise display, and high standards of housekeeping (as highlighted on the unstructured questionnaires).

Trust relations between leader and staff members has considerably improved. This improvement is characterised by staff members beginning to have a trust relationship with the manager, as the manager focuses on acting in ways that support and reinforce behaviours that are trustworthy.

The self-assessment questionnaires completed throughout the Markham Experience which focused on leadership styles, team facilitation processes, people skills for line managers, vision and strategy, performance management, communication, people development, thinking skills, diversity management, creativity and innovation, enabled the leaders to critically assess where they were in terms of their competence relating to leadership skills. This learning set has provided most candidates with opportunities to explore frameworks to develop a greater understanding about preferred leadership styles and do critical self analysis.

It could be argued that the outcomes from the leadership development within Markham should lead to improved leadership practices, which positively impact follower performance, commitment, team effectiveness, motivation, morale and, ultimately, job satisfaction. As a result, followers will be committed to going the extra mile in their job performance. There is a rise in customer orientation approach even at non-management levels, and this is attributed to the leadership developing strong confidence to share a compelling strategic vision with followers, and changing the culture through training and development, information sharing and effective task briefing. Commitment has increased to improved quality of customer care; these changes are embedded and have

became a norm in the company. This latter observation shows that an increase in leadership practices that are transformational in nature filters down throughout the company by raising the bar of performance at all levels. Results show that quality of work performance improved when the leaders practiced what was learned at the Markham Experience. Clearly, subordinates do alter their behaviour and performance in response to the leader's behaviour.

5.2 Value of the study

The study confirms that leadership development especially, based on recent leadership theories such as transformational leadership, has a positive impact on improving the morale, self-efficacy, confidence and capabilities of trainee leaders. As a result the leaders become effective in their roles of leadership and ultimately transfer positive learning to the immediate reports, which results in follower commitment, satisfaction and high performance. The critical conclusion as to whether training can change leaders' behaviour is successfully reached. Additionally, this change in leaders' behaviour results in change in organisational results.

5.3 Limitations of the research

The generalisation of the research results of this nature is very limited, in that a self-report was the main source of data from a single group. Additionally, the improvements achieved are only personal perceptions of the leaders and have not been measured in terms of actual work outputs. It could also be a natural response to say that there must have been an improvement because of the intervention - which may not necessarily be the case. There is the issue of different understanding by different individuals in terms of concepts being described in the research. However, these limitations are balanced out by the depth and detail of information from the qualitative data gathered.

The effect of the leadership development intervention among the Markham managers is as expected, namely, that it would change leadership behaviour. However, pre-existing skills levels could not be determined, as no pre-testing assessment was conducted. It is logical to conclude that those who were weak at particular skills may have improved, and those who were competent at a particular skill, may have improved. Measuring the effectiveness of a leadership intervention is more complex than merely completing a survey or interviewing participants. It is common sense to assume that some participants' leadership style may have improved due to life experiences and natural progression happening within the individual. The extent to which the leadership development changed leadership behaviour in specified skills cannot be quantitatively confirmed in this particular study. From the results in Chapter 4 it is clear that some of the skills were unaffected by the training received for different individuals. Some skills were more prone to be affected by a training programme depending on the individual's motivation, experience or what they were currently being challenged in at work, or a person perceived the skill to be critical. It must be borne in mind that if the followers were asked to give their opinions the results may have been different.

Suggestions for further research are as follows:-

- Followers could be involved to assess practices of leaders
- Full 360° evaluation by superior, self, peer and direct report may be conducted
- Bigger samples may be utilised to support qualitative studies
- Pre- and post-training intervention measurements may be conducted to accurately measure effectiveness and change in behaviour due to training.

The study indeed addressed level three of Kirkpatrick's model of training evaluation as presented by Kirkpatrick (1994:21) which is the evaluation of the extent of change in behaviour and practices as a result of the training intervention. Further research may be conducted to do a level four evaluation which focuses on the impact and tangible results of training. In other words, the

evaluation determines if the training programme resulted in monetary return on the investment and measurables such as turnover, profit, sales volume, cost savings, etc.

5.4 Implications of the research for business community

Taking part in a leadership development programme is hard work and both emotionally and mentally stretching for participants, yet beneficial for individuals in terms of personal development and career development, as well as for the organisation sponsoring the intervention. Implications of this study to Markham are that investments in leadership development programme and other training interventions may need to be justified.

The questions that the business community need to ask are:-

- Is there evidence that learning and development can positively improve competence?
- Will there be simplified and practical guidelines of implementation that can be applied in the immediate work environment?
- Are there alternative methods of developing leadership skills and reinforcements thereof, such as sharing of experiences by internal leaders rather than sourcing external programmes?
- What rewards are available to reinforce the training - and for being more effective as a leader?

In order to improve leadership skills, it is important to find out what is being done well and what needs to be improved, and then taking the necessary action using the relevant learning methodology. It is recommended that the business community embark on investigating the effectiveness of training interventions. This is an evaluation which tests if behaviour and practice of skills learned are practiced on (implemented in) the immediate job environment. It is frustrating for companies to spend large sums of money on training, only to discover that

trainees do not transfer the learning to the immediate job environment. Some non-observable behaviour that might be a result of training should also be measured; for example, improvement in morale, commitment, motivation, problem-solving skills, and heightened awareness brought about by training.

5.5 Comprehensive and specific recommendations and how to apply findings

Though positive results were reported about the programme being able to change leadership behaviours in Markham , there are certain areas that can be improved to maximise and optimise the learning of the leaders. Additional learning methodologies may be incorporated or used in conjunction with the Markham Experience, with the purpose of continuously reinforcing the learning and application of knowledge and ensuring that the change at behaviour level is sustained for a long period of time.

- **Shared experiences**

  Leadership development is a long-term, evolving development process, and it would be useful to share best practice experience by different leaders who have been on the intervention. Programme participants value the network in terms of the opportunity to not only collectively learn new and useful skills in the workplace, but also to build self-confidence through relationships with others in the organisation. It is critical for skill reinforcement for programme participants to come together occasionally to share learning experiences in a safe environment. Skilled sharing of knowledge may be transformed into actionable steps which can be documented and published within the organisation.

- **Coaching**

A group-based learning intervention, such as the Markham Experience limits behaviour change and learning to a certain degree, in that there are certain skills that may be effectively developed individually. Due to sensitivities in soft skills development, managers may not be willing to experiment and expose skills deficiencies in a group-based environment. What some individuals needed from the programme was individually-based, specific feedback, which was lacking, as most exercises were conducted in groups, and it was not possible to meet all the participants' specific learning needs and give them due individual attention and advice.

The solution would be to assess which skills are found to respond to group-based training and which skills are more effectively taught on a one-on-one basis, in order to show sensitivity to people's needs and feelings. For those skills requiring one-on-one training and development intervention, coaching is ideal. This is an ideal learning model which can help influence individual - and ultimately organisational development in an ongoing way, through a particular form of dialogue and constructive feedback. This coaching capability will be useful in assisting the performers to define goals, awaken their enthusiasm, expand their horizon of possibilities and commit to action, change in behaviour and optimal learning.

- **Feedback through a learning contract**

The leadership development function is facing a challenge of ensuring continuous learning and application of skills learned at an optimal level. Such a barrier needs to be overcome, in order to deliver changes and improvements in the workplace and demonstrate the value of training and development activities in the organisation as a whole. This recommendation entails that the trainee and the supervisor contract upfront how that trainee is

going to learn, and, most importantly, how the trainee is going to apply the learning in the work environment. This simply means that the line manager holds the employee (learner) responsible for continuous implementation of learning from a programme over a reasonably long period of time - or until the trainee has optimally reached a superior level of competence in all aspects of leadership issues.

An active role is played by learner and line manager in structuring and planning the learning projects appropriately. The learning contract may be specified in writing, stating the learning objectives that exhibit specific leadership behaviours and step-by-step on-the-job application. The rationale behind this approach is to ensure that learners takes ownership and responsibility for their own learning and commit to the application in the workplace. On the other hand ,the manager would be involved in a learning facilitative, supportive and feedback-giving role. Learners need feedback, as it is critical in affecting change in behaviour. Managers/learners may gain insight into and awareness of skills areas in which they need development. This may be the beginning of unfreezing undesirable behaviours. Feedback not only reinforces past learning, but also opens opportunity for new learning.

This learning method is imperative in ensuring development of leadership skills, by emphasising the small-scale and sustainable behavioural changes which have a high payoff. Sometimes the theory from the Markham Experience was poured in great measure onto participants, and it was not possible for them to grasp it optimally as they could have if the release of information and knowledge was on a smaller scale. The learning contract will prevent unsustained leadership practices, which could not be maintained for a long period of time. It is critical that learning interventions and needed behaviour changes be worked into their daily routines.

For example, if leaders wish to enhance idealised influence, they may start by focusing on doing what is right rather than what is expedient, and also take time in making decisions that are transparent, while acting in a manner that builds respect and trust. In that way, employees will begin to see that leaders can be trusted to do the right thing. Also, leaders, in being optimistic and enthusiastic, may instill inspirational motivation through simply raising the employees' sense of self-efficacy and sense of knowing that they can achieve superior results through trying harder. Self-efficacy in employees is critical in enhancing organisational performance. When employees are confident, they are more likely to extend their scope of work beyond what is prescribed by their job descriptions. Thirdly, intellectually stimulate employees by helping them think about work in a fresh, new and creative manner. This also engages the employees' minds in the organisation in solving problems and acting in an empowered manner. Finally, individualised consideration may be enhanced through the leaders responding to individuals needs by acting as coach, mentor, confidant and counsellor.

The key element of success in leadership development is the development of key specific action plans based on the desired leadership competencies.

5.6 Conclusion

The investigation, as discussed in Chapter 4, indicates that the programme was effective at changing leadership behaviours which influenced both personal and organisational levels. The increased awareness in leadership skills clearly improved leadership competencies of participants. Leadership development intervention is about changing leaders' or managers' behaviour in the immediate work environment. The main challenges faced by many organisations involving development are the issues of transfer and application of learning to different workplace situations. The degree of learning transfer and application is a determinant of the effectiveness of a learning and development intervention and its contribution to improved performance within the organisation.

There is a clear connection between dimensions of transformational leadership theory and the instructional setting of the Markham Experience as indicated in Chapter 2. It is also clear that participants have improved their leadership skills, following the intervention. It can be said that there was significant improvement in terms of knowledge and attitude, which is important to enable leaders to effectively communicate, motivate, empower and inspire followers. These behaviours that were targeted are transformational by origin. The leadership competencies and skills are represented by a list of the following stated practices in which participants reported, percentage wise, to have displayed competence after the intervention:-

- Ability to use power in order to influence with confidence (80%)
- Sharing values (73%), a sense of purpose (67%) and shared mission (73%)
- Display of moral and ethical behaviour (100%)
- Intellectual stimulation by nurturing creativity and innovation (85%)
- Ability to facilitate people's development and learning (74%)
- Influencing the team to perform and deliver results optimally (86%)
- Effectiveness in meeting organisational objectives and goals (53%)
- Practicing satisfactory leadership behaviours and supporting teamwork (84%)

The literature by Kelloway & Barling (2000:355) support that the dimensions comprising transformational leadership, such as idealised influence, inspirational motivation, intellectual stimulation and individual consideration affect critical organisational attitudes and outcomes. Furthermore there is substantial empirical support for the effects of transformational leadership on both productivity and morale-related outcomes. Meta-analyses have reported moderate-to-strong link between aspects of transformational leadership and work performance. The literature study clearly links employee attitudes such as effective commitment to the job and enhanced satisfaction with the leader and the job.

The study indicates that leaders who use transformational leadership practices, gain positive organisational results. When Markham recognised that they needed to develop leadership capability within the organisation, and they could not afford the luxury of replacing their own organisational leaders, training and development of leaders was the most viable route for the company to pursue.

Interestingly Kelloway & Barling (2000:356) state that there is consistent evidence that transformational leadership can be taught. They have conducted rigorous research to assess the effectiveness of leadership training in two different organisations, and in both cases found that there were statistically significant changes in transformational leadership resulting from the training. Also, that as the leader's behaviour changed, it resulted in outcomes which benefited the organisation. The results suggest that subordinates of trained leaders became committed and were willing to perform better in their jobs. Attitude and behaviours of subordinates of transformational leaders change in response to leaders' transformational leadership.

A study conducted by Boaden (2005:5), which was aimed at examining the impact of leadership development programme in the National Health Service in Manchester, reported in the findings that the programme has to date been successful in positively impacting personal and organisational effectiveness. The programme is similar to the Markham Experience, as it was based on transformational leadership principles. Over 50% of the respondents reported to have benefited from the programme. Participants claimed that they gained knowledge on transformational leadership practices and, as a result, felt more capable as leaders; secondly, significant personal development occurred.

In conclusion, the study supports that the Markham Experience is a worthwhile investment, considering the time and financial resources spent, and has borne positive tangible and intangible results.

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APPENDICES

Appendix A: Structured Questionnaire

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MULTIFACTOR LEADERSHIP QUESTIONNAIRE- MARKHAM EXPERIENCE LEADERSHIP DIP-STICK
LEADER FORM-   TO BE COMPLETED BY ALL THE MARKHAM EXPERIENCE GRADUATES (1, 2 &3)
My Name _____ Date _____
Area _____ Region _____
Gender _____ Position _____ Age _____
PLEASE RATE YOURSELF ON THE STATEMENTS BELOW, TO ASSESS HOW MUCH THE MARKHAM EXPERIENCE HAS HELPED YOU TO UNDERSTAND AND PRACTICE WORLD CLASS LEADERSHIP SKILLS

MET NO REQUIREMENTS = 1	MET SOME =2	MET ALL =3 (COMPETENCE)	EXCEEDED SOME=4 (STRENGTH)	EXCEEDED ALL=5 (ROLE MODEL)

1	I question opinions and assumptions to see if they are appropriate	1	2	3	4	5
2	I talk to my staff about the most important values and beliefs	1	2	3	4	5
3	I seek and look for different points of view, perspectives and opinions when solving problems	1	2	3	4	5
4	I talk to my staff positively about the future	1	2	3	4	5
5	I act in a manner that makes my team proud of being associated with me	1	2	3	4	5
6	I talk positively and enthusiastically about what needs to be achieved in terms of goals	1	2	3	4	5
7	I tell my team about the importance of having a strong sense of purpose and direction	1	2	3	4	5
8	I spend more time teaching and coaching my team members	1	2	3	4	5
9	I often go beyond self-interest for the good of my staff members	1	2	3	4	5
10	I treat my staff members as individuals rather than just a member of a group	1	2	3	4	5
11	I act in ways that build my staff members' respect for me	1	2	3	4	5
12	I consider the moral and ethical consequences of decisions that I make	1	2	3	4	5
13	I show a sense of power and confidence with my staff	1	2	3	4	5
14	I communicate a convincing vision of a future to my staff members	1	2	3	4	5
15	I consider each staff to have different needs, abilities and aspirations from that of other staff members	1	2	3	4	5
16	I get my team members to look at problems from many different angles and views	1	2	3	4	5
17	I help my team members to develop their strengths	1	2	3	4	5
18	I often suggest to my staff to look at new ways of doing things when they do work tasks	1	2	3	4	5
19	I communicate the importance of having a unified sense of mission and vision as a team	1	2	3	4	5
20	I express confidence in my staff that goals will be achieved by them successfully	1	2	3	4	5
21	I help my staff members to meet job-related needs	1	2	3	4	5
22	I lead my team in a satisfactory (world class) manner	1	2	3	4	5
23	I inspire my team to do more than they are expected to do (go an extra mile)	1	2	3	4	5
24	I represent and sell my team members to higher management in a fair and good way	1	2	3	4	5
25	I work with my staff members in a satisfactory manner	1	2	3	4	5
26	I motivate my team to desire to succeed and achieve	1	2	3	4	5
27	I am effective in meeting the company performance requirements	1	2	3	4	5

28	I increase and encourage my team's willingness to try harder in whatever they do	1	2	3	4	5
29	I lead an effective team	1	2	3	4	5
30	How much are you practicing what you have learned in MX –about leadership	1	2	3	4	5

Appendix B Unstructured Questionnaire

Please write a list of at least 15 things that you have learned and are practising, from the Markham Experience, particularly about leading people or people management skills

For example, training, empowerment, communication, etc.

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Thank you for participating in the study. Your participation and contribution is valuable.

Appendix C

Semi-structured interview questionnaire - please elaborate, and explain as much as possible

Leader self-assessment: Name_____

1. What value did the Markham Experience add to the organisation?

_____
_____
_____
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_____

2. Did the intervention (MX) achieve the objective of developing your leadership skills? Explain how so?

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_____

3. Are you using the people management skills learned in your immediate work environment and how so?

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_____

4. How would you describe your behaviour with regard to people management abilities before you went on the Markham Experience? What were you like before you went on MX?

_____
_____
_____
_____