

Leadership Challenges: A Higher Education Perspective

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Abstract--Institutions of higher learning in South Africa have undergone minor as well as major changes in their core business and have applied different modes of transformational strategies to deal with the changing environment. There are problems in terms of public funding, student demographics are changing, and the marketplace is expanding in response to a technological society. Through continuous restructuring, employer-employee relations are affected as loyalty to one employer is no longer possible. Public trust in higher education is decreasing as more graduates are unemployed. In view of these challenges, universities need to adapt and be open to change. There needs to be strong, capable leadership that drives the core function of teaching and learning in this dynamic environment. In view of the diverse demographic profile of the South African workforce, both white and blue collar workers, it is perceived that each individual takes care of their own interests. With diminishing levels of trust among peers, and the escalation of costs, South Africa needs to adapt to these drastic changes to survive the global landscape as international private institutions infiltrate the higher education market. The objectives of the paper is to highlight some of the challenges experienced by staff and to emphasise that managers need professional development in management and leadership qualities in academia in order to improve relationships. It is important to note that without effective leadership, the possibility of improvement in teaching and learning is limited. Secondary literature surveys were conducted to outline the qualities that need to be instilled in a diversified society such as South Africa.

I. INTRODUCTION

The volatile higher education landscape that needs to meet the challenges of globalization needs to develop leaders who are able to drive the institutions into the twenty first century. In order to accomplish these ideals, executive management is required to search both internally and externally for leadership competencies that meet these expectations. Behavioural change in a society that is grappling with numerous challenges is a building block for leadership development. Improving behavioural competencies would enable the creation of a workplace that would foster trust as a focal point for performance improvement in terms of service delivery to the student. Effective leadership needs to adapt to the situation and set attainable goals. The situational leadership theory is based on the fundamental underpinning that there is no single "best" style of leadership. Traits of leadership are theories that isolate characteristics that differentiate leaders from non-leaders. Research has identified characteristics such as: drive, the desire to lead, honesty and integrity, self-confidence, intelligence, and job relevant knowledge to be pertinent leadership traits. This paper is based on the review of literature with a focus on effective academic leadership in a South African context,

conducted in an interpretive paradigm in an attempt to gain insight into leadership challenges and may be subjective in nature [24;25].

In an era of rapid change that is enforced through technological innovations, globalisation, market expansion and mass production, the focus on the most important asset of an organization, human capital is often forgotten. The change should be centred around people – their intellectual abilities, their fear, their cultural background and their ability to add value to the changing societal needs, thereby working together for the common goal of the country. Since the 1994 elections, the emphasis has been on the redress of the inequalities of the past. The South African government strategised a programme of restructuring the education system on principles of equity, human rights, democracy and sustainable development. Changes that occurred included a unified, national education system, more democratic system of school governance, new standards and qualifications authority, redistribution of financial and human resources, higher education reforms and the re-orientation to outcomes-based education. Against this scenario of change, the South African education system still faces major challenges [5;23].

The South African population, commonly known as the rainbow nation, has a unique diversity of people, which is plagued by leadership and management challenges. This multi-cultural society with diverse value systems with bottom line thinking principles is posing a very difficult question: What is truly a South African leadership approach. South African leaders have to cultivate and establish a leadership culture that endorses ethical behavior and embraces belonging and togetherness in order to maximize the potential of their staff.

II. METHODOLOGY

The research process underpinning this investigation comprises a mixed-method approach which involves the collection and analysis of data through both qualitative and quantitative means. The mixed method approach involves philosophical assumptions with the mixing of both approaches in the study. The discretion of the researcher is applied in determining the magnitude of one approach over the other which is aligned with the purpose of the study. The approach can serve numerous purposes which include triangulation, development, initiation, and expansion. The mixed method approach has both inductive and deductive strategies. Thus, using both methods would enable active collaboration thus enabling better understanding of the phenomena.

The investigation comprises a literature review particularly in managerial and leadership competencies, and individual interviews. Secondary literature surveys were conducted to outline the qualities that need to be instilled in a diversified society such as South Africa. The research methodology adopted in the investigation included a literature review of available documents, relevant research reports from the DHET, NADEOSA, journal articles such as the International Journal of Higher Education Policy and Management, interviews and discussions with organisational staff and leadership at managerial level [7;32].

III. LITERATURE REVIEW

In order to optimize human resources, leaders need to acquire new knowledge, abilities and skills in a diversified working environment [1]. Higher education institutions depend on effective leadership in the creation of a conducive teaching and learning environment thus providing students with quality education.

It is vital to understand what sets the South African business landscape apart from other developed and developing countries. As suggested by the State President, this country is a country of two nations in one, with a small part of it characteristic of the developed world and the most part a developing country.

Most certainly, the multicultural demographics and diversity of the South African population differentiates it from other countries. Diversity in the workplace has only just started to occur with management diversity making considerable progress although, Spicer & Godsell [29] state that there is active debate about whether the pace and scope of transformation in leadership has been adequate to achieve aspirations within the real constraints imposed by the operating and social environment[2].

Nienaber [19] described South Africa as having a wide cultural spectrum with its divergent value systems i.e. Afro-Centric characterized by humanitarian principles (based on values of consensus seeking and compassion) vs. Euro-Centric characterized by bottom-line thinking business values such as production and performance. Some of the unique challenges faced in South Africa include demographics, geographic, languages, literacy levels and so forth, and all of these issues influence organisations in some way and found that South Africans have a predominately individual i.e. self-centred and masculine culture [17].

There have been significant changes in management and leadership in South Africa within a relatively short period of time. These changes have been driven by legislative requirements and the implications of corporate governance. Considering the context of corporate governance, the implications of the King III report have extended within the broader context of business such as communication with stakeholders, both internal and external has been placed at board level for the first time [16].

Skills development is a major area that still requires a lot of resources. Two thirds of respondents in the Business Leadership South Africa member survey identified an inadequate supply of skilled people as a key requirement for rapid growth [29]. The Skills Development Act provides incentives to employers to promote workplace learning for employees. Boninelli and Meyer [4] states that management education and training and leadership development currently feature very prominently on South African companies' training agendas, in the form of their workplace skills plan.

The launch of the National Skills Development Strategy (NSDS) in 2001 was to fulfill the objective of providing South Africa with the skills required for success in the global market and offering opportunities to individuals and communities for self-advancement allowing them to make a positive contribution towards a more productive society. Spicer & Godsell [29] stated that in a recent survey of Business Leadership South Africa members, it was found that companies were spending on average about 5% of payroll on skills development.

South Africa has the potential to achieve such levels of success but leaders need to take charge and implement employment equity and skills development plans effectively. People development-focused leaders need to boost performance levels and reduce the severe skills shortage. This will ensure South Africa becomes a strong player in the global marketplace.

Furthermore, a few of the more disconcerting facts are that the capacity of management to identify and implement competitive practices falls in the bottom 25% for all developed and developing nations and South African organisations fall in the bottom 10% for productivity when compared with other developing nations. Mollo et al. [18] stated that this situation requires leadership of organizations in South Africa particularly to take responsibility for developing new management skills and applying these skills sensitively to their specific workforce situation.

According to Daft and Das [8;9], the mandate for current and future leadership is founded upon results-oriented, solutions-driven and performance-based criteria and actions. Dixon [10] states that truly authentic leaders distinguish themselves in difficult times - they make their mark in a turbulent environment, characterised by uncertainty, dynamic change and major upheaval, conditions which are all symptomatic of South Africa today. From the literature survey it can be gleaned that both academia and industry require management and leadership development. Exploratory information shows that management and leadership qualities are imperative both at a floor level in dealing with the day to day operations as well as in the implementation of projects that require management commitment.

IV. FINDINGS AND DISCUSSION

At the beginning of 2008, a university in SA established a Steering Committee to manage a “Cultural Integration Project” to address the “softer” issues pertaining to the merger process. This Committee saw the need to conduct empirical research to help it to understand the challenges, barriers and opportunities in respect of the cultural integration process. Resolve Workplace Solutions (RWPS) was thus contracted to conduct an institutional culture survey, which collected both qualitative and quantitative data.

Analysis of the quantitative component of the survey revealed that the university had a “culture index” of 52. Conclusions drawn from the quantitative component included:

- Culture fault lines were drawn on the basis of race (which links to language) and legacy institution (which links largely to campus and vocational vs. formative education).
- These fault lines were manifest in perceptions of unfair and inequitable treatment and a sense that difference/diversity was not valued or accommodated.
- Transformation was believed to be poorly planned and managed, and a large number of staff (black and white) was anxious about the consequences that transformation would have for them.

During 2009, the University implemented a number of “culture integration interventions”. These included Diversity Management workshops for managers, increased and targeted communication around culture issues and values, a culture blog and days dedicated to diversity and culture. At the end of 2009, Resolve was approached to conduct a follow-up survey. The survey was summarized as follows:

TABLE 1. THEME SCORES

Theme	2008 score	2010 score
Fairness and Equity	45	48
Values and Vision	57	61
Valuing/Accommodating Diversity	49	54
Trust, Respect and Support	53	56
Transformation	47	55
Management	60	65
Job Satisfaction	63	68

There has been an increase in scores for all themes. The theme of Fairness and Equity remains the lowest scoring area and is still within the range of a “problem area”. Along with Trust, Respect and Support, this theme has shown the smallest proportional increase in score. Fairness and Equity should be the focus of initiatives going forward. The themes of Transformation and Valuing/Accommodating Diversity, whose 2008 scores defined them as “problem areas” have now shifted category and are an “area of concern”. The score for Transformation has shown the greatest proportional increase of all the themes. The Values and Vision theme now falls into the scoring range of “relatively positive”. Management and Job

Satisfaction scores have both increased and these areas remain in the “relatively positive” category.

This shows that SA universities are still grappling with the issues of fairness and equity as the demographics of the institution is changing to redress the inequalities of the past. The issue of “jobs for pals” is still a major area of contention. However committees have been formed to ensure that, as far as possible, ethical conduct in all parts of the organisation would help to address the issue.

In terms of discussions with staff the following themes emerged:

- Treatment of people: employees are in uproar that their managers do not have the expertise to address them properly. It was mentioned that people are often stereotyped and are spoken in a demeaning manner, and managers often look down at them. Staff is often screamed at for no apparent reason. Staff feel that managers have a superiority complex and treat them as inferior.
- Lack of consultation: It was mentioned that managers implement projects without consultation. A few months into the project and the lack of progress indicates failure of the project. Thus consultation with all stakeholders is imperative for the success of any project.
- Lack of motivational skills: Staff mentioned that they are demotivated as there is no self-content with the job as the only aspect that managers focus on is performance.
- Lack of communication skills: This links to the point above where managers do not possess the managerial skills to communicate with their staff properly.
- Qualifications/experience/knowledge/: Due to the redress of equality in the workplace, managers are appointed without the relevant credentials and thus caused uneasiness in the working environment. It needs to be noted that a very small number of people of colour were in managerial positions prior to 1994. These positions were held by white colleagues who did not necessarily have the necessary qualifications. Thus, colleagues of colour are put into positions and may not have the relevant managerial expertise.

The manager is the key driver towards the achievement of organizational objectives. Therefore, the leadership and managerial competencies that need to be displayed by such an individual may be considered “vast” in nature. However, very little is being done to groom the manager in this leadership role, which is impacting on the staff of the organization. It has been observed that, quite often the manager may emerge from the ranks of the faculty, having several years of academic experience. Although this may be a positive notion, the knowledge and skills required by manager is complex and requires additional competencies in order to function effectively.

The strategic role of a manager continues to evolve. The many titles of the manager’s changing roles include departmental head, department chair, academic leader,

academic dean and department manager to name but a few titles. Institutions and organisations are defined by roles and role expectations according to their performance contract. An exploratory insight into the merged higher education landscape in South Africa reveals that institutions are plagued with bureaucracy that prevents people from attaining their full potential within specific roles. Through the implementation of the performance management strategy certain activities and tasks are expected from each position in an organization and constitute the role for that position. O'Brien and Robertson [19] mention that it is essential for managers to clearly understand their roles in order to make the transition from lower ranks to academic head.

In view of these diverse competencies, the researcher is of the opinion that Mintzberg's description of the 10 managerial roles aptly applies to the manager:

Robbins, Coulter and Decenzo [24;25] discuss Mintzberg's ten managerial roles which include:

- **Interpersonal Roles**
 - **Figurehead Role:** the manager would officiate and manage the implementation of teamwork within the department in the course of multiskilling staff.
 - **Leader Role:** the manager works with and through staff to achieve the targets of the department.
 - **Liaison Role:** the manager makes contacts outside of the vertical chain of command to maintain good relationships within and without the organisation, such as the forming of a sound relationship within the supply chain.
- **Information Roles**
 - **Monitor Role:** the manager is involved in scanning the environment for competition.
 - **Disseminator Role:** the manager passes on information to all staff regarding the change of products.
 - **Spokesperson Role:** the manager communicates information to people outside the organisation, for example, the Corporate Social Responsibility Director may ensure that the press is kept informed about the organisation's social responsibility initiatives.
- **Decision-Making Roles**
 - **Entrepreneur Role:** the manager seeks to maintain the sustainability of department through re-engineering the processes.
 - **Disturbance Handler Role:** the manager is involved in the resolution of a dispute that can prevent strike action.
 - **Resource Allocator Role:** the manager decides what quantities of resources such as people, equipment and money each part of the department / organisation should receive. **Negotiator Role:** due to his/her authority to allocate resources and his/her access to information, the manager is involved in negotiations within the company.

In closing, it needs to be noted that although Mintzberg distinguishes ten managerial roles, he argues that all ten of these roles form an integrated whole and cannot be easily separated.

In view of the above descriptions, the manager's function falls into four broad categories, namely:

Academic –

- in managing the teaching and learning process, programme development and researcher
- managing faculty and academic related matters
- departmental representative

Administration –

- management of the academic administrative process of admissions, formative and summative assessments and moderation, practicals and the dissemination of information and policies.

Management –

- planning,
- organizing,
- leading and
- controlling the department as a business unit towards the achievement of organizational objectives

Leadership –

The provision of effective leadership in the process of transformation to meet the volatile requirements of changing government and higher education structures. Robbins and Decenzo [25] defines leadership as “influencing people to provide purpose, motivation, and direction while operating to accomplish the mission and improve the organization.

The average person's definition of leadership would include qualities such as intelligence, charisma, decisiveness, enthusiasm, strength, bravery, integrity, and self-confidence. Six traits on which leaders are seen to differ from non-leaders include:

- drive
- the desire to lead
- honesty and integrity
- self-confidence
- intelligence and
- job-relevant knowledge.

In the academic context, leadership and management are intertwined to create an enabling environment where teaching and learning can be conducted effectively. With this in mind, the role aspects of management and leadership cannot be written in a job description. Therefore it is regarded as a quality that manager's need to bring into their positions. Experience within higher education portrays a situation where it is becoming overwhelming for manager's to portray such characteristics, due to their extensive responsibilities [25]. Managers are often placed “between a stone and a hard

place” as they have challenging academics to deal with and the communication from top management. Often this leads to tension within the department and poor human relations. Therefore it is imperative for top management to understand the challenges faced by people on the “ground” and be able to support staff in all contexts. As mentioned before, the academics are the core of the business but are not respected accordingly. There seems to be no resolution to this turmoil as academics have learned to be “armour plated to dodge bullets from all directions.”

The Fiedler model applies aptly to the manager and was the first comprehensive contingency model for leadership. Effective group performance depends on the proper match between the leader’s style of interaction and the degree to which the situation gives control and influence to the leader. He isolated three situational criteria—leader-member relations, task structure, and position power—that can be manipulated to create the proper match with the behavioral orientation of the leader. This contingency leadership model is an outgrowth of trait theory. Fiedler believed that an individual’s basic leadership style is a key factor. Fiedler argued that leadership style is innate to a person—you can’t change your style. It is necessary to match the leader with the situation based on three criteria [3;6].

- Leader-member relations—The degree of confidence, trust, and respect subordinates have in their leader.
- Task structure—The degree to which the job assignments of subordinates are structured or unstructured.
- Position power—The degree of influence a leader has over power variables such as hiring, firing, discipline, promotions, and salary increases.

Path-goal theory is one of the most respected approaches to leadership. Developed by Robert House, a contingency model of leadership that extracts key elements from the Ohio State leadership research and the expectancy theory of motivation. The essence of the theory—the leader’s job is to assist followers in attaining their goals and to ensure that their goals are compatible with the overall objectives of the group or organization. A leader’s behavior is acceptable to employees to the degree that they view it as an immediate source of satisfaction or as a means of future satisfaction. House identified four leadership behaviors [24;25;].

- The directive leader tells employees what is expected of them, schedules work, and gives specific guidance as to how to accomplish tasks. It parallels initiating structure.
- The supportive leader is friendly and shows concern for the needs of employees. It is essentially synonymous with the dimension of consideration.
- The participative leader consults with employees and uses their suggestions before making a decision.
- The achievement-oriented leader sets challenging goals and expects employees to perform at their highest level.

In contrast to Fiedler, House assumes that leaders are flexible. Path-goal theory implies that the same leader can

display any or all leadership styles. Research to validate path-goal predictions is encouraging, although not all is found positive. The majority of the evidence supports the logic underlying the theory.

Situational leadership was developed by Paul Hersey and Kenneth Blanchard; it shows how a leader should adjust leadership style to reflect what followers want. It is a contingency theory that focuses on the followers. Successful leadership is contingent on the follower’s level of readiness. This emphasis reflects the reality that it is the followers who accept or reject the leader. The most effective behavior depends on a follower’s ability and motivations. If a follower is unable and unwilling, the leader needs to display high task orientation. At the other end of the readiness spectrum, if followers are able and willing, the leader doesn’t need to do much [24;25;31].

Stephen Covey refers to the development of a new leadership theory – addressing the whole person consisting of body, mind, heart and spirit. If we don’t address the whole person, we cannot hope to lead, then we can only manage. This is where the issue of diversity and the understanding of different cultures is important as leaders are expected to get the best and the most out of their people in order to harvest a significant return on the developmental investment [24;25].

V. LEADERSHIP AND THE IMPACT ON THE QUALITY OF EDUCATION

The challenge is to improve the quality of education across the entire value chain. It is important to remember that quality stems from the quality of life experienced by individuals, whereby society instills morals, value, ethical conduct, honesty, integrity, to name but a few positive characteristics. The development of quality principles in the early years of the child, continued in primary, secondary, tertiary education, leads to individual practicing quality principles throughout the work life [11;14]. The schools are deprived of resources, facilities and qualified teachers. It is extremely unimaginable to have efficiency, effectiveness and quality in education under these circumstances [19;20;21].

The quality of education therefore needs to be increased at the primary and secondary level so that it prepares individuals for the tasks which they will receive in higher education. Research has shown that there is a gap between secondary and higher education and institutions of higher learning implement programmes to supplement the gap. If this increase in quality in education occurs and all spheres of education, South Africa will produce professional individuals who can contribute to society in positive ways and therefore directly impact on the economy as well as international relations[17;22].

Trust is another important ingredient of leadership and some of the aspects that enhance trust in leadership are the following: [24;25].

- Trust appears to be a primary attribute associated with leadership.

- Part of the leader's task has been, and continues to be, working with people to find and solve problems, but whether leaders gain access to the knowledge and creative thinking they need to solve problems depends on how much people trust them.
- When followers trust a leader, they are willing to be vulnerable to the leader's actions.
- Honesty consistently ranks at the top of most people's list of characteristics they admire in their leaders.
- In times of change and instability, people turn to personal relationships for guidance, and the quality of these relationships is largely determined by level of trust.

VI. RECOMMENDATION - STRATEGIC FOCUS FOR LEADERHIP AND CHANGE

The objective of this strategy is on the improvement of education, cost and delivery through the application of several elements.

A. MANAGEMENT APPROACH

- Development of an organisational culture that practices an open and participative management style that supports innovation.
- Set achievable goals for the organisation and measure against set standards.
- Understand the service delivery processes and capabilities thoroughly.
- Remove barriers between departments so that processes are seamless to achieve optimal customer satisfaction.
- Manage processes across functional boundaries.
- Managers are to be seen regularly on the "production" line, engineers in the proximity of the process and there should be regular face to face communication.
- Be human and be able to address all issues with the staff

B. SERVICE DELIVERY STRATEGY

- Institute a clear vision and mission of the organization with a long term plan that is understood by everyone.
- Ensure continuous improvement of all operations.
- Understand globalisation and the impact on the organisation. Develop an understanding of competitive forces.
- Create a plan of action through the involvement of stakeholders in the decision making process.
- All employees should participate in understanding and sharing the strategic intent of the organisation.
- Examine strategies on a regular basis to maintain its applicability.
- Keep abreast with the latest developments that may affect the organisation.

C. ORGANISATION

- Flatter structures enable effective communication.
- Eliminate "silos" and encourage team-work between departments.

- Create relationships with strategic stakeholders, suppliers and customers (and even competitors).

D. SERVICE DELIVERY CAPABILITIES

- Adopt quality management principles in all operations.
- Create operations that are adaptable to customer needs.
- Engineer operations towards the elimination of non-conformances.
- Eliminate harm to the environment by determining the impact of processes

E. PERFORMANCE MEASUREMENT

- Measure customer satisfaction.
- Create measurement systems that enhance productivity.
- Apply business management principles.
- Align the performance measurement system to the organisation's strategic objectives.

F. HUMAN ASSETS

- Empower employees to strive for the accomplishment of organisations goals.
- Supervision should be removed and coaching and mentoring should be implemented.
- Coaches should promote team development, team problem solving and team performance rewards.
- Create an enabling environment where change is embraced.
- Create an environment where human dignity is embraced.
- Applaud achievements and prevent "the death chamber" for employees for trivial issues.
- Initiate comprehensive programmes of learning and development for continuous improvement.
- Treat the workforce as assets of the organisation and encourage loyalty among employees.
- Develop and maintain a relationship where trust is promoted.
- The core of academia is the academics, who need to experience self-contentment.

G. TECHNOLOGY

- Strategize towards technological advancement.
- Understand the competitive status and implement technology accordingly
- Align upgrades with infrastructure
- Implement software solutions that provide on time information

Fielden and Markham [12] mentions that there are three distinct areas of weakness: leadership, finance and competitive failings. This is often linked to marketing inadequacies, particularly concerning developments and improvements at an appropriate time [13]. He also highlights the danger of overambitious major projects and acquisitions

which either cost too much or fails to deliver the hoped-for synergies.

In recent times, institutions of higher learning in South Africa have undergone minor as well as major changes in their core business and have applied different modes of transformational strategies. A lot of research on transformation to find and or isolate best practice has been undertaken by these institutions. The context within which transformation has been implemented in academia can be traced back to the different leadership styles and theories those leaders have applied. The players and followers with large histories of diversification on the other hand have not enjoyed or found satisfaction in the leadership. These points back to the issue of trust which according to literature was the primary attribute associated with leadership. What comes to mind is what J.F Kennedy once said I quote “to be an effective leader your followers must have trust in you and that they should also be sold to your vision”[15;16].

The essence of trust is integrity, competence, consistency, loyalty and openness. Conversely, the consequences of trust are: willingness on the part of the staff and to be vulnerable, and to feel safe to apply their creative thinking. If people feel unsure they turn to personal relationships for guidance. In defining trust there are three important variables namely relationship, expectations and behaviour which must be held in check [1].

VII. TRUST AS VITAL INGREDIENT OF LEADERSHIP

A. *Becoming vulnerable*

This enables an individual to allow themselves to be hurt by those in the team who are in the position of leadership and who might get to know about their strengths and weaknesses [2]. This is an essential step in trust –building in that it lays cards on the table so that there are no hidden corners which when revealed can obliterate what trust existed. Invariably the individual assumes a positive humane stance that after the intervention is completed one will be better off than before. Like Malcolm-X puts it ‘anywhere is better than where I been’.

B. *Creativity*

A question can be raised as to what are individuals willing to do to continue developing the sense of trust? Is there a space to walk the talk given the constraints such as time and budget? Creativity entails creating intangible assets within the institution. The institution has relationships with social economic environments as a corporate citizen [3]. That citizenship impacts in the communities through academic programmes as well as participation of employees through research and development. Institutional leaders who do not pay any particular attention or whose mission is not communicated and shared by all staff run the risk of being mistrusted.

C. *Leadership*

The researchers concur with Schechter and Straus [26] that leadership behaviour has profound effects on subordinates, including how they relate both to the leader and to each other. There was also assertion that there cannot be trust among team members, team commitment and effective teamwork without effective leadership [27;28;30]. Clearly, leadership theory without actually differentiating between the leaderships styles indicates that leadership makes or breaks organisations.

I would like to think that academic institutions are important to society in more ways than one. Firstly these institutions prepare graduates who will operate in business and the society at large. Historically parents send their children to these institutions with the belief that their children will be better off intellectually and financially and invariably contribute towards the upliftment of the society in a sustainable way. Academics must therefore trust the leadership of these institutions to facilitate the rendering of this service to the society. The second is the staff and their activities in the form of research and professional services they offer to society as corporate citizens.

D. *Types of trust*

There are different forms of trust and one could say that each one of them is peculiar and therefore needs be managed in a different way. Trust is an essential ingredient not only for improving performance but sustaining it during turbulent times. The more trust an organization bestowed among its people, the more those people will be committed to the mission, goals and bottom-line results of the organization.

Trust, however, is a complex feeling and one that cannot be coerced. There is no secret recipe to generate trust. The best an organization can do is to create and nurture a trusting environment.

Characteristics in building trust:

1. Integrity entails acting in a truthful way. The leader means what he or she says.
2. Consistency infers doing what you say.
3. Reliability entails keeping promises. The followers can without question depend on what leadership says.
4. Interdependence in other words actions are enhanced by the thought that together we stand. And hence both leadership and the followers are acting in each other’s best interest.

E. *Values*

The values lack credibility because they are seen to have been imposed. Whatever route is chosen to establish legitimacy for the values, it should be followed by a process, which involves all staff, of identifying behaviors that will embody the values. Carry out “living the values” assessment at least once a year.

F. Senior Leadership

Senior leadership: Leadership can *enable* or *constrain* the successful achievement of a vision and the creation of a values-driven organization. The behaviors, of the senior leadership are important because: Leaders have power, resources, influence and authority at their disposal to enable or constrain the success of the organization. Invariably leaders make a difference. Leaders act as an example to others to enable or constrain success. Also, leaders can enable others to make a difference in the organization. The leadership group must understand transformation and link the university's vision, mission, values and strategic goals to transformation. Middle level leadership should make the values open in recruitment processes, and verify them during selection. Also, it is this level of management tasks that enable employee involvement in socio-economic development initiatives.

G. Challenge

The challenge in implementing cultural transformation projects is to change the behavior of the leadership group and senior level managers. It may as well be said the leadership group including their senior managers are not themselves sure or trusting. Maybe they are not certain about the leadership qualities of the University Council. The system might have failed them before. Perhaps it could be concluded that they are responsible for creating the current culture, and they are the ones who must create a new culture.”

VIII. CONCLUSION

Poor trust undermines policy and the resultant implementation. Trust was intimately related with understanding. Communication was essential because lack of it leads to misconceptions and rumours which together feed much mistrust. Leaders and managers ought to be visible and known by everyone in the organisation. Dispersed leadership is but a tired disparaging environment of ‘leaderlessness’ if it was not guided training development programmes for leaders and managers.

The current economic climate is proving exceptionally challenging. One of the big predictors of morale is whether there is a high degree of trust among people within the organisation. Trust is not simply one desired attribute on a list of attributes describing the ideal leader. Rather, it is the very foundation that will support all other efforts. If your lawyers and staff do not trust you, don't bother trying to be inspirational, supportive, innovative, or visionary. If you don't have people's trust, they may do what you tell them because you have the title, but there is not the passionate engagement that results from true leadership. It is likely that during the past year both your personal “trust bank” and your firm's “trust bank” have been slightly overdrawn. In an economic downturn as serious as the one that is being experienced, people tend to operate in a climate of personal fear, and one consequence of that is an erosion of trust. This

personal fear includes anxiety about what the future is going to look like, and that is where the leader has an important role to play. One definition of trust says that it is all about “engendering confidence and creating hope.” If people cannot see a better tomorrow, they naturally tend to lose their trust in the leadership.

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