

UNIVERSITY OF KWAZULU-NATAL

**An Analysis of Self Perception Leadership Styles
Against Demographic Variables**

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Graduate School of Business
Master of Business Administration

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Against Demographic Variables**

By

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A dissertation submitted in partial fulfillment of the requirements for the degree of
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In the Graduate School of Business

Supervisor: Dr. Abdul Gani

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DECLARATION

This research has not been previously accepted for any degree and is not being currently considered for any other degree at any other university.

I declare that this Dissertation contains my own work except where specifically acknowledged

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Signed.....*Govindsamy*.....

Date.....*27/02/08*.....

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As I reflect on my graduate studies, I realize the pivotal role played by many people in my life. I wish to express my gratitude for the support, guidance and encouragement displayed.

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ABSTRACT

Large corporate organizations in Durban are hiring younger, less experienced and highly qualified individuals to lead at the top end of the company. Various concerns are raised with regard to these and other demographic variables in terms of the organization reaching its optimum success. In dissecting the problem statement, the following variables are extracted. These variables include: academic qualification, leadership experience, leadership training and age. The sample is segmented using academic qualification as the central focus. The research, quantitative in nature is aimed to establish if there exists a significant difference in self-perception leadership styles between these variables upon investigating the specific hypothesis generated. Interesting conclusions were drawn.

Respondents with a university degree displayed greater democratic self-perception leadership style. Older people proved to display autocratic leadership. Leadership training deemed important as respondents who underwent training had a greater tendency for democratic leadership.

The overall outcome of the research proved that by treating employees as individuals as well as focusing on their unique personalities and circumstances, offering effective coaching and providing real life management experiences with emphasis on task as well as people, will effective leadership be sustained in line with democratic outcomes.

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CHAPTER 1

OVERVIEW

1.1 INTRODUCTION

There are many elements that play a significant role in organisational success. Leadership is in the top ranking. All other elements are secondary.

As business dynamics become more complex in response to mergers, acquisitions, work force shortages, rapid technology changes, increased foreign competition and growing environmental concerns, only those organisations with dynamic leadership are able to compete. Few organisations are prepared for the challenge.

Major political transitions in South Africa have thrown the countries business community into turmoil. In the past, many SA organisations were over managed and under led, floating in an ocean of authoritarianism. Grobler (1996) maintains that SA's greatest weakness is its lack of human capital. He places emphasis on the importance of developing more leaders with new leadership styles.

Fundamental to management of people, is the understanding of the importance of leadership. Managers must lead and as such must accept responsibility for activities and success in their departments. All leaders must exercise authority, but leadership style will vary. It is generally accepted that a leader's style will affect the motivation, efficiency and effectiveness of their employees.

The main leadership theories present two basic approaches – task-centered and employee-centered. Tannenbaum and Schmidt (2006) suggest that leadership style is a continuum, and the appropriate style depends on the characteristics of the leader, subordinates, and of the situation. The continuum-based theory suggests a range of styles ranging from autocratic to democratic. Bearing in mind that democratic leadership style reflects

progression in the leadership continuum; the researcher investigates three specific self-perception leadership styles. These include autocratic, democratic and free reign.

Organisations must be pro-active in the development and retention of leadership talent. The most important element for today's successful organisations is their leadership. One of the chief responsibilities of the CEO is to ensure the organisation has a critical mass of the right kind of leaders. By articulating a clear and compelling leadership model and then ensuring all organisational processes support the building of the leadership competencies will allow the organisation to attain future success.

The researcher aims to investigate several variables in terms of self-perception leadership styles. These variables include academic qualification, years of work experience, leadership experience, age and insight into The Blake and Mouton Managerial Grid (1985).

These variables are used to distinguish if a commonality exists against self-perception leadership styles. For the purpose of this research, three styles are identified which forms the basis of the investigation. These styles are namely autocratic, democratic and participative.

1.1.1 Academic Qualification

According to Horner (1997), academic management education has been criticised as producing mere preservers of status quo and not producing leaders that the industry so desperately needs. He further explains that in the United States, there has been a growing feeling that firms and organisations tend to be over managed and under-led. In South Africa however the larger organisations are aligning with educational institutions to bridge the gap between the two. Although SA is moving in the right direction towards globalisation, there is still substantial ground to cover in terms of effective leadership. According to Horner (1997) most tertiary business institutions include the study of leadership as part of a survey of organisational behaviour theory and not as a course in its own right. Organisational behaviour texts have been criticised as reducing leadership to a mere study of a list of

components, attributes, properties and conditions of leadership theories. Such an approach to teaching and studying leadership purveys the idea that leadership is something one only needs to know about and not something one needs to do.

Viljoen (1987) in his South African survey found the following dominant management styles: 46 per cent autocratic; 33 per cent democratic; and 12 percent participative. Management styles in SA were often seen as rigid, bureaucratic, directive and task-oriented. Twenty years later, the role of academic qualification in the evolution of leadership styles are to be revealed.

1.1.2 Leadership Experience

According to Qiuones, Ford & Teachout (1995), recent meta-analytic findings have established that leadership experience is positively associated with job performance. Self perception leadership style linked to work experience is a controversial issue. Taking into account the political history of SA, some theorists believe that more leadership experience results in innate autocratic leadership and others believe otherwise.

1.1.3 Leadership Training

Horner (1997) further explained that organisations have changed over the past several decades with regard to structuring of work methods and processes. Moving away from the traditional hierarchical design, most organisations are developing flatter, leaner structures that support a more empowered, team based work force. The nature of leadership has also changed significantly over time moving from a greater concern over subordinates and tasks rather than task only. Evidently, the requirements are challenging and will demand a lot more from tomorrow's leaders who will now have to base their decisions keeping in mind a long list of variables. MacGregor (2003) summarises Darwin's theory of evolution very simply by explaining that those leadership minds that are best able to cope with these requirements and adapt to the fast-paced and mercurial environment will see their organizations survive; others unfortunately shall go the way of the dinosaur. Survey by Walter (1996) revealed that leadership training provides highlighted self- awareness of leadership styles.

1.1.4 Age

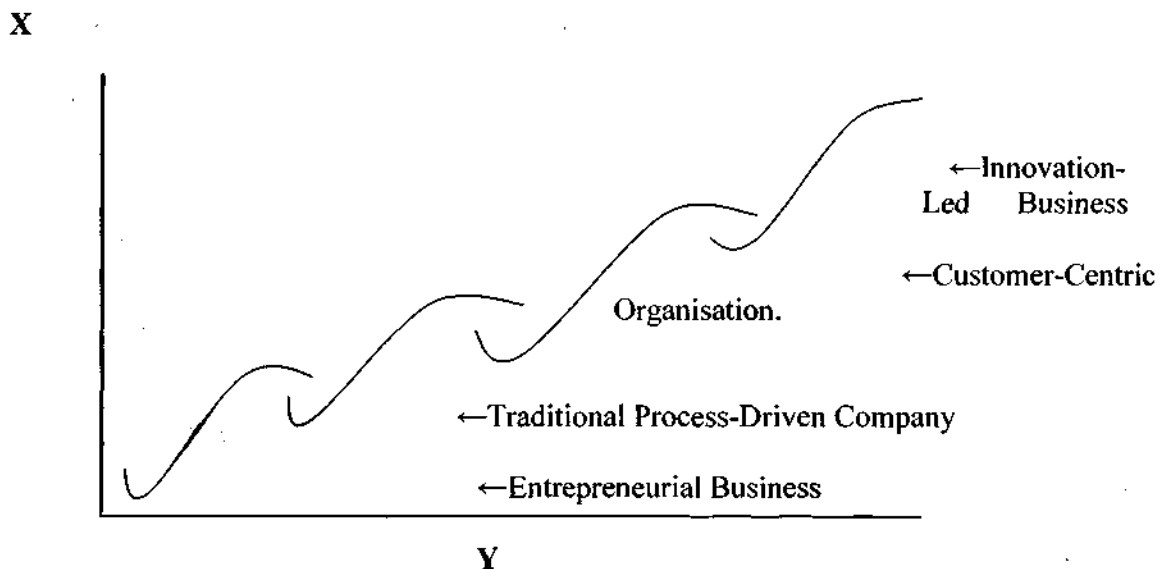
Younger leaders are intelligent, quick, creative, and good at what they do nonetheless have a hard time gaining a voice because they lack experience. At the same time, too much experience with a single previous employer is equivalent to inexperience. (Internet 1)

According to Hagberg (1998), leaders under the age of 35 are visionary. They rely on their own charisma to take risks and make decisions fast. In contrast, older leaders are better at planning and team building. They know how to build consensus and facilitate teamwork. Oshagbemi (2004) believes that older leaders display participative leadership style. The researcher aims to investigate if there exists a significant difference in terms of self perception leadership styles between younger and older leaders.

1.1.5 Evolutionary Stages of Organisational Leadership

Referring to Figure 1.1 below, an organisation could change its leadership due to a variety of factors. Every time a company enters a new stage of evolution, it may require a new leadership style on the top.

FIG: 1.1 - Evolutionary Stages of Organisational Leadership



X - PROFITS
Y - TIME

Source: (Internet 2)

Fig 1.1 as graphically represented above summarizes four evolutionary stages that an organisation can undergo. These include innovation led business, customer-centric organisation, traditional process-driven company and entrepreneurial business. As the business organisation grows from an entrepreneurial business to an innovation led business, the business dynamics become more complex and there is a shift in leadership style.

Table 1.1 below summarizes the evolutionary phases of an organisation as explained above in Fig 1.1. Often companies underestimate the importance and difficulty of aligning their organisational culture to new strategy and structure that they are evolving or advancing towards.

Table 1.1 - Evolutionary Stages of Organisational Leadership

ENTREPRENEURIAL BUSINESS	TRADITIONAL PROCESS DRIVEN COMPANY	CUSTOMER CENTRIC ORGANISATION	INNOVATION-LED BUSINESS
Charismatic leadership	Formal procedures and policies	New players pose competitive threat	Need to manage new forms of competition
Small business -engineering	Visionary, more procedurally driven and less personalised	Staff often feel disempowered and alienated in the large organization that has gone through too many cycles of business revolution	Corporate loyalty disappear as workers manage their own careers
Less structured organisation	Greater control into operations	Requires introduction of organizational culture of staff empowerment and service orientation	New technologies
Staff involved in various functions		Scarcity of skills and the need to pay for superior performance to retain top talent	Individualized employment

Source: (Internet 2)

The evolutionary phases summed above clearly explain that as companies become globally competitive or innovation-led; there is an increasing need for better leadership that enhance retention strategies.

1.2 BACKGROUND

History, according to Wilber (2001), is marked with theories about leadership traits and characteristics. The “great man” leadership theories were popular in the 19th and early 20th centuries. These theories claimed that leadership qualities were inherited; great men were born, not made.

Beginning in the early 20th century great man theories gave way to trait theories. These theories asserted that the characteristics of leaders were different from those of non-leaders. These theories did not address whether these traits were inherited or acquired.

In the mid 20th century, theorist Stogdill (1990) challenged the trait theories. He concluded that research showed that no traits were universally characteristic of effective leaders and that situations were influential in leadership.

Today most leadership experts believe that certain traits are consistent with the success of leaders. These traits alone will not result in success. They must be combined with certain actions, such as goal setting and vision, to be effective. Kirkpatrick and Locke (1991) believe that the evidence shows there are six traits that differ between leaders and non-leaders. These traits include:

Table: 1.2 – Leadership Traits

Drive	This trait includes a group of five motives, achievement, ambition, energy, tenacity and initiative that reflect a high effort level
Leadership Motivation	Leaders must have a strong desire to influence and lead others. They must be willing to assume responsibility

Honesty/Integrity	Without these virtues, leadership is undermined. Honesty and integrity form the foundation of a trusting relationship between leaders and followers
Self-confidence	A person without confidence will not be able to make the difficult decisions required of a leader or instill trust and support for decisions from followers.
Cognitive Ability	Leadership is a difficult job. Leaders must possess a level of intelligence high enough to process large amounts of information and formulate strategies and solve problems.
Knowledge of Business	In-depth knowledge of the business allows leaders to make well-informed decisions and understand their consequences. Leadership is a demanding job, with serious responsibilities. These traits provide people with the potential to perform the necessary actions required to be successful leaders.

Source: Kirkpatrick and Locke (1991)

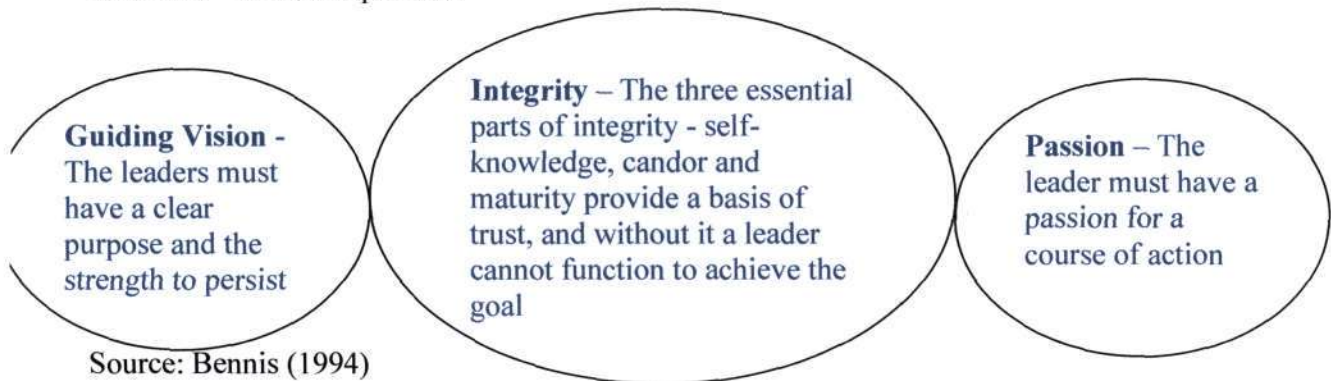
Cognitive ability according to Kirkpatrick and Locke (1991) depicts a high level of intelligence. This is closely related to academic qualification. In essence, if an individual should display a university degree, he or she could be perceived as having a high cognitive ability. This trait is scrutinized in the next chapter.

It can be safely assumed that knowledge of business is derived from an increased number of years work experience in the company. According to Kirkpatrick and Locke (1991), some of these traits such as drive, self- confidence and cognitive ability are less trainable or changeable than the others.

Organizations should consider cognitive ability in the form of tertiary background and honesty/integrity when selecting people for management ranks.

Bennis (1994) believes that everyone has the capacity to become a leader if desired. Leaders come in different shapes, sizes, genders, etc. They do, however, share some or all of the following ingredients:

Table 1.3 – Leadership Traits



Source: Bennis (1994)

Curious and daring leaders want to learn and are willing to take risks to try new things. Even though Bennis (1994) refers to these traits as basic, he does not believe they are in-born or unchangeable. He believes that true leaders are not born; they invent themselves.

Bass (1985) provides formal descriptions of transactional and transformational leadership. He describes transactional leaders as those persons who emphasize the transaction or exchange that takes place between leaders, colleagues, and followers. This exchange is based on the leader specifying what is expected, and helping followers to clearly understand what they will receive, or avoid, if they fulfil those expectations. Transformational leadership is differentiated from transactional leadership in that transformational leaders do more than set up simple exchanges or agreements. By virtue of the nature of their relationship with followers, they motivate others to do more than they originally intended, more than they thought possible, and to move beyond self-interest and focus on the larger goals of the group or organization.

The greatest contribution to the understanding of transformational leadership has been the identification of four characteristics, referred to as the four "I's". Avolio, Waldman & Yammarino, (1991) (which transformational leaders use to stimulate and engage followers).

Fig: 1.2 – Transformational Leadership



Source: Avolio, Waldman, & Yammarino, (1991)

Transformational leaders are thought to engage followers by employing one or more of the 4 "I's" to stimulate voluntary and enthusiastic responses to their influence attempts.

Bass (1985) points out two concepts; transactional (you do this and I'll make sure you receive that) and transformational (intellectual stimulation, individualized consideration, inspiration, and idealized influence) are generally not independent of one another. A study of military officers and industrial managers (Waldman, Bass, & Einstein, 1986) showed that although the effects of transformational leadership were generally much stronger than those of transactional leadership, those who had both transactional and transformational characteristics were much more successful than those who had only one. Grobler (1996) believes that SA leaders should advocate a form of transformational leadership in which leaders challenge subordinates to learn new skills. The literature review indicated that to a great extent leadership should be learned as well as experienced.

1.3 MOTIVATION

The intention of the study is to examine self-perception leadership styles against demographic variables that include academic qualification, leadership experience, leadership training, and age. These variables are compared against theoretical models. Autocratic, democratic and free reign are the three leadership styles extracted for the purpose of the research. Academic leaders are those with tertiary background that include individuals having a university degree. Non-academic leaders are those that have no tertiary education and are leaders as a result of their work experience. The other intention is to determine if age and leadership experience plays a role in terms of leadership style. It is commonly assumed that older leaders would display a more authoritative style.

This particular area of study was chosen because it represents a powerful impact on financial health of the organisation. The changes in the internal environment can impact on a company's cost base and can create the need to re-assess the strategic direction of the company. Understanding of the nature of the internal weaknesses and how it impacts on the organisation cannot be overstated.

1.4 VALUE OF THE PROJECT

The study offers value by providing a sound background and will offer credible recommendations to organisations in Durban in terms of practices and characteristics associated with perceived recruitment success.

The research can provide useful information for organisations seeking to improve their hiring process. It is hoped that this study will provide clear strategic options that will delineate the way forward for organisations by:

- Recruiting the right leaders in conjunction with the organisations evolutionary phase and the team's level of maturity.

1.5 PROBLEM STATEMENT

“Large corporate organizations in Durban are hiring younger, less experienced and highly qualified individuals to lead at the top end of the company”. (Lascaris, R. 2005). “Academic qualification is believed to be the most important component for long-term effective leadership”. (Menkes, 2007). Various concerns are raised with regard to the variables mentioned, using academic qualification as the central focus against three specific leadership styles, in terms of the organization reaching its optimum success.

1.6 OBJECTIVES

- To establish self-perception leadership style exhibited by using questionnaires to assess the overall differences against the following variables:
 - A) Academic qualification
 - B) Leadership experience
 - C) Leadership training
 - D) Age

The research is limited to three leadership styles i.e. democratic, autocratic and free reign As well as the specific hypotheses generated. The researcher aimed to explore the criteria listed above, as it became a subject of common discussion in the corporate environment when managerial positions were advertised. Academic qualification is the central focus of the research upon which the other variables lie.

- To establish if a trend in self-perception leadership style exists based on respondents who score high on Blake and Mouton (1995) management grid and those who score low on the management grid.
- Analyze the results.

- Make recommendations toward improving human resource recruitment and management strategies.

1.7 HYPOTHESES

Based on the literature presented and controversial corridor debate in the work sphere of the researcher, the following hypotheses were devised and will be tested and proved in the preceding chapters.

- 1.7.1 Individuals with university degrees display more democratic self-perception leadership-style as opposed to autocratic and free reign than those with no university degree.
- 1.7.2 Leaders with a higher level of leadership experience exhibit a more autocratic self-perception leadership style.
- 1.7.3 Leaders with leadership training exhibit a more democratic style of leadership.
- 1.7.4 Older leaders reflect significantly higher self-perception autocratic leadership style than younger leaders.
- 1.7.5 There is a strong negative relationship between “how concerned one is about one’s fellow sub-ordinates” and autocratic leadership.
- 1.7.6 There is a strong positive relationship between “how much emphasis one places on actual tasks” and, self-perception of democratic leadership.

1.8 RESEARCH METHODOLOGY

The research method is quantitative in nature. An inductive approach or survey strategy is used to draw conclusions. The dissertation aims to research the population of MBA first and second level contact learning students at UKZN. This sample will be used to investigate academic leaders (those with a university degree) as well as non-academic leaders (without a university degree) bearing in mind that some students in the MBA classes do not have university degrees. The study is limited to those in middle to upper management level only. Further explanation of the methodology is outlined in chapter 3.

The questionnaire will be physically distributed. The geographical base of the research encompasses is Durban. From the sample group can the researcher extract other demographic variables? The questionnaire would be used to help assess the self-perception leadership style of the respondents compared against variables such as age, tertiary qualification (university degrees), leadership experience, leadership training and scores on the Blake and Mouton (1995) management grid. For the purpose of the research, three main leadership styles will be investigated which include autocratic, free reign and democratic style of leadership. The results will provide a rich description of current competencies

A considerable advantage of the self-administered survey is the potential anonymity of the respondent, which can lead to more truthful or valid responses. Since there is no interviewer, interviewer error or bias is eliminated.

1.9 LIMITATIONS

It is difficult to control extraneous factors. Subjects dropping out could pose a problem to the research. Many factors in the organization can affect leaders' on-the-job application of trained skills, knowledge, and abilities. These extraneous factors can mitigate the amount of skill transfer they experience. For example, factors such as a need for the development program, supervisor support, and the organizational culture can affect the total amount of skill transfer.

1.10 STRUCTURE OF THE STUDY

Chapter Two

The theoretical aspect of the dissertation will be covered in this section. It examines leadership challenges facing South African business organisations, and current trends in leadership theory.

Chapter Three

This chapter will cover the research methodology.

Chapter Four

This covers an analysis and interpretation of the self-perception leadership questionnaires. The hypotheses will be tested. The specific demographic variables will be explored and tested. Correlations will be drawn upon whether the variables are associated. The results will be evaluated against the model mentioned in chapter two. It is at this point the flaws will be spotted.

Chapter Five

This chapter will logically present the recommendations that were derived from preceding chapter. It should be noted that these recommendations are strictly contextual to the particular time of study, and that changes in these environments would require a re-calibration of the strategic thrust.

This chapter has briefly outlined the research to be conducted. A comprehensive analysis will be discussed in the preceding chapter.

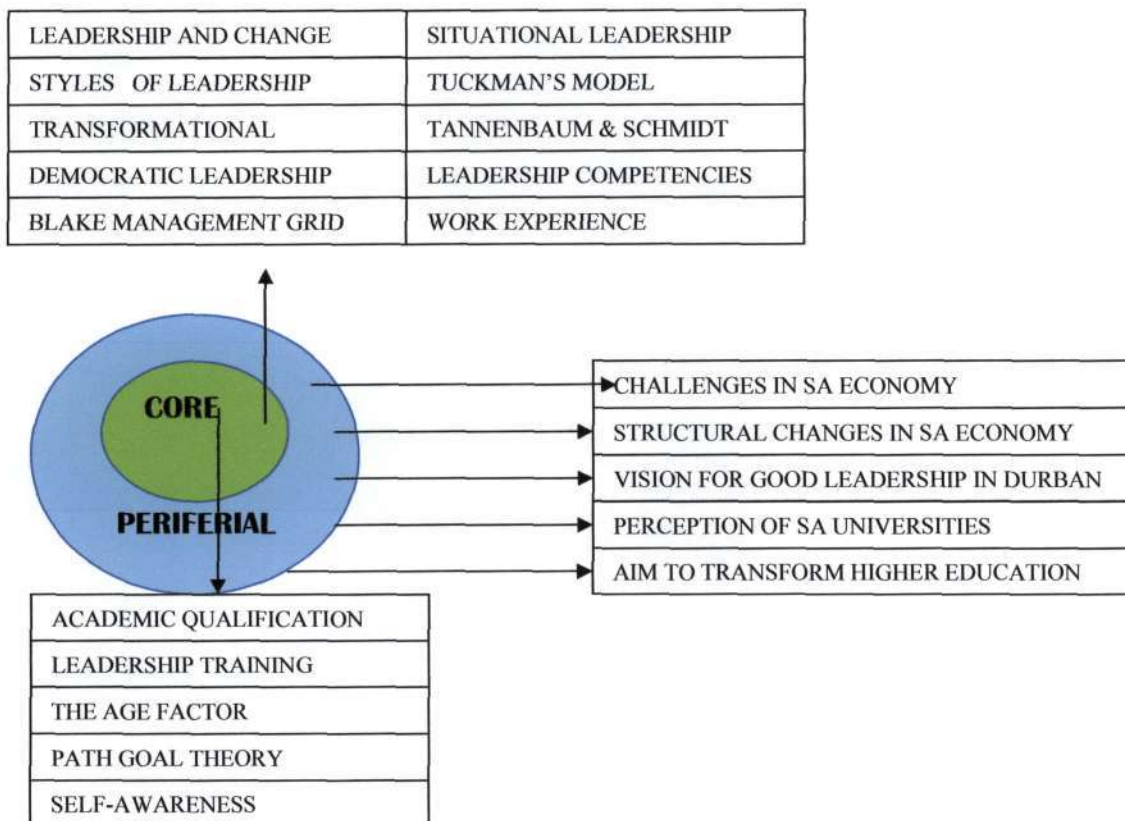
Chapter 2

LITERATURE REVIEW

2.1 INTRODUCTION

The intention of chapter two is to provide both an external and internal analysis of the critical aspect of leadership. It exhibits an in-depth review of the concepts discussed in the previous chapter. The peripheral and core issues are represented diagrammatically

Fig: 2.1 – A Graphical Representation of Chapter 2



2.2 CHALLENGES IN SA ECONOMY

Several sets of challenges face contemporary businesses in South Africa. They have their origins in the legacy of apartheid with its human capital deficit and its unique current social, political and economic transformation. Globalization entails systemic implications for an economy like South Africa. Globalization exposes the macro-economy to ongoing volatility.

2.3 STRUCTURAL CHANGES IN SA ECONOMY

Research undertaken by Borat & Hodge (1999), Standard Bank's Economics Division (2000), Edwards (2000) and Borat (2000), Internet 3, suggests that there is considerable evidence to show that during the decades since the 1950s, the structure of the economy has been changing in several inter-linked ways. These changes have significance for economic growth, employment and poverty. The onus is upon the organisation to respond according to the changing needs of the environment.

The sectoral composition of the economy has changed in the sense that we are decreasingly producers of goods and increasingly providers of services. Behind both the sectoral shifts and the intra-sectoral changes in skill requirements are changes in technology, which show up in an increasing amount of capital per worker and in increased output per worker and the effects of increased integration into the international economy.

According to the research, tertiary sector economy is far more leadership-intensive than otherwise. A key challenge facing leadership is to engender 'trust' across social stakeholders in order to create win-win scenarios within the society. Various parties involved in economic governance thus need to consider strategies that cement social trust. The government, business organizations and labour unions need to adopt strategies that are not necessarily consistent with their historical positions and practices.

It is evident that globalization has not only changed the environment for doing business in South Africa, but also exposed quite dramatically the inherent fault-lines in business

organizations in the country. Some initiatives have been introduced to address some of the obvious problems. The launch of the Business Trust in 1999 by the South Africa Foundation was, in itself, an explicit recognition of the human capital deficit, which forms part of the apartheid legacy. The Trust seeks to address the skills and education crisis. The history of business associations in South Africa strongly suggests that businesses seem to react to situations only after they develop into crises. The current challenge is to organisations and the social partners to be proactive in engaging with the global economy. This would enable business to flourish, and its enormous capacity to be fully utilized in the service of sustainable growth and development for the broader society.

2.4 VISION FOR GOOD LEADERSHIP IN DURBAN

Durban seems to be South Africa's most promising global competitor. The country's leading port, a new international airport, a thriving industrial economy, a sound system of local and metropolitan finance and the country's largest domestic and fastest growing international tourist market are all signs of potential. Turning market forces to Durban's advantage will require dynamic leadership in all sectors of the economy.

According to the consultancy survey by Miller (2005), Internet 4, recruiting the right people is one of the top three challenges for growing businesses all over the world. *Attracting and retaining staff is now the top priority for chief executives in Durban.*

As a leader being able to recruit the right people can often make the difference between business success and failure. Hiring the right people can help a company grow, hit profit targets, increase sales and develop internal skills. Hiring the wrong people can often lead to lower morale and increased frustration amongst current employees and a decrease in customer satisfaction.

Durban needs to recognize that the vision of leadership is of strategic importance for its own future. The upcoming 2010 Football World Cup provides a benchmark for local organizations to meet global leadership standards bearing in mind that a successful firm is dependant on an efficient leader.

2.5 THE PERCEPTION OF SA UNIVERSITIES

A better quality of life for all depends on better knowledge, better products and better economic growth. The interests of business, government and the universities intersect and coincide in this regard. It is essential to strengthen their interactions in the national interest. The question posed is, how can we best use limited resources to get value for money and organise the system as a whole to meet national goals?

At present there appears to be very little effective communication between business, higher education and government, no meeting ground where business and higher education can begin to influence and impact on one another in constructive ways. According to Lee (2000), business has failed to lodge itself as an effective stakeholder in the eyes of both the universities and government. In the face of global competition and the opportunities offered by new technologies, business everywhere is being forced to rethink strategies, operating structures and relations with higher education. But most business people in South Africa seem unaware that business might be able to play an active role in response to the crisis in higher education or in influencing education to meet the challenges of globalisation.

2.6 AIM TO TRANSFORM HIGHER EDUCATION

The National Plan for Higher Education (NPHE) indicates that the number of higher education institutions in South Africa will be reduced. The Charter Group firmly believes that moving towards the creation of a single, multi-campus university represents a proactive Kwa-Zulu Natal venture. The merger of Durban-Westville and Natal universities mean that the two universities, with foresight, take control of a process already set in motion, in a manner that will allow them to create the best solution for higher education in the region.

This local venture is aimed to have an advantage of helping to mend the negative effects of apartheid in higher education, and of building on the significant gains that have been made in individual institutions over many years in such a way that the new whole is greater than the sum of its parts. The aim is to transform higher education in the region and enable the

region to have a world-class institution that is an active, global player while still serving South Africa and the Kwa-Zulu Natal regions.

A clear vision is important however achieving the fruits and success of that vision is not easy.

2.7 LEADERSHIP AND CHANGE

Leadership and change is expressed as a core area of the research. According to Connor and Mackenzie-Smith (2003), leadership cannot be summed up by a list of action points. Leadership is an active interaction with the world and involves bringing into being new possibilities from within real constraints.

Managing constant change has been a theme for a decade or more. Dealing with discontinuous change is a much more recent phenomenon. If tomorrow is not the same as yesterday, the question posed is, what do leaders draw upon to help guide them to make wise decisions? Past experience is not the whole answer. Though the demands faced by leaders are becoming clearer, the essence of leadership is difficult to capture. The question of what it takes to be a good leader has been the subject of much thought and research.

Contradictory forces revolve around today's era of work and leadership. The waves of change are sweeping the world. Digitalisation, globalisation, demographic shifts, migration and the rapid degradation of social and natural capital are creating opposing tensions. These are evident any time one opens a newspaper or management journal. The common trends are speed versus sustainability; exploration versus exploitation; global versus local ways of organising; top-down versus bottom-up approaches to leadership.

While there has always been upheaval in human history, there is something different about today's circumstances. According to Connor and Mackenzie-Smith (2003), the pace of

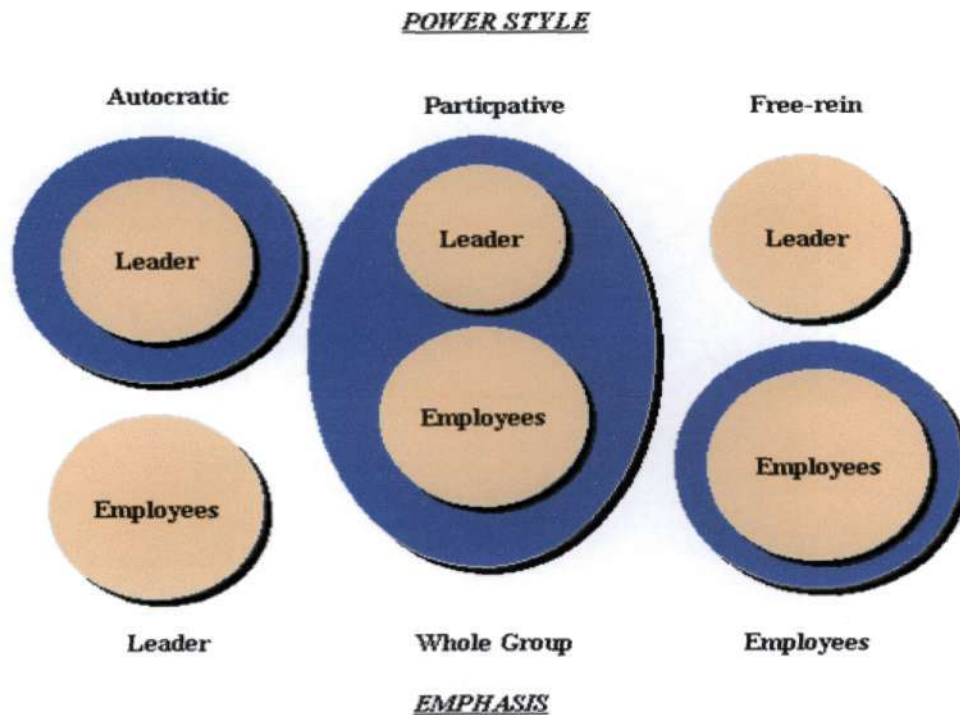
change is somehow faster, the frequency and amplitude of restructuring and reforming are significantly greater, and the pathways of emerging futures seem to be less predictable than they were in earlier times. These waves of change have been evident for some time. In addition, in recent years there have been huge discontinuities in markets and social structures. Evidence points to the inflation and bursting of the dot-com bubble, the collapse of global corporations (Enron being one example) and upward movement of share prices give way to wild fluctuations and massive devaluation of assets. These attributes reflect on only the business world.

2.8 STYLES OF LEADERSHIP

In a previous study of 199 South African organisations, Viljoen (1987) found the following dominant management styles: 46 per cent autocratic; 33 per cent democratic; and 12 per cent participative. In another study Hofmeyr (1998) found that South African organizations were generally over-managed and under-led: management styles were often seen as rigid, bureaucratic, directive and task-oriented, and sometimes decision making was over-centralized; and, leadership aspects such as direction, vision and effectiveness were often seen as lacking. With the influence of democratic processes, western approaches to management, and perhaps even African approaches, organizations may well be looking towards more involvement of its people in decision process. Jackson (1999) found elements of participative management to be beneficial to South Africa.

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. For the purpose of the research three main leadership styles are identified and discussed. These include authoritarian or autocratic, participative or democratic and delegative or free reign. The graphical representation below depicts the power style of both leader and employees. The shaded area in blue is indicative of the decision making process.

Fig: 2.2 – Leadership Power Styles



Source: (Internet 5)

2.8.1 Clark (2005) describes three main leadership styles:

2.8.1.1 Authoritarian (autocratic)

This style is used when the leader tells employees what is required and how to do it, without seeking the advice of the subordinates. This style is often used when the leader has all the information to solve the problem and employees are well motivated. Some people tend to think of this style as a vehicle for yelling, using demeaning language, and leading by threats and abusing their power. This is not the authoritarian style, rather it is an abusive, unprofessional style called bossing people around. According to Clark (2005), the authoritarian style should normally only be used on rare occasions. If one has the time and want to gain more commitment and motivation from employees, the participative style should be used.

2.8.1.2 Participative (democratic)

This type of style involves the leader including one or more employees in on the decision making process (determining what to do and how to do it). However, the leader maintains the final decision making authority. Using this style is not a sign of weakness; rather it is a sign of strength that employees will respect. Participative leadership style is of mutual benefit as it allows subordinates to become part of a team, which in turn enables the leader to make better decisions, as there is a collaboration of ideas.

2.8.1.3 Delegative (free reign)

In this style, leaders attain desired objectives by leaving subordinates or others free to make their own decisions however the leader is still responsible for the final decisions that are made. This is used when employees are able to analyze the situation and determine what needs to be done and how to do it. One cannot do everything! One must set priorities and delegate certain tasks.

2.8.2 House and Mitchell (1998) describe four styles of leadership:

2.8.2.1 Supportive leadership

Involves considering the needs of the follower, showing concern for their welfare and creating a friendly working environment. This includes increasing the follower's self-esteem and making the job more interesting. This approach is best when the work is stressful, boring or hazardous.

2.8.2.2 Directive leadership

Telling followers what needs to be done and giving appropriate guidance along the way. This includes giving them schedules of specific work to be done at specific times. Rewards may also be increased as needed and role ambiguity decreased (by telling them what they should be doing).

This may be used when the task is unstructured and complex and the follower is inexperienced. This increases the follower's sense of security and control and hence is appropriate to the situation.

2.8.2.3 Participative leadership

Consulting with followers and taking their ideas into account when making decisions, and taking particular actions.

2.8.2.4 Achievement-oriented leadership

This relates to setting challenging goals, both in work and in self-improvement. High standards are demonstrated and expected. The leader shows faith in the capabilities of the follower to succeed. This approach is best when the task is complex.

Leaders who show the way and help followers along a path are effectively 'leading'.

This approach assumes that there is one right way of achieving a goal and that the leader can see it and the follower cannot. It casts the leader as the knowing person and the follower as dependent. It also assumes that the follower is completely rational and that the appropriate methods can be deterministically selected depending on the situation.

House and Mitchell (1998) also place much emphasis on democratic leadership.

2.9 TRANSFORMATIONAL LEADERSHIP

According to Bass (1990), people will follow a person who inspires them. A person with vision and passion can achieve great things. The way to get things done is by injecting enthusiasm and energy. Transformational Leaders can put passion and energy into everything. They care about the individual and want to attain success

2.9.1 Developing the Vision

Transformational Leadership starts with the development of a vision, a view of the future that will excite and convert potential followers. This vision may be developed by the

leader, by the senior team or may emerge from a broad series of discussions. The important factor is the leader is confident of his vision.

2.9.2 Selling the Vision

The next step, which in fact never stops, is to constantly sell the vision. This takes energy and commitment, as few people will immediately buy into a radical vision, and some will join the show much more slowly than others. The transformational leader thus takes every opportunity and will use whatever works to convince others to climb on board the bandwagon.

In order to create followers, the transformational leader has to be very careful in creating trust, and their personal integrity is a critical part of the package that they are selling. In effect, they are selling themselves as well as the vision.

2.9.3 Finding the Way Forward

In parallel with the selling activity is seeking the way forward. Some transformational leaders know the way, and want others to follow them. Others do not have a ready strategy, but will happily lead the exploration of possible routes to the Promised Land. The route forwards may not be obvious and may not be plotted in details, but with a clear vision, the direction will always be known. Thus finding the way forward can be an ongoing process and the transformational leader will accept that there will be failures and blind canyons along the way.

2.9.4 Leading the Change

The final stage is to remain up-front and central during the action. Transformational Leaders are always visible and will stand up to be counted rather than hide behind their troops. These leaders show by their attitudes and actions how everyone else should behave. They also make continued efforts to motivate and rally their followers, constantly doing the rounds, listening, soothing and enthusing.

It is their unswerving commitment as much as anything else that keeps people going, particularly through the darker times when some may question whether the vision can ever be achieved.

It is evident that if the people do not believe that they can succeed, then their efforts will flag. The transformational leader seeks to infect and re-infect their followers with a high level of commitment to the vision.

One of the methods the transformational leader uses to sustain motivation is, in the use of ceremonies, rituals and other cultural symbolism. Small changes get big hurrahs, pumping up their significance as indicators of real progress.

Overall, they balance their attention between action that creates progress and the mental state of their followers. They are people-oriented and believe that success comes first and last through deep and sustained commitment.

Whilst the Transformational Leader seeks overtly to transform the organization, there is also a tacit promise to followers that they also will be transformed in some way, more like this amazing leader. In some respects, the followers are the product of the transformation.

Transformational leaders are often charismatic, but are not as narcissistic as pure charismatic leaders, who succeed through a belief in themselves rather than a belief in others.

2.9.5 Shortcomings of Transformational Leadership

One of the traps of transformational leadership is that passion and confidence can easily be mistaken for truth and reality. Whilst it is true that great things have been achieved through enthusiastic leadership, it is also true that many passionate people have led the charge right over the cliff. When people believe they are right, it does not mean they are right.

On the other hand, the energy that gets people going can also cause them to give up. Transformational leaders often have large amounts of enthusiasm, which, if relentlessly applied, can wear out their followers.

Transformational Leaders also tend to see the big picture, but not the details. If they do not have people to take care of this level of information, then they are usually doomed to fail.

Transformational leaders, by definition, seek to transform. When the organization does not need transforming and people are happy as they are, then such a leader will be frustrated. Leaders, however, given the right situation can come into an organisation and can be personally responsible for saving the entire company. It is clearly evident that transformation leadership style requires the right situation to be practised.

2.10 DEMOCRATIC LEADERSHIP – THE WAY FORWARD

According to Gastil (1991), there have been extensive studies about significant increases in productivity due to empowerment of democratic leadership. Democratic leadership requires careful preparation in a somewhat structured learning environment. A review of several surveys and case studies offers the following skills which supervisors need to master in order to practice democratic leadership:

>The ability to lead participative meetings

>Listening skills

>The ability to handle conflict

>The knowledge for establishing measures

>Group centered decision-making skills

>Teaching skills

>Teambuilding skills

Democratic leaders need to gather the team together for regular meetings to study data, make decisions, identify problems, make plans, and learn about business issues. It's the team leader's responsibility to assure that an agenda is developed and that the team focuses some time on its performance measures. The team leader tracks issues from the last meeting for follow up and highlight urgent issues for immediate resolution. The team leader assures that once a decision is reached someone accepts responsibility for implementation. Team leaders make sure there is a regular time for the meeting and minimize interruptions. Responsibility for running the meeting might rotate from person to person. In this way each person feels a sense of value. Effective leaders have strong listening skills in order to understand situations, improve cooperation, and encourage people to take responsibility. Supervisors need an opportunity to practice active listening by working in small groups to practice reflecting the facts and feelings being shared by others. They need to practice responding to people's feelings about issues, noting all the cues, and testing for understanding.

Democratic leaders come to understand that conflict is a normal part of any team effort. Each individual has a different type of personality, different knowledge, and different experiences. It is perfectly normal for people to be in conflict. Democratic leadership allows conflicts over issues and personalities to be resolved instead of denied. Conflict over control tends to disappear. A democratic leader will involve the people in the team in identifying what activities the team should measure. There are two sides to be staked down. One side consists of the measures that are important to the customer. The other side involves measures that are important to the team. A team needs a few key measures to indicate how internal performance is going and a few to illustrate the customer's point of view.

Using this style is of mutual benefit allows subordinates to become part of the team and allows the leader to make better decisions.

According to (Internet 6), although a democratic leader will make the final decision, he or she invites other members of the team to contribute to the decision-making process. This not only increases job satisfaction by involving employees or team members in what's

going on, but it also helps to develop people's skills. Employees and team members feel in control of their own destiny, such as the promotion they desire, and so are motivated to work hard by more than just a financial reward. As participation takes time, this approach can take more time, but often the end result is better. The approach can be most suitable where team working is essential, and quality is more important than speed to market or productivity.

This is not a style to use so that one can blame others when things go wrong; rather this is a style to be used when the leader has the full trust and confidence in the people employees. Since employees or followers have an equal say in the decision-making process, they are more committed to the desired outcome. The collaborative environment created by this style often results in more thorough solutions to problems.

According to Internet 7, democratic leadership creates an ideal environment for collaborative problem solving in addition to decision-making which is relevant in the South African context.

Nkomo & Kriek (2004), states that good leaders surround themselves with talented staff who have leadership capability and potential. They identify potential leaders at an early age and create opportunities for these future leaders to grow and prove themselves constantly. They mentor them, stretch them, provide feedback on performance and give them opportunity to grow quickly. Hence the organization is not dependent on individuals but has a depth and breath of leadership capacity to perform effectively irrespectively of who is at the helm. In particular they are able to identify the challenges ahead and ensure that the right leadership competencies are grown timorously to meet those challenges.

From the South African perspective, taking into account the effects of apartheid and the accelerated rate of globalization, it can be deduced that democratic leadership is the way forward.

2.11 THE BLAKE AND MOUTON MANAGEMENT GRID

Blake and Mouton (1985) use two dimensions to describe a managerial behaviour that included "Concern for people and "Concern for task". Both have a range of 0 to 9. These two dimensions are represented in the grid below.

Fig: 2.3 Blake and Mouton Management Grid



Source: Blake and Mouton (1985)

Based on the grid, four main leadership styles are identified in terms of people who score on the far end of the scales.

- Authoritarian (9 on task, 1 on people)
- Team Leader (9 on task, 9 on people)
- Country Club (1 on task, 9 on people)
- Impoverished (1 on task, 1 on people).

2.11.1 Authoritarian Leader (high task, low relationship)

People who get this rating are very much task oriented and are hard on their workers (autocratic). There is little or no allowance for cooperation or collaboration. Heavily task oriented people display these characteristics: they are very strong on schedules; they expect people to do what they are told without question or debate; when something goes wrong they tend to focus on who is to blame rather than concentrate on exactly what is wrong and

how to prevent it; they are intolerant of what they see as dissent (it may just be someone's creativity), so it is difficult for their subordinates to contribute or develop. Employees are less motivated with this type of leadership.

2.11.2 Team Leader (high task, high relationship)

This type of person leads by positive example and endeavours to foster a team environment in which all team members can reach their highest potential, both as team members and as people. They encourage the team to reach team goals as effectively as possible, while also working tirelessly to strengthen the bonds among the various members. They normally form and lead some of the most productive teams. It is imperative for leaders to realise that 'people' is the name of the game and must develop an awareness and capability in HR management.

2.11.3 Country Club Leader (low task, high relationship)

This person uses predominantly reward power to maintain discipline and to encourage the team to accomplish its goals. Conversely, they are almost incapable of employing the more legitimate powers. This inability results from fear that using such powers could jeopardize relationships with the other team members.

Employees can often develop a more relaxed attitude resulting in inability to meet deadlines and do other important tasks.

2.11.4 Impoverished Leader (low task, low relationship)

A leader who uses a "delegate and disappear" management style. These leaders are not committed to either task accomplishment or maintenance. They essentially allow their team to do whatever it wishes and prefer to detach themselves from the team process by allowing the team to suffer from a series of power struggles.

According to the theory the most desirable place for a leader to be along the two axis at most times would be a 9 on task and a 9 on people. Certain situations might call for one of the other three to be used at times. For example, by playing the impoverished leader, one allows the team to gain self-reliance. An Authoritarian Leader to instil a sense of discipline in an unmotivated worker. Leaders should carefully study the situation and the forces

affecting it, one will know at what points along the axis you need to be in order to achieve the desired result. In business successful leaders are able to get commitment from staff that enables them to achieve great things.

In essence, all leaders should strive to be in the 'team leader' category that encompasses having a high degree of concern for employees as well as a greater concern for the task or job itself. The Blake and Mouton Management Grid is widely accepted by HR professionals. The research study aims to align the 'team leader' in Mouton and Blake Grid (1985), with democratic leadership.

2.13 TUCKMAN'S FORMING STORMING NORMING & PERFORMING MODEL

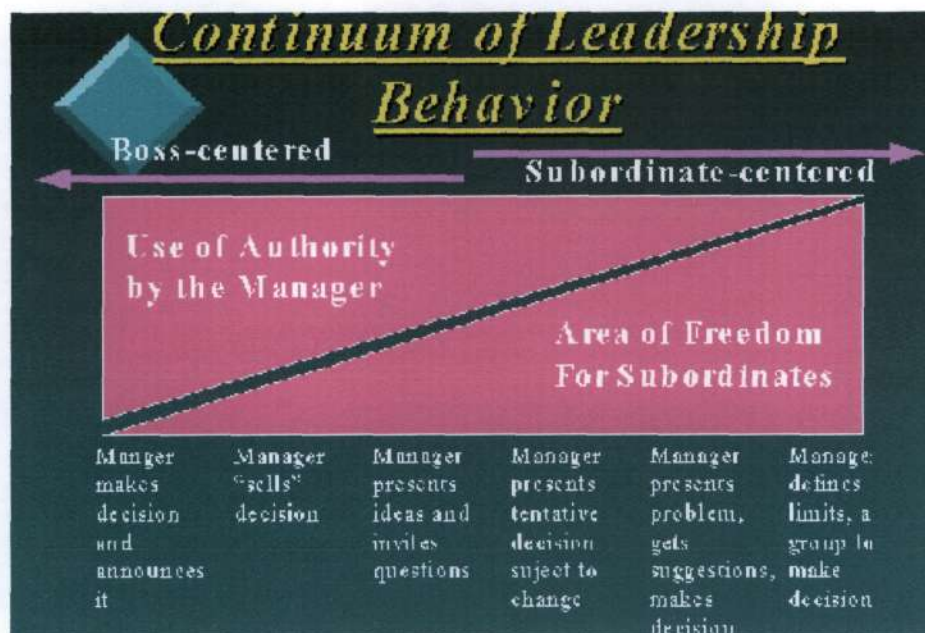
Tuckman (1965) published his Forming Storming Norming Performing model. The fifth stage, adjourning was added on in the 1970's. Tuckman's model explains that as the team develops maturity and ability, relationships establish, and the leader changes leadership style. Beginning with a directing style, moving through coaching, then participating, finishing delegating and almost detached. At this point the team may produce a successor leader and the previous leader can move on to develop a new team. This progression of team behavior and leadership style can be seen clearly in the Tannenbaum and Schmidt Continuum (2005), the authority and freedom extended by the leader to the team increases while the control of the leader reduces

Tuckman's fifth stage, adjourning, is the break-up of the group, hopefully when the task is completed successfully, its purpose fulfilled; everyone can move on to new things, feeling good about what's been achieved. From an organizational perspective, recognition of and sensitivity to people's vulnerabilities in Tuckman's fifth stage is helpful, particularly if members of the group have been closely bonded and feel a sense of insecurity or threat from this change. Feelings of insecurity would be natural for people with high 'steadiness' attributes.

2.14 TANNENBAUM AND SCHMIDT CONTINUUM

The Tannenbaum and Schmidt Continuum (2005) is a simple model that shows the relationship between the level of freedom that a manager chooses to give to a team, and the level of authority used by the manager. As the team's freedom is increased, so the manager's authority decreases.

Fig: 2.4 Tannenbaum and Schmidt Continuum.



Source: (Internet 9)

In Tuckman's Forming Storming Norming Performing model and in Tannenbaum and Schmidt's Continuum, it is clearly evident that the same effect is represented in three ways.

2.16 LEADERSHIP COMPETENCIES

Carter, Giber & Goldsmith, (2000) have identified the following leadership competencies that is believed to be the basis of effective leadership.

- **Building Teamwork:** Builds effective teams committed to organizational goals and results.
- **Understands the Business:** Knows the organization and stays abreast of business and competitive trends.
- **Conceptual Thinking:** Conceives and selects innovative strategies and ideas for the organization; balancing innovation with big-picture thinking
- **Customer Driven:** Strives to create value for the customer resulting in mutual long-term success.
- **Focused Drive:** Focuses on a goal and prioritises and harnesses energy to meet that goal; balances focus and drive.
- **Drives Profitability:** Achieves shareholder and/or stakeholder benefit by securing cost-effective and efficient operations.
- **Systems Thinking:** Connects processes, events, and structures; balances process orientation with mental discipline.
- **Global Perspective:** Addresses cultural and geographic differences in driving corporate strategies for competitive advantage
- **Emotional Intelligence:** Understands and masters one's own emotions (and those of others) in a way that instils confidence; balances perception and emotional maturity.

These leadership competencies cover all aspects of effective leadership and convey a clear guideline to future leaders. As described above, these competencies are in line with democratic leadership.

2.17 LEADERSHIP EXPERIENCE

According to Qunones, Ford & Teachout (1995) in their study revealed that according to the board chairman of a Mid-western insurance company, given the choice between a college graduate and a non graduate with work related experience, he said he would choose the latter although he knew in the long run, the college graduate would probably turn out to be a better leader. Several business schools are now offering work- study programs that enable the student to work in a business environment. Great emphasis was placed on the importance of leaders having experience of a non-managerial capacity. According to

Qiunones, Ford & Teachout (1995), findings have further established that leadership experience is positively associated with job performance. A new leader can be a better leader if he becomes aware of his strengths and shortcomings and if top management intelligently coaches him. The question that the research aims to address is based on the relationship between work experience and the displayed self-perception leadership style.

2.18 ACADEMIC QUALIFICATION

According to Kathawala (2001), the banking sector in New York City was the first to make real commitment to MBA recruiting. He found that the most successful leaders were those in the MBA programs.

Conversely, Solomon (1994) believes that academic management education has been criticized for not producing leaders that the industry so desperately needs.

From the South African perspective, there is still a growing need for organizations to play a significant role in leadership development. South Africa however is moving in the right direction as the larger organizations are aligning with educational institutions to bridge the gap between the two.

According to Menkes (2007), academic qualification is believed to be the most important component for long-term leadership effectiveness however Vasudevan (2007) believes that a leader's commitment to workforce and market-force can be taken as an indicator of superior leadership. It is evident that much emphasis is placed on task and people orientated leadership thereby impacting on the leadership style. Leaders in SA are perceived to show a direct but team orientated and participative style leadership, Singh et al (2000). SA leaders place high emphasis on performance. They tend to be perceived as being sensitive to followers needs and are expected to reflect followers' ideas, satisfy their requirements and be respectful and understanding. They are seen as being quite participative and humane. SA leaders are perceived to be decisive and good negotiators.

They are expected to be pragmatic and creative by utilizing interpersonal skills and earned academic knowledge. SA leaders are perceived to show integrity in their leadership. The research dissertation aims to explore the dominant self-perception leadership displayed by leaders with a university degree.

2.19 LEADERSHIP TRAINING

Leadership training is of paramount importance to those who aspire to be good leaders and stand tall among others. Leadership training improves communication skills and other qualities that are keys to becoming a successful and confident leader. Effective leadership training also entails helping individuals form an enterprising and immensely focused group. The leadership qualities assist an individual in making sure that members of the group function jointly in an efficient and constructive manner. Leadership training helps a leader to have a sense of optimism in the group to which he belongs. The group members are guided by the leadership virtues of the key man. Leadership training generates the motivation that is otherwise lacking in individuals with potential leadership skill. It helps an individual in formulating a dependable, tough and admirable foresight of the future. This will make the persons associated with him regard him with deference and have faith in his capability. This would ensure that they would be eager to actively pursue the guidance provided by their leader. Leadership training helps one to convey his goals effectively to others so that they are reasonably influenced. Leadership training helps be a composed and self-assured guide, and also instills in him the confidence to inspire trust in other persons. (Internet 10)

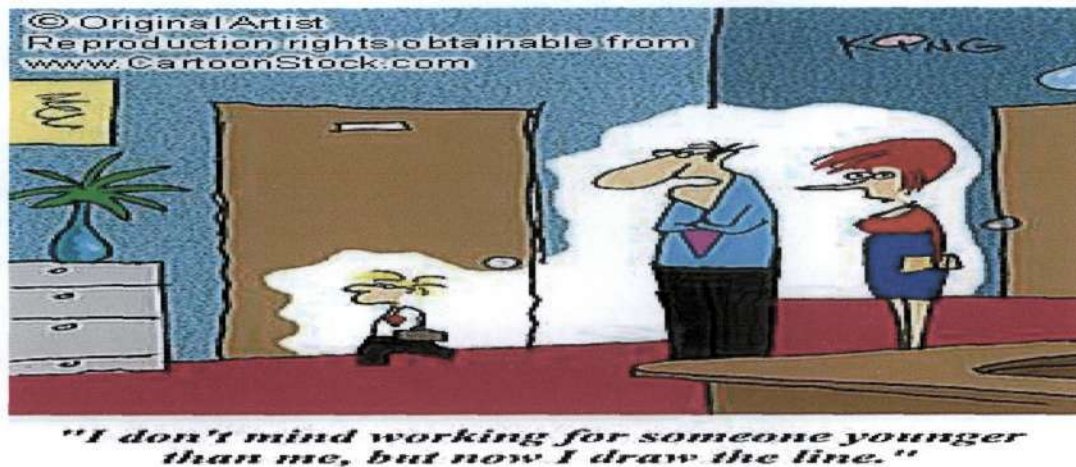
According to Corsini (1994), leadership is a social influence process that creates shared norms and values and provides groups with a collective purpose and directs group efforts towards the realization of common goals. The importance of leadership training in modern global economy is widely recognized yet a recent survey by Corsini (1994) indicates that nearly half of fortune 1000 companies regard their leadership capacities as fair to poor. As a result leadership training and development for managers is a booming enterprise.

Surveys by Walter (1996) indicate that forward-looking companies are increasingly linking leadership training with strategic business needs. He further states that leadership training programs have been demonstrated to improve leadership effectiveness. Executives from a variety of firms agree that there is wide spread need of self- awareness of leadership styles.

The research aims to radiate a relationship or commonality between people who attended leadership training against their self-perception leadership style.

2.20 THE AGE FACTOR

The comic strip below is indicative of the reality of leaders being younger as opposed to previous decades.



As per Lascaris (2005), the current shape of corporate structuring in South Africa indicates that the older workforces are hugely under-valued. This, according to Hofmeyr (1998) is a result of apartheid. In the apartheid days, leadership styles were often seen as rigid, bureaucratic, directive and task-oriented, and sometimes decision making was over-centralized.

The value of the older work force is implicit every time a company commits to employment equity and skills transfer. These initiatives often rely on mentoring and

learning-through working driven by older staff members. The older people are often the first to be discarded when corporate 'efficiencies' are sought. There appears to be some confusion around the current corporate strategy. The emphasis falls on:

- ✚ Knowledge recruitment – bringing in the best and the brightest.
- ✚ Knowledge development – through training and education.
- ✚ Knowledge retention – this means not throwing old heads away.

What is evident is that the retention corner of the knowledge map is torn off. A key industrial age assumption was that the older an employee, the lower his contribution. It seems counter-intuitive to see the old and grey as a vibrant resource. That is however the net effect of technological and nutrition change.

Three significant shifts played a substantial role in change:

- Improved nutrition and better lifestyle choices. This creates a phenomenon where the older people remain healthy vigorous and intellectually nimble.
- Technological impact on the nature of work. Backbreaking toil is going out of style. In smart industries jobs are no longer physically demanding.
- Changes to job design and employment. E-mail, intra and internet, home PC's, cellular telephony and 24/7 work place create flexi jobs that the 9-5 norms of twenty years ago. In the world of job sharing, half-day working and three day weeks enable older workers to fill a huge need.

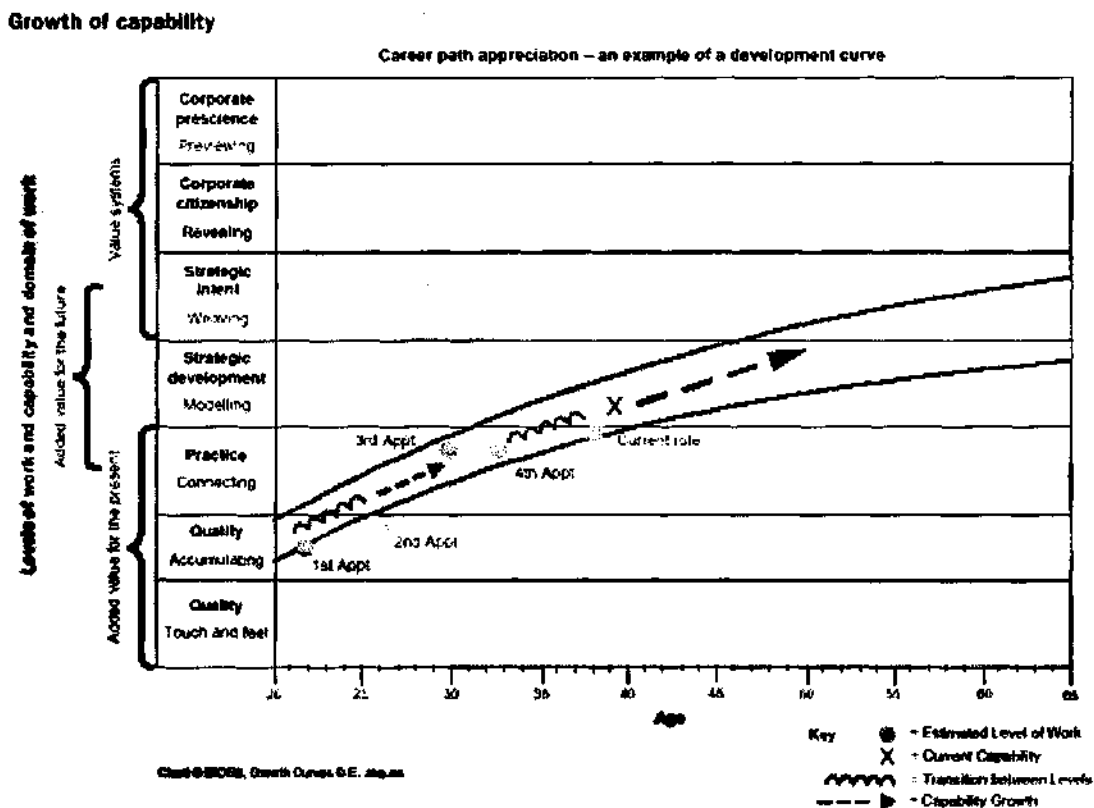
According to Rouibah, K. & Ould-ali, S. (2002), it is argued that young leaders are not serious about their jobs as previous generations. Many have no real interest of working hard. Oshagbemi (2004) concluded in his research of 400 leaders that older leaders display more participative leadership however both old and young leaders practice directive and delegative leadership at the same degree. According to Phillips (1998), summarily found older leaders to be better at planning and team building. Leaders under 35 years proved to be more effective when selling on an idea, acting quickly and taking risks.

As Viljoen (1987) points on the evolution of leadership styles in South Africa from autocratic to free reign, the research dissertation aims to explore the relationship between age and self- perception leadership styles.

2.20.1 The Growth of Capability

The controversial growth capability model illustrated in fig 2.5 explains that in order for one to reach decision making at a fourth level, one needs to gain a vast amount of experience. In essence, an older experienced leader, will exercise more precision in decision making.

Fig 2.5 Growth of Capability



The relationship in Fig 2.5 between capability and time (age) can help to explain a number of leadership scenarios. Some people will steadily grow in capability so as to be ready for decision-making at the fourth level of complexity of strategic development in the maturity

of their careers. Others will be comfortable at that level at a more precocious age, on their way to having capability at Level 5 or even higher. This model can, for example, help to explain to a very high-potential young manager that while the long-term prediction for his or her career path is very buoyant, there is currently a gap between their capability and their credibility that is almost guaranteed to give them some temporary frustration.

This model raises some challenging questions about the age of leaders and our policies on age in general. In Anglo-American business, over the past decade CEO's have been, on average, 10 years younger than in previous decades; they also remain in post for an average of half as long. The time frame is just over three years as opposed to seven. It might also be that senior business leaders have never had such low public trust and that it has never been more difficult to recruit effective chief executives.

Fig 2.6 The Concept of Flow

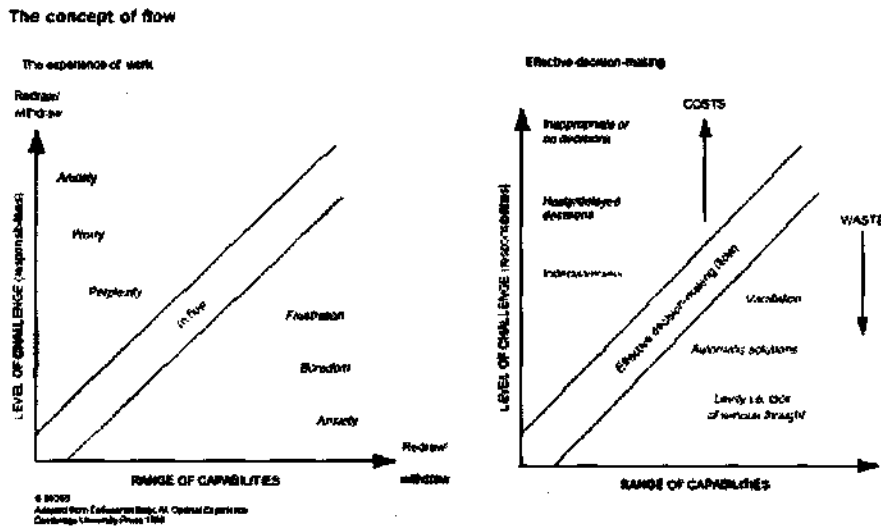


Fig 2.6 shows the concept of “flow” where the challenges faced feels like a good fit with the capability at the time. More critical to the organisation, however, is to have a senior leader appointed to a role well above his or her natural flow point. The impact on decision

making, on costs and wasted opportunities, on team morale (and not least on the personal health and happiness of the leaders concerned) can be very serious

It may be that age has been much more of a factor than recognised in the past, simply because many search and appointment policies are setting young age limit and have excluded most of the managers whose capability has grown to the requisite level for the job. Qiunones, Ford & Teachout (1995), states that today's young managers are weak in human relations. Young leaders tend to lack proper business orientation. Chapter five will either accept or reject the views presented on younger leaders.

2.21 PATH-GOAL THEORY

House and Mitchell (1998) state that the path-goal theory of leadership was developed to describe the way that leaders encourage and support their followers in achieving the goals they have been set by making the path that they should take clear and easy. In particular, leaders:

- Clarify the path so subordinates know which way to go.
- Remove roadblocks or any obstacles that prevent the task from being completed
- Increasing the rewards along the route.

Leaders can take a strong or limited approach in these. In clarifying the path, they may be directive or give vague hints. In removing roadblocks, they may scour the path or help the follower move the bigger blocks. In increasing rewards, they may give occasional encouragement or pave the way with gold. This variation in approach will depend on the situation, including the follower's capability and motivation, as well as the difficulty of the job and other contextual factors.

Although these approaches can be effective, it clearly emphasises the concept of hierarchy within an organization.

2.22 SELF AWARENESS

According to Brooks & Goldstein (2003), self-awareness means having a deep understanding of one's emotions as well as one's strengths and limitations and one's values and motives. Many authors have written about how awareness of emotions is critical to leadership success. There are, however, two further, crucial elements. One is related to the awareness of the psychological "weight" of work, which is generated by not knowing the outcome. The other relates to the awareness that there are a number of life journeys that are being made simultaneously. An awareness of these is crucial to having a sense of balance.

It is the exercise of discretion and judgement that gives psychological weight to work. The discretionary aspects are personal and consist of judgements made about priorities, pace of work and the pursuit of one alternative rather than another. The exercise of discretion is characterised by doing things without being certain that they are the right or appropriate things to be done at that moment. In work, a manager must tolerate anxiety and uncertainty about the future outcome of the present commitment of personal and material resources. This is the aspect that gives work its "weight" in a psychological sense.

Leaders need to be in tune with the psychological weight of work and be aware of the level of unease that "not knowing" generates. Unease can soon slip into worry and anxiety and leaders need to be aware of an increase in their emotional state.

Leaders need to be able to reflect on how they feel about change. Strategic leaders acknowledge that uncertainty is part of their world. It is not just tolerated or minimised but accepted and welcomed as a resource. They need to be able to develop a relationship with uncertainty where there is a clear awareness of the level of concern but not such that it impedes decision making either through analysis paralysis or over-hasty action designed to reduce tension.

Some common traits have been observed among leaders of the highest capability, those whose relationship with uncertainty and complexity has been exceptional. Their self-awareness frequently includes an increasing sense of what they do not know, of what their

experience does not teach them, of how much they still have to learn and, without any false modesty, how little they have yet achieved. The final sections of Winston Churchill's and Mandela's autobiographies are entirely focused on the future, on how much there is still to be done.

Sir John Harvey-Jones, as CEO of ICI, took the company from a £200m loss to £1bn profit in five years in the 1980s, following this with extensive contributions to broadcasting and presentations. But in a recent interview at age 78 he said: "I don't think I have really achieved very much... you look around and there are so many things that need doing. I would still like to make a difference".

Gerstner, the turnaround king of IBM, when asked of his retirement plans, said: "I'm going back to school. Not to get a degree but to read and to enjoy the process of learning." And the final pages in the diary of Leonardo Da Vinci: "Was there anything ever done?" It is clear that learning is a continuous and lifelong process.

According to Connor, R. & Mackenzie-Smith, P. (2003), leadership often places huge demands on the shoulders of a person. A helpful framework for understanding how this weight can best be carried has been developed which states that each of us is on four journeys through our lives:

- The underlying journey. The journey of the self and in particular the growth in capability
- The public journey in the world of work. This where our capability is expressed
- The private journey that is shared with family and friends and community in which we are close to others' journeys
- The personal journey through which we do or do not care for ourselves and weave together the other journeys

Connor, R. & Mackenzie-Smith, P. (2003) also goes on to say that being a leader throws a spotlight on the public journey. Leaders need to be particularly aware of each journey and the work of keeping them in balance. It is important for companies to differentiate themselves in the market, so that the right people want to work for them, develop a clear employer brand, attract key talent to a small business and avoid recruitment mistakes. Leadership is a two way process that when well managed, can strategically attain the goals of the organization.

2.23 CONCLUSION

Having outlined the core and peripheral areas of the research, the author seeks to amplify the research methodology in the preceding chapter.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

Careful planning and consideration is given to the structural outline of the research methodology. As previously mentioned, the initial core of the research is aimed to establish if there is a significant difference in self-perception leadership styles between leaders with a university degree and those without. It was further established that from the selected sample, the researcher could explore other demographic variables such as age; work and leadership experience; leadership training; and scores derived from the Blake and Mouton (1985) management grid against self-perception leadership styles.

The study offers value by providing a sound background and will offer credible recommendations to organisations in Durban in terms of practices and characteristics associated with perceived recruitment success. The research can provide useful information for organisations seeking to improve their hiring process. It is hoped that this study will provide clear strategic options that will delineate the way forward for organisations by recruiting the right leaders in conjunction with the organisations evolutionary phase and the team's level of maturity.

The definition of leaders is limited to those in middle to upper management level only. In essence the following variables will be investigated against the exhibited self-perception leadership styles.

- Individuals with university degrees vs individuals with no university degrees
- Longer leadership experience vs less leadership experience
- Leadership training vs no leadership training
- Young leaders vs old leaders

- Individuals that score high on Blake and Mouton (1985) management grid and those that score low on the management grid against self-perception leadership styles.

Having identified the importance and reason for this research and having also described the literature review Chapter 2, the focus is now to outline the methodology used to address the problem statement at hand.

3.2 PROBLEM STATEMENT

“Large corporate organizations in Durban are hiring younger, less experienced and highly qualified individuals to lead at the top end of the company”. (Lascaris, R. 2005). “Academic qualification is believed to be the most important component for long-term effective leadership”. (Menkes, 2007). Various concerns are raised with regard to the variables mentioned, using academic qualification as the central focus against three specific leadership styles, in terms of the organization reaching its optimum success.

3.3 OBJECTIVES

3.3.1 To identify self-perception leadership style exhibited by using questionnaires to assess the overall differences against the following variables:

- A) Academic qualifications
- B) Leadership experience
- C) Leadership training
- D) Age

The research is limited to three leadership styles i.e. democratic, autocratic and free reign as well as the specific hypotheses generated. The researcher aimed to explore the criteria listed above, as it became a subject of common discussion in the corporate environment when managerial positions were advertised. Academic qualification is the central focus of the research upon which the other variables lie.

3.3.2 To establish if a trend in self-perception leadership style exists based on respondents who score high on Blake and Mouton (1985) management grid and those that score low on the management grid against self-perception leadership styles.

3.3.3 Analyze the results.

3.3.4 Make recommendations towards improving human resource recruitment and management strategies.

3.4 SAMPLE SIZE AND SAMPLING TECHNIQUE

The intention of the research is to cover the targeted population as stipulated below using the variable of academic qualification as the base. The groups of students between degree and non-degree will be chosen. It needs to be stated that the reason the researcher will categorize respondents into both degree and non-degree is to ensure that the study has a large enough sample size from both these groups. This is deemed important to enable the researcher to test hypothesis one which is the initial core of the research.

Academic Population

The academic population consists of first and second year MBA students of University of KZN. The population for size for 2006 as per Wendy Clark administrator at the graduate school is as follows:

MBA Level one – 48 students

MBA Level two – 75 students

Total 125

To ascertain which of those students had university degrees was not possible due to confidentiality of information. During the time of the questionnaire being handed out, the students were being bombarded by other questionnaires. They also suffered time constraints of assignments and examination therefore displayed reluctance to answer the questionnaire. The researcher attempted to glean a sample of larger than 70 respondents to satisfy MBA requirements and standards. From the sample, the researcher will have

enough respondents to investigate the other demographic variables that include academic qualification, age, leadership training, and scores on Blake and Mouton (1985) management grid against self-perception leadership styles.

Taking the above efforts into account the researcher ended up with the below mentioned breakdown which is assumed to be as representative as possible of the population bearing in mind that not all students were regarded as leaders as they were not in middle to upper management level and not all postgraduates had a university degree and not everyone was willing to participate in the research. The researcher distributed questionnaires during the compulsory courses of MBA second and third year and ended up with the following breakdown.

The sample extracted for the academic population (with university degree) are as follows:

MBA Level one – 18 students

MBA Level two – 20 students

Total 38

The sample extracted for the non-academic population (without university degree) are as follows:

MBA Level one - 15

MBA Level two - 5

Snowballing – 14 (sourced from business associates of the researcher who passed on to other work colleagues).

Total 34

In order to increase and improve the sample size, the researcher also sourced non-academic respondents from the university. The balance of non-academic respondents was sourced using the snowballing method. In total 20 non-academics were sourced from UKZN and 14 using the snowballing method. The number of non-academic respondents received in total is 34. Although the researcher used non-probability sampling techniques (which was

necessary due to both time and budget constraints and practical limitations), it is assumed that the sample constituted a representative portion of the population.

3.5 DELIMITATIONS

This study will be delimited to those students who attend the lecture on that particular evening when the questionnaires are distributed. It excludes those that are studying distance learning. The questionnaire was only applicable to students in middle to upper management level.

Many people with non-academic qualification sit high up the corporate ladder as a result of vast work experience. Not many are willing to admit that they are not academically qualified.

3.6 ASSUMPTIONS

We need to assume that the measuring instrument is valid, the interviewer is well trained, and that the respondents respond truthfully.

3.7 THE RESEARCH DESIGN AND METHODOLOGY

This form of Research Design includes primary data that is mostly quantitative in the form of a cross sectional analytical intercept survey. This research prefers to use the quantitative approach, as it is more structured, controlled and easier to analyze. Choosing as large a sample as practically feasible will ensure external validity.

It will include an introductory section, a demographic section consisting mostly of categorical variables, and a main body. All questions will be worded using the correct methodologies as outlined below:

Questions will be worded avoiding the common problems namely:

- a) The questions will not be leading.
- b) The questions will be clear and simple and understandable
- c) The questionnaire will not be long especially as this is an intercept survey.
- d) The questions will only ask one thing at a time.
- e) The questions will not be vague

Most questions will be measured using the Likert scale although a few nominal and ordinal scales will also be used especially in the demographic section. The questionnaire will also be designed in line with available literature and qualitative input from experts.

The data, therefore will mostly be primary data and the authenticity of such data will be assured through using a well trained interviewer and also by obtaining “by in” from the respondents by enforcing the point that honest answers may benefit the research into leadership in the long run. Dr Abdul Gani (supervisor) approved the questionnaire for face validity. Pre-testing was conducted to survey a small sample of the respondents to test for reliability. The researcher was able to compare answers respondents gave in one pre-test with answers in another pre-test. In this way the researcher was able to access reliability as well as validity. According to Weisberg et al (1989) researchers can access reliability as well as validity by comparing answers of two pre-tests.

3.8 THE QUESTIONNAIRE

The questionnaire consists of two sections namely the demographic section that constitutes variables measured on a dichotomous scale, nominal and interval scale and section B, the main body section in which all variables are measured on an ordinal scale using a Likert scale-measuring tool. It should also be mentioned that certain authors for the purposes of applied research do view the Likert scale somewhat flexibly and use it in an interval scale context as is discussed below.

This is an extract from the help facility in SPSS version 13, which states:

“You can specify the level of measurement as scale (numeric data on an interval or ratio scale), ordinal, or nominal. Nominal and ordinal data can be either string (alphanumeric) or numeric. Measurement specification is relevant only for:

You can select one of three measurement levels:

Scale - Data values are numeric values on an interval or ratio scale--for example, age or income. Scale variables must be numeric.

Ordinal - Data values represent categories with some intrinsic order (for example, low, medium, high; strongly agree, agree, disagree, strongly disagree). Ordinal variables can be either string (alphanumeric) or numeric values that represent distinct categories (for example, 1 = low, 2 = medium, 3 = high). (SPSS version 13)

Note: For ordinal string variables, the alphabetic order of string values is assumed to reflect the true order of the categories. For example, for a string variable with the values of low, medium, high, the order of the categories is interpreted as high, low, medium which is not the correct order. In general, it is more reliable to use numeric codes to represent ordinal data.

Nominal - Data values represent categories with no intrinsic order--for example, job category or company division. Nominal variables can be either string (alphanumeric) or numeric values that represent distinct categories--for example, 1 = Male, 2 = Female.” (SPSS version 13)

From the above extract the Likert scale structure per item as represented in this study is clearly ordinal.

Interval – Wegner T, (2003). Interval scaled data is associated with quantitative random variables, differences can be measured between values of a quantitative random variable. Thus the interval scale data possesses both order (implied ranking) and distance properties. Interval data, however does not possess an absolute origin. Therefore the ratio of values

cannot be meaningfully compared for interval scale data. Only absolute differences make sense when interval data had been collected.”

According to Myers-Daub (2003), a Likert and interval measurement center was considered to be one of the longest standing debates in behavior science methodology.

Based on the same premise, the questionnaire consisted of some Likert-type formatted questions which were arranged on a five point scale ranging from almost always true to almost never true where a score of one represented almost never true, a score of 2 represented seldom true, a score of 3 represented occasionally true, a score of 4 represented frequently true and a score of 5 represented almost always true. There were no open-ended questions.

The questions are discussed below.

Question One

This is a decisive question. Upon reading question one the respondent will know whether to complete the entire questionnaire or not. Note that the questionnaire is limited to those in upper to middle management level.

Question Two

Age plays a vital role in the research, as the purpose is to establish if different age groups display different self-perception leadership styles.

Three and Four and Five

These demographics give greater insight into the category of the respondent.

Question Six

It links up to one of the main criteria to be investigated. In essence, if one has a university degree does the self-perception leadership style differ from those leaders with no university degree? This question merely subjects stereotyped thought to scrutiny.

Question Seven

Respondents are requested to state if they received their degree from University of Kwa-Zulu Natal. The university at this stage is placed in the spotlight.

Question Eight

Is related to work experience and aimed to identify if a commonality exists between self-perception leadership styles and different levels of work experience.

Question Nine

This gives an insight into the nature of the company and organization type. It give a clear understanding of the evolutionary phase of the organization, bearing in mind that an organization can operate one of four evolutionary phrases i.e. entrepreneurial business, traditional process driven company, customer centric organization or innovation led business. Innovation led businesses are usually listed on the JSE.

Question ten

Leadership experience differs from work experience. The intention is to compare respondents with longer leadership experience with recent leaders to test is any similarities exist in terms of self-perception leadership style.

Question Eleven

This question indicates industry type.

Question Twelve

This question gives a general idea of the perception of respondents towards those leaders with a university degree in terms of leadership style.

Question Thirteen

This gives an insight into leadership training, which is expressed in the hypotheses.

Question Fourteen and Fifteen

These plot a score on the Blake and Mouton Managerial Grid. “Concern for people” is plotted using the vertical axis and “concern for task” along the horizontal axis. Both have a range from 0 to 9. A team leader displays the highest score on the variables. These questions were not the focal point of the research however; the researcher believed that it was interesting and provides a fertile area for further research.

Question Sixteen to Forty Five

Clark (2005) devised these questions to test self-perception leadership styles. It is used to identify the leadership style one normally operates out of. Referring to table 3.1 below, the score of each item from eleven to forty will be marked. If the respondent circled 3 (occasionally) for question 11, then 3 will be entered next to question 11. Once all the scores are entered, each column will be totaled. The highest of the three scores indicates what style of leadership one would normally use. The lowest of the three scores is an indicator of the style that one would least use. If the two scores are close to the same, it could be an indicator of an individual going through a transition phase, either personally or at work. If there is a small difference between the three scores, then this indicates that there is no clear perception of the mode of leadership. In this case the individual could be a new leader and trying to feel out the correct style.

Table 3.1 Self-Perception Leadership Styles – Calculation Grid

ITEM	SCORE	ITEM	SCORE	ITEM	SCORE
16		17		18	
19		20		21	
22		23		24	
25		26		27	
28		29		30	
31		32		33	
34		35		36	
37		38		39	
40		41		42	
43		44		45	
TOTAL		TOTAL		TOTAL	
AUTOCRATIC		DEMOCRATIC		FREE REIGN	
Authoritarian Style		Participative style		Delegative style	

Source: Internet 5

Normally, some of the best leaders operate out of participative / democratic mode and use the other two modes as needed.

The data therefore will all be primary data and the authenticity of such data will be assured through using a well trained interviewer and also obtaining “by in” from the respondents by highlighting the fact that truthful answers may benefit the respondents in the long run.

3.9 STATISTICAL ANALYSIS

The statistical analysis will include various descriptive statistics such as frequency tables and the appropriate graphical illustrations such as bar and pie charts and histograms. Measures of central location such as arithmetic means and various measures of dispersion such as range, minimum and maximum values and standard deviations will also be calculated and applied where appropriate.

Inferential statistics using a 5% significance level (Type I error) will be conducted. The Kolomogorov Smirnov tests for normality will be run throughout the study and the appropriate parametric or non-parametric testing procedures applied. In all cases in Chapter 4 parametric tests such as ANOVA and the paired and independent T- Tests are run. Pearson’s product moment correlation coefficient is also applied throughout the study.

The use of the One-Sample Kolmogorov-Smirnov Test procedure is recommended in SPSS version 13 under the help facility which states that the “One-Sample Kolmogorov-Smirnov Test procedure compares the observed cumulative distribution function for a variable with a specified theoretical distribution, which may be normal, uniform, Poisson, or exponential. The Kolmogorov-Smirnov Z is computed from the largest difference (in absolute value) between the observed and theoretical cumulative distribution functions. This goodness-of-fit test tests whether the observations could reasonably have come from the specified distribution.

Many parametric tests require normally distributed variables. The one-sample Kolmogorov-Smirnov test can be used to test that a variable, say income, is normally distributed.”

All statistical analysis will be conducted using the SPSS (version 13) software. Appropriate inferential testing techniques are used.

The various Statistical Techniques described are elaborated on below:

3.9.1 “KOLOMOGOROV SMIRNOV TEST” (SPSS version 13 help section)

H₁ : The random variable under observation follows a normal distribution.

H₀ : The random variable under observation does not follow a normal distribution.

$\alpha = 0.05$

Note: α = probability of rejecting H₀ when is true (Type I: error)

The test is two tailed.

The Kolmogorov-Smirnov Test procedure compares the observed cumulative distribution function for a variable with a specified theoretical distribution, in this case normal. The Kolmogorov-Smirnov Z is computed from the largest difference (in absolute value) between the observed and theoretical cumulative distribution functions. This goodness-of-fit test tests whether the observations could reasonably have come from the specified distribution. Studies conducted by Hensy (2006) used the Kolomogorov Smirnov test to establish normality of a distribution.

The tabulated value is derived from the Tables.

Note: The p – value = The probability of H₀ being true.

If the p-value is $< \alpha = 0.05$ we reject H₀

3.9.2 “ANOVA”

Lind, Marchal and Wathen (2005), stated, “The Anova Test is used to test if all three population means per dimension are significantly different”.

The generic methodology for this procedure is highlighted below.

H_1 : At least one of the population means is unequal.

H_0 : All three population means are equal.

$\alpha = 0.05$

Note: α = probability of rejecting H_0 when is true (Type I: error)

The test is two tailed.

The test statistic is:

$$F \text{ Test Statistic} = \frac{\text{Sum of Squares (Treatments) / Degrees of Freedom for treatments}}{\text{Sum of Squares (Error) / Degrees of Freedom for Error}}$$

The tabulated value from F Tables is derived.

Note: The p – value = the probability of H_0 being true.

If the p-value is $< \alpha = 0.05$ we reject H_0 ”

3.9.3 “INDEPENDENT T - TEST”

According to Wegner (2005) the Independent T-Test is used to test if one population mean is significantly different from another.

The generic methodology for this procedure is highlighted below.

$$\begin{aligned} H_0 & : \mu_k = \mu_l \\ H_1 & : \mu_k \neq \mu_l \end{aligned}$$

$$\alpha = 0.05$$

Note: α = probability of rejecting H_0 when is true (Type 1: error)

The test is two tailed.

The test statistic is:

$$\text{T Test Statistic} = \frac{x_1 - x_2 - 0}{\sqrt{s_1^2/n_1 + s_2^2/n_2}}$$

The tabulated value is derived from T Tables.

Note: The p – value = the probability of H_0 being true.

If the p-value is $< \alpha = 0.05$ we reject H_0

3.9.4 “PAIRED T - TEST”

According to Wegner (2005), the paired T test is used to compare means on the same or related subject over time or in differing circumstances.

$$\begin{aligned} H_0 & : \mu_1 = \mu_2 \\ H_1 & : \mu_1 \neq \mu_2 \end{aligned}$$

$$\alpha = 0.05$$

Note: α = probability of rejecting H_0 when is true (Type 1: error)

The test is two tailed.

The test statistic is:

$$\text{T Test Statistic} = \frac{\sqrt{(n-1)}\Sigma d}{\sqrt{n\Sigma d^2 - (\Sigma d)^2}}$$

Where d = the difference between the 2 columns.

And n = the number of pairs.

The tabulated value is derived from T Tables.

Note: The p – value = The probability of H₀ being true.

If the p-value is < α = 0.05 we reject H₀

3.9.5 TUKEY TEST

The Tukey test uses the studentised range statistic to make all of the pairwise comparisons between groups. This sets the experiment wise error rate at the error rate for the collection for all pairwise comparisons. (SPSS version 13)

3.9.6 “PEARSON’S PRODUCT MOMENT CORRELATION TEST”

This test calculates the significance of relationship between two sets of continuous variables. It calculates both the correlation coefficient and performs a hypothesis test to see if the correlation coefficient is significantly different from zero (i.e.: that there is no relationship). Lind, Marchal and Wathen (2005).

The Pearson Product Moment Correlation Coefficient is the most widely used measure of correlation or association. It is named after Karl Pearson who developed the correlation method to do agricultural research. The product moment part of the name comes from the

way in which it is calculated, by summing up the products of the deviations of the scores from the mean.

The symbol for the correlation coefficient is lower case r , and it is described in as the sum of the product of the Z -scores for the two variables divided by the number of scores.

$$r = \frac{\sum z_X z_Y}{N}$$

If we substitute the formulas for the Z -scores into this formula we get the following formula for the Pearson Product Moment Correlation Coefficient, which we will use as a definitional formula.

$$r = \frac{\sum (X - \mu_X)(Y - \mu_Y)}{N \sigma_X \sigma_Y}$$

The numerator of this formula says that we sum up the products of the deviations of a subject's X score from the mean of the X s and the deviation of the subject's Y score from the mean of the Y s. This summation of the product of the deviation scores is divided by the number of subjects times the standard deviation of the X variable times the standard deviation of the Y variable.

RESULTS OF STATISTICAL ANALYSIS

4.1 INTRODUCTION

Having outlined the literature review and the methodology in chapters 2 and 3 respectively this chapter presents the quantitative findings of the study. These statistical results use a combination of both descriptive and inferential statistics that are outlined in chronological sequence to the various hypotheses under investigation using well-illustrated graphics and informative Tables. This chapter attempts to portray the findings in a very easy to read fashion which allows for simple interpretation of the overall results in chapter 5.

4.2 DATA COLLECTION

4.2.1 Sample Size and Sampling Technique

As stipulated in chapter three, the research plan was aimed to study the population of MBA level one and two students from the University of Kwa-Zulu Natal however due to the fact that many students were busy with assignments and exams, not many were prepared to fill out the questionnaire. A total of 72 respondents were chosen, and these were based on a form of quota and convenience (respondents who were prepared to fill in the questionnaire) sampling in which the researcher attempted to get approximately 50% of respondents within each group. The final sample size arrived at was 38 respondents with a degree and 34 respondents without a degree. Although the above techniques applied non-probability sampling techniques and ideally would have liked to have used a more scientific approach, namely a probability sampling technique, free from bias, however due to the nature of the project the researcher was limited by both time and budget.

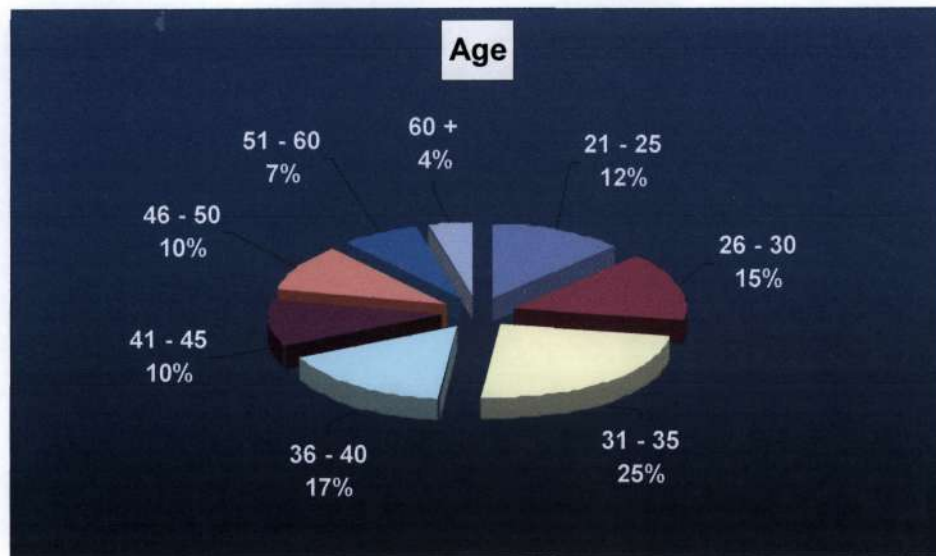
The researcher used the sample to be representative of the population group and drew inferences accordingly.

4.3 STATEMENT OF RESULTS

The statement of results follows:

Various descriptive demographic statistics are described that make up the sample group. This data is summarized at the end of the graphics displayed below. The Statistical Analysis is broken up into two sections namely the descriptive statistics followed up by the inferential statistics. The descriptive statistics for the demographics are illustrated below in graphic form. The percentages reflected in the graphs below are percentages of those that answered the question and exclude the missing values.

Figure 4.1 Sample Segmentation by Age

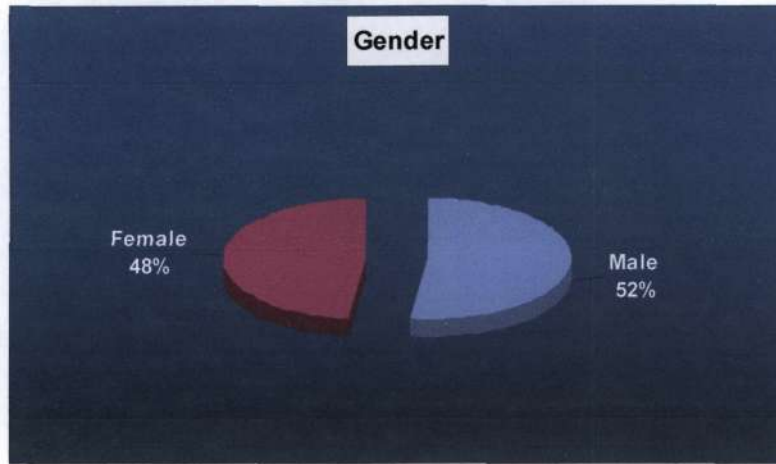


Statistics for Pie Chart above: 21 – 25 = 9, 26 – 30 = 11, 31 – 35 = 17, 36 – 40 = 12, 41 – 45 = 7, 46 – 50 = 7, 56 – 60 = 5 and 60 + =4
Total 72

Table 4.1 Cross Tabulation of Frequencies of Age by Degree/Non Degree

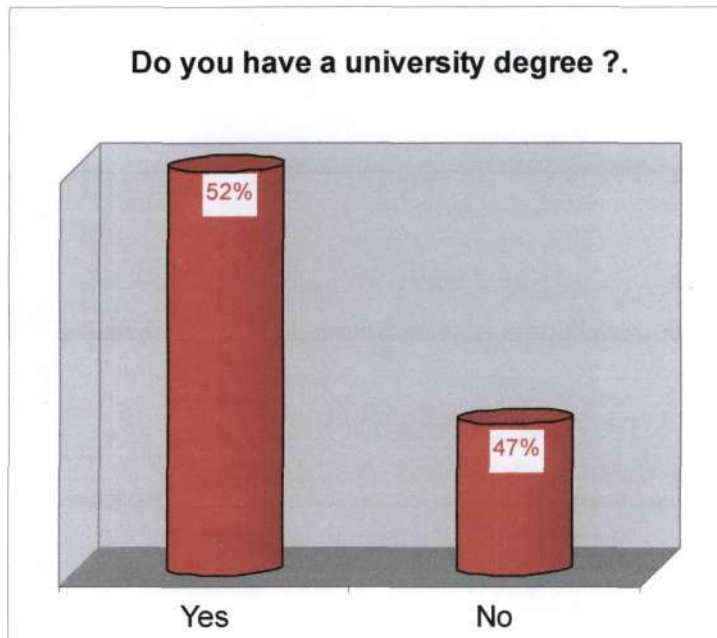
		Age								Total
		21 - 25	26 - 30	31 - 35	36 - 40	41 - 45	45 - 50	56 - 60	60 +	
Do you have a varsity degree ?	Yes	5	6	11	9	4	2	0	0	37
	No	3	5	6	3	3	5	5	3	33
Total		8	11	17	12	7	7	5	3	70

Figure 4.2 Sample Segmentation by Gender



Statistics for Pie Chart above: Male = 37 and Female =35.

Figure 4.3 Sample Segmentation by “Do you have a University degree?”



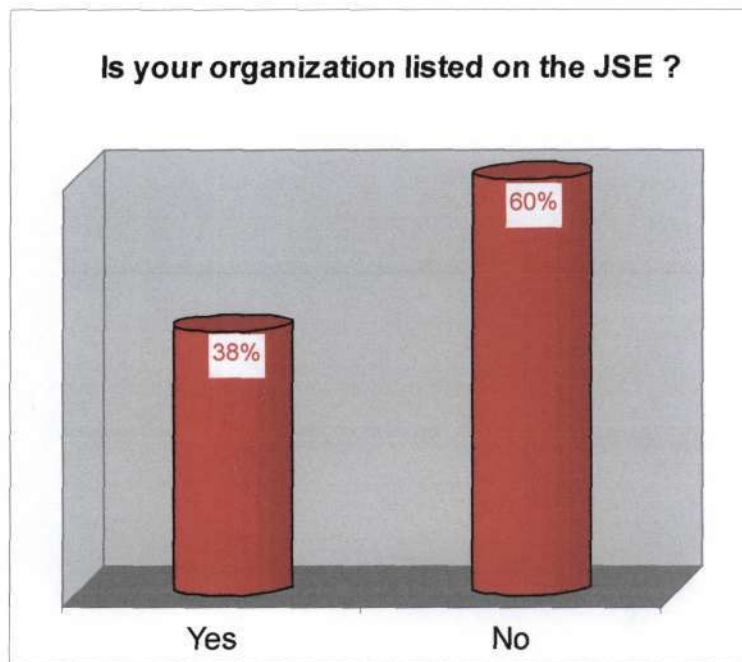
Statistics for Bar Chart above: Yes = 38 and No = 34.

Figure 4.4 Sample Segmentation by “How many years have you worked in your present company?”



Statistics for Pie Chart above: 0 – 5 = 35, 6 – 10 = 17 and 10 + =20

Figure 4.5 Sample Segmentation by “Is your company listed on the JSE?”



Statistics for Bar Chart above: Yes = 28 and No = 44.

Figure 4.6 Sample Segmentation by “How many years have you had leadership experience?”

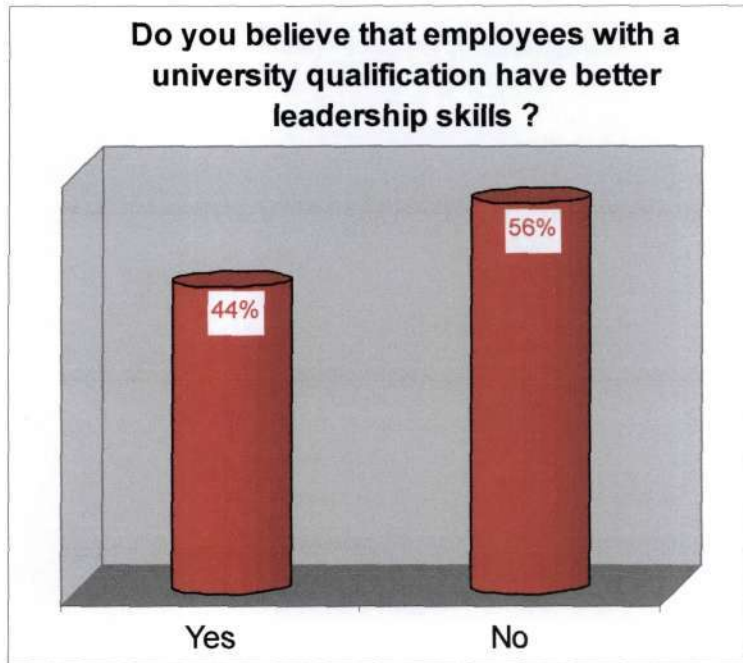


Statistics for Pie Chart above: 0 – 5 = 43, 6 – 10 = 15 and 10 + = 13

Table 4.2 Cross Tabulation of Frequencies of “leadership experience?” by Degree/Non Degree

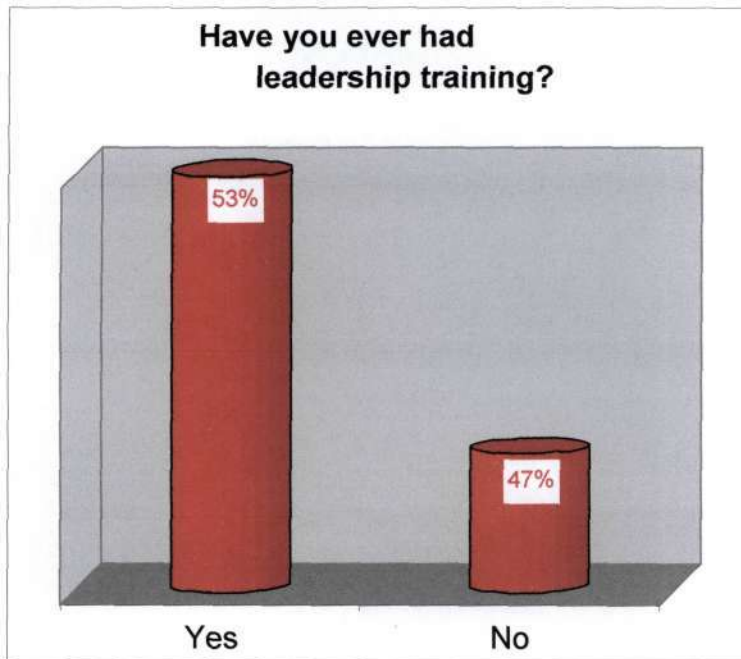
Count		How many years have you had leadership experience (Grouped) ?			Total
		0 - 5	6 - 10	10 +	
Do you have a university degree ?	Yes	26	9	3	38
	No	16	6	10	32
Total		42	15	13	70

Figure 4.7 Sample Segmentation by, “Do you believe that employees with a University qualification display better leadership skills?”



Statistics for Bar Chart above: Yes = 31 and No = 41
Total 72

Figure 4.8 Sample Segmentation by, “Have you had leadership training?”

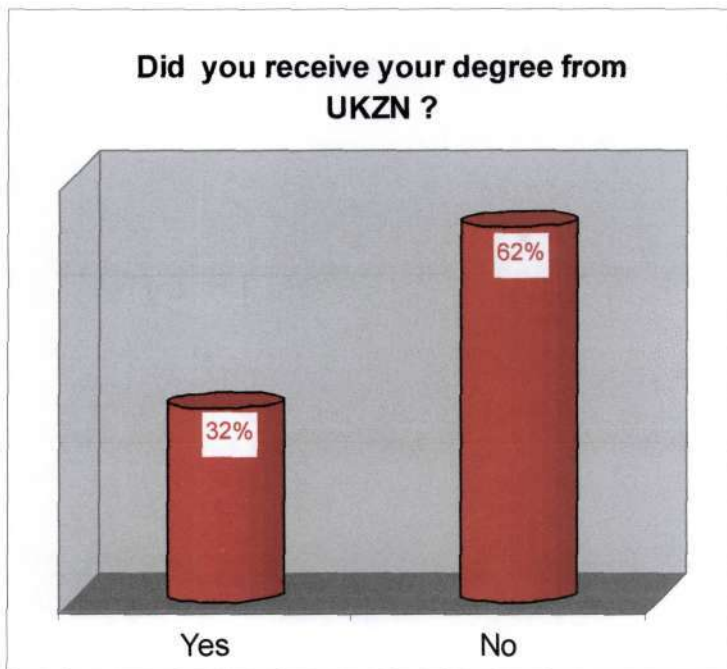


Statistics for Bar Chart above: Yes = 38 and No = 34. Total 72

Table 4.3 Cross Tabulation of Frequencies of “leadership training?” by Degree/Non Degree

Count		Have you ever had previous leadership training ?		Total
		Yes	No	
Do you have a university degree ?	Yes	22	16	38
	No	17	17	34
Total		39	33	72

Figure 4.9 Sample Segmentation by “Did you receive your degree from UKZN?”



Statistics for Bar Chart above: Yes = 23 and No = 45.

Table 4.4 Descriptive Statistics on years worked at your present company, years of leadership experience and Blake's statistics.

	N	Minimum	Maximum	Mean	Std. Deviation
How many years have you worked in your present company ?	72	1	30	7.96	6.501
How many years have you had leadership experience ?	72	0	28	6.51	5.531
How concerned are you about your sub-ordinates/ fellow workers ?	72	0	9	6.86	2.519
How much emphasis do you place on an actual task ?	72	2	9	7.87	1.550
Valid N (listwise)	68				

The information below summarizes the sample segmentation as presented in this survey (Note that all percentages in the above graphs were based on percentages of those respondents who responded to the particular question).

The sample consisted of 72 respondents was fairly split down the middle with regards to gender. The ages were also symmetrically distributed from 21 years of age upwards. It is noted by Table 4.4 that the majority of degreed respondents were below the age of 45 years whereas the non-degree respondents were symmetrically distributed across all ages. 52% of those surveyed had university degrees. The two variables in Table 4.1 and 4.2, namely "do you have a degree" and "have you ever had previous leadership training" reflect a trend of no association or dependency between variables. Almost 50% of the respondents worked for their present company for 0-5 years indicating a possible mobile workforce based on the age categories of the respondents. 40% of companies were listed and 60% not listed. Only 39% of the sample had more than 6 years of leadership experience and 53% of the respondents had had previous leadership training. Of those who had degrees 92% of them had leadership experience of 0-10 years and of those with no degrees only 69% of them had leadership experience of 0-10 years. This seems to indicate that respondents with degrees are thrust into leadership earlier on in their careers as opposed to non degree respondents. This information is supported by Table 4.3 56 % of the respondents did not believe that leaders with a university degree made better leaders. This was due to the

fact that as mentioned earlier approximately only 50% of respondents possessed university degrees. Finally the average time spent with ones present company was 7.94 years and the average leadership experience was 6.51 years indicating a low level of leadership experience in this sample group. The Blake's statistics of how concerned one is about ones fellow workers scored a score of 6.86 translating into a percentage score of 76.22 % ($6.86/9 * 100$) and how much emphasis one places on an actual task scoring at 7.87 also translating into a percentage score of 87.4% ($7.87/9 * 100$). This indicates a fairly positive result across both the statistics for concern for people and concern for task. Percentages are provided for easier relative comparison. Although it can be argued that the two questions are inadequate and do not capture the five dimensions of Blake and Mouton grid, it must be highlighted that the nature of the investigation was secondary. It provides fruitful latitude for further scientific research.

The study now shifts focus to investigating the statistical results within the main body of work. Initially the study addresses the overall leadership scores and analyzes those. Note that these leadership scores are derived, simply, by summing up the items that make up each leadership dimension. The results are illustrated below.

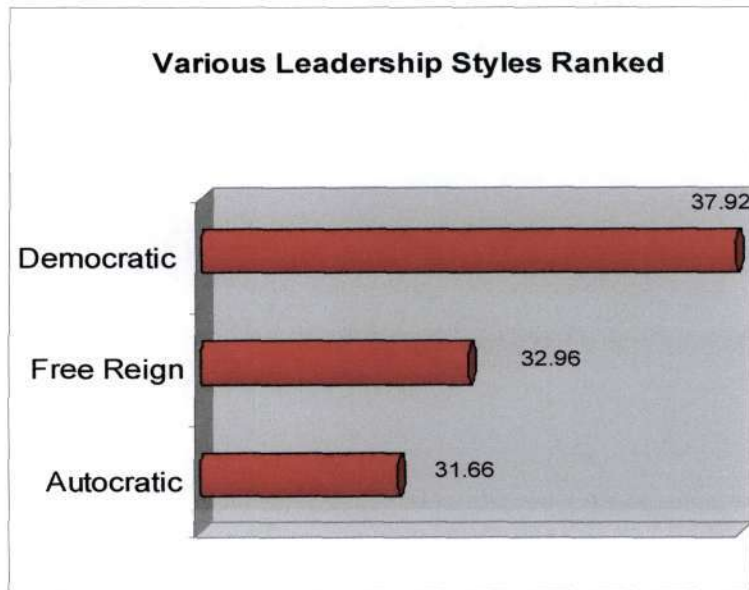
Table 4.5 Descriptive Statistics for the different self-perception leadership styles

	N	Minimum	Maximum	Mean	Std. Deviation
Democratic Leadership Style	71	17	50	37.92	8.585
Free Reign Leadership Style	69	15	50	32.96	8.876
Autocratic Leadership Style	68	14	50	31.66	8.581
Valid N (listwise)	64				

As one can see the democratic style sample mean score is the highest with the other self-perception leadership style mean scores being lower. The results from this table are illustrated in figure 4.10 below.

Figure 4.10

Various self-perception leadership styles ranked



The democratic form of leadership is by far the most popular in terms of self-perception amongst this sample group but whether these differences across means that it is significant or not is tested for below.

Table 4.6 Kolmogorov Smirnov Tests (Various self-perception leadership styles overall)

		Autocratic Leadership Style	Democratic Leadership Style	Free Reign Leadership Style
N		68	71	69
Normal Parameters	Mean	31.66	37.92	32.96
	Std. Deviation	8.581	8.585	8.876
Most Extreme Differences	Absolute	.098	.113	.066
	Positive	.098	.080	.055
	Negative	-.053	-.113	-.066
Kolmogorov-Smirnov Z		.810	.951	.546
Asymp. Sig. (2-tailed)		.528	.326	.926

The results of the Kolmogorov tests above all reflect p values above 0.05 (significance level). Therefore, there is not enough significant evidence to suggest possible non normality of the data across all metrics and as such the appropriate parametric tests are applied below.

Table 4.7 Anova Test on various self-perception leadership styles overall

Leadership					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1524.797	2	762.398	10.116	.000
Within Groups	15449.583	205	75.364		
Total	16974.380	207			

The p value of 0.000 is less than the cut off significance value of 0.05 (significance level). Therefore, there is sufficient evidence to suggest that all three population means from the above metrics are significantly different. As to where these differences occur is followed up by the multiple pairwise comparison Tukey Test, results of which are below in Table 4.5.

Table 4.8 Multiple Pairwise Tukey Test on overall self-perception leadership styles

Dependent Variable: Leadership
Tukey HSD

(I) category	(J) category	Mean Difference (I-J)	Std. Error	Sig.
Autocratic	Democratic	-6.25373	1.47301	.000
	Free Reign	-1.29476	1.48342	.658
Democratic	Autocratic	6.25373	1.47301	.000
	Free Reign	4.95897	1.46755	.002
Free Reign	Autocratic	1.29476	1.48342	.658
	Democratic	-4.95897	1.46755	.002

Table 4.9 Multiple Pairwise Tukey Test means on various self-perception Leadership Styles Overall

Tukey HSD^{a,b}

category	N	Subset for alpha = .05	
		1	2
Autocratic	68	31.6618	
Free Reign	69	32.9565	
Democratic	71		37.9155
Sig.		.655	1.000

a. Uses Harmonic Mean Sample Size = 69.311.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

The two significant differences in population means occur between the autocratic and

democratic leadership styles and across the democratic and free reign leadership styles since both p values are less than 0.05(significance level). Therefore the self perception democratic leadership style is significantly different in scores.

Although a two tailed test is used, the descriptive trend indicates that the democratic mean is higher than both the autocratic and free reign means.

The study now moves on to test the illustrated hypothesis.

The first hypothesis is that those with university degrees have a significantly higher self –perception democratic leadership style than those with no degrees.

Table 4.10 Descriptive statistics for those with degrees and not by self-perception Leadership Style.

Do you have a university degree ?		N	Mean	Std. Deviation	Std. Error Mean
Autocratic Leadership Style	Yes	36	30.39	7.388	1.231
	No	31	32.87	9.746	1.750
Democratic Leadership Style	Yes	36	39.81	7.906	1.318
	No	34	35.65	8.852	1.518
Free Reign Leadership Style	Yes	35	32.57	8.658	1.463
	No	33	33.00	9.114	1.587

The descriptive statistics above reflect different sample mean values across the democratic leadership style but whether these trends are significant is tested below using the appropriate parametric tests.

Table 4.11 Independent T Test for whether you have a degree or not across all self-perception Leadership Style.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Autocratic Leadership Style	Equal variances assumed	1.329	.253	-1.184	65	.241	-2.48	2.097	-6.670	1.705
	Equal variances not assumed			-1.160	55.409	.251	-2.48	2.140	-6.770	1.806
Democratic Leadership Style	Equal variances assumed	.335	.565	2.075	68	.042	4.16	2.004	.160	8.157
	Equal variances not assumed			2.069	66.087	.042	4.16	2.010	.145	8.172
Free Reign Leadership Style	Equal variances assumed	.017	.898	-.199	66	.843	-.43	2.155	-4.731	3.874
	Equal variances not assumed			-.199	65.198	.843	-.43	2.158	-4.739	3.882

Based on the above results the p value of 0.042 is less than 0.05, therefore within self perception democratic leadership style, there is significant evidence which suggest that those with a degree reflect a significantly different democratic leadership style than those that do not have a degree. Therefore the first hypothesis that states those with a degree exhibit a more democratic style of leadership is accepted. Respondents with a university degree displayed greater self-perception democratic leadership. Tennebaum (2005), states that democratic leadership is progressive in the leadership continuum. Horner (1997) suggests that academic management education is not producing leaders that the industry desperately needs however the research proves otherwise.

The second hypothesis in the study is that those with a higher level of leadership experience exhibit a more autocratic style of self-perception leadership. This is tested for below.

Table 4.12 Kolmogorov Smirnov Tests for self-perception Autocratic Leadership Style by number of years with Leadership Experience

How many years have you had leadership experience (Grouped) ?		Autocratic Leadership Style	
0 - 5	N		41
	Normal Parameters	Mean	31.10
		Std. Deviation	7.081
	Most Extreme Differences	Absolute	.106
		Positive	.106
		Negative	-.078
	Kolmogorov-Smirnov Z		.677
Asymp. Sig. (2-tailed)		.750	
6 - 10	N		13
	Normal Parameters	Mean	29.54
		Std. Deviation	8.048
	Most Extreme Differences	Absolute	.208
		Positive	.208
		Negative	-.098
	Kolmogorov-Smirnov Z		.751
Asymp. Sig. (2-tailed)		.625	
10 +	N		12
	Normal Parameters	Mean	38.33
		Std. Deviation	9.985
	Most Extreme Differences	Absolute	.167
		Positive	.121
		Negative	-.167
	Kolmogorov-Smirnov Z		.578
Asymp. Sig. (2-tailed)		.892	

The results of the Kolmogorov tests above all reflect p values above 0.05 (significance level). Therefore, there is not enough significant evidence to suggest possible non normality of the data across all metrics and as such the appropriate parametric tests are applied below.

Table 4.13 Descriptive Statistics for self-perception Autocratic Leadership Style by number of years with Leadership experience.

Autocratic Leadership Style			
	N	Mean	Std. Deviation
0 - 5	41	31.10	7.081
6 - 10	13	29.54	8.048
10 +	12	38.33	9.985
Total	66	32.11	8.295

The descriptive statistics above all reflect different sample mean values across the different levels of years of leadership experience by autocratic leadership style but whether any of these trends are significant are tested below using the appropriate parametric tests.

Table 4.14 Anova Test for self-perception Autocratic Leadership Style by number of years with Leadership experience.

Autocratic Leadership Style					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	592.750	2	296.375	4.813	.011
Within Groups	3879.507	63	61.579		
Total	4472.258	65			

The p value of 0.011 within the autocratic leadership style is less than the cut off significance value of 0.05 (significance level) therefore there is sufficient evidence to suggest that within the autocratic leadership style that all three population means within the three levels of leadership experience are significantly different. As to where this difference lies, is tested for below using multiple pairwise comparison Tukey Test.

The results of which are outlined below in tables 4.15 and table 4.16.

Table 4.15 Tukey Tests for 0 - 5 years leadership experience vrs 6 - 10 years and 10 + years leadership experience within the self-perception Autocratic Leadership Style. -

Dependent Variable: Autocratic Leadership Style
Tukey HSD

(I) How many years have you had leadership experience (Grouped) ?	(J) How many years have you had leadership experience (Grouped) ?	Mean Difference (I-J)	Std. Error	Sig.
0 - 5	6 - 10	1.559	2.498	.807
	10 +	-7.236	2.576	.018
6 - 10	0 - 5	-1.559	2.498	.807
	10 +	-8.795	3.141	.018
10 +	0 - 5	7.236	2.576	.018
	6 - 10	8.795	3.141	.018

Table 4.16 Tukey Test descriptive means for 0 - 5 years leadership experience vrs 6 - 10 years and 10 + years leadership experience within the self perception Autocratic Leadership Style

Tukey HSD ^{a,b}

How many years have you had leadership	N	Subset for alpha = .05	
		1	2
6 - 10	13	29.54	
0 - 5	41	31.10	
10 +	12		38.33
Sig.		.838	1.000

- a. Uses Harmonic Mean Sample Size = 16.247.
- b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

The second hypothesis that states those with a higher level of leadership experience exhibit a more autocratic style of leadership seems to be true. Based on the above results of Tables 4.12 through to Table 4.15 the population group with a leadership experience in excess of 10 years has a significantly different level of autocratic leadership style than those who fall into population groups with 0 - 5 years and 6 – 10 years experience. Although the study has used a 2 tailed test (the only option available in SPSS 13 for this type of test) the p values are extremely low in both cases. According to Qiuones, Ford & Teachout (1995), recent meta-analytic findings have established that leadership experience is positively associated with job performance however the study proves that greater leadership experience is linked to autocratic leadership. Autocratic leadership is reflected in the lower end of the leadership continuum. The researcher tends to disagree with the findings of Qiuones, Ford & Teachout (1995),

The study now investigates the differences in leadership styles between those who have had and those who have not had leadership training. The third hypothesis in the study is that those with leadership training exhibit a more democratic style of leadership. This is tested for below.

Table 4.17 Kolmogorov Smirnov Test for self-perception Democratic Leadership Style by whether one has had previous Leadership Training.

Have you ever had previous leadership training ?		Democratic Leadership Style	
Yes	N		38
	Normal Parameters	Mean	39.84
		Std. Deviation	7.350
	Most Extreme Differences	Absolute	.109
		Positive	.083
		Negative	-.109
	Kolmogorov-Smirnov Z		.671
Asymp. Sig. (2-tailed)		.758	
No	N		33
	Normal Parameters	Mean	35.70
		Std. Deviation	9.449
	Most Extreme Differences	Absolute	.137
		Positive	.122
		Negative	-.137
	Kolmogorov-Smirnov Z		.787
Asymp. Sig. (2-tailed)		.566	

The results of the Kolmogorov tests above all reflect p values above 0.05 (significance level). Therefore, there is not enough significant evidence to suggest possible non normality of the data across all metrics and as such the appropriate parametric tests are applied below.

Table 4.18 Descriptive Statistics for self-perception Democratic Leadership Style by whether one has had previous Leadership Training.

Democratic Leadership Style				
	N	Mean	Std. Deviation	Std. Error
Yes	38	39.84	7.350	1.192
No	33	35.70	9.449	1.645
Total	71	37.92	8.585	1.019

The descriptive statistics above reflect different sample means across democratic leadership style but whether these trends are significant is tested below using the appropriate parametric tests.

Table 4.19 Independent T Test for whether one has had previous leadership training or not within self-perception Democratic Leadership Style.

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Democratic Leadership Style	Equal variances assumed	2.413	.125	2.077	69	.042
	Equal variances not assumed			2.040	60.113	.046

Based on the above results the p value is less than 0.05 within democratic leadership, therefore within this leadership style there is significant evidence which suggests that those with leadership training reflect a significantly different democratic leadership style than those that do not get leadership training. Based on the descriptive statistics, the trend shows individuals with leadership training reflect a higher level of democratic leadership style. Based on the results, companies can view leadership training in positive light.

Therefore the third hypothesis that states those with leadership training exhibit a more democratic style of leadership seems to be true. (Note SPSS version13 only provides the option of two tailed testing and no facility to allow for a one tailed test within this type of test.). Leadership training is beneficial as it provides a point of direction to leaders (Internet 10). Based on the findings it can be deduced that organizations should focus on more leadership programmes.

The study now investigates the fourth hypothesis namely those leaders that are older reflect significantly higher self-perception autocratic leadership style than those leaders that are younger. The results are below.

Table 4.20 Kolmogorov Smirnov Tests for self-perception Autocratic Leadership Style by age group.

Age (Grouped)		Autocratic Leadership Style	
21 - 30	N		19
	Normal Parameters	Mean	33.42
		Std. Deviation	6.736
	Most Extreme Differences	Absolute	.123
		Positive	.077
		Negative	-.123
Kolmogorov-Smirnov Z		.538	
Asymp. Sig. (2-tailed)		.934	
31 - 40	N		28
	Normal Parameters	Mean	28.25
		Std. Deviation	7.506
	Most Extreme Differences	Absolute	.154
		Positive	.154
		Negative	-.073
Kolmogorov-Smirnov Z		.812	
Asymp. Sig. (2-tailed)		.524	
41 +	N		19
	Normal Parameters	Mean	35.53
		Std. Deviation	10.167
	Most Extreme Differences	Absolute	.140
		Positive	.139
		Negative	-.140
Kolmogorov-Smirnov Z		.611	
Asymp. Sig. (2-tailed)		.850	

The results of the Kolmogorov tests above all reflect p values above 0.05 (significance level). Therefore, there is not enough significant evidence to suggest possible non normality of the data across all metrics and as such the appropriate parametric tests are applied below.

Table 4.21 Descriptive statistics by age group across self-perception Autocratic Leadership Style.

Autocratic Leadership Style				
	N	Mean	Std. Deviation	Std. Error
21 - 30	19	33.42	6.736	1.545
31 - 40	28	28.25	7.506	1.419
41 +	19	35.53	10.167	2.333
Total	66	31.83	8.652	1.065

The descriptive statistics above all reflect different sample mean values across all the different leadership styles but whether any of these trends are significant are tested below using the appropriate parametric tests.

Table 4.22 Anova Tests for self-perception Autocratic Leadership Style by age group.

Autocratic Leadership Style					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	666.548	2	333.274	5.001	.010
Within Groups	4198.618	63	66.645		
Total	4865.167	65			

The p value of 0.01 within the autocratic leadership style is less than the cut off significance value of 0.05 (significance level) therefore there is sufficient evidence to suggest that within the autocratic leadership style that all three population means within the three age groups are significantly different. As to where this difference is in population means within the autocratic style of leadership is tested for below using the Tukey Test below.

Table 4.23 Tukey test for all age groups within the self-perception Autocratic Leadership Style.

Dependent Variable: Autocratic Leadership Style
Tukey HSD

(I) Age (Grouped)	(J) Age (Grouped)	Mean Difference (I-J)	Std. Error	Sig.
21 - 30	31 - 40	5.171	2.426	.092
	41 +	-2.105	2.649	.708
31 - 40	21 - 30	-5.171	2.426	.092
	41 +	-7.276	2.426	.011
41 +	21 - 30	2.105	2.649	.708
	31 - 40	7.276	2.426	.011

Table 4.24 Tukey test descriptive means for all age groups within the self-perception Autocratic Leadership Style.

Tukey HSD ^{a,b}

Age (Grouped)	N	Subset for alpha = .05	
		1	2
31 - 40	28	28.25	
21 - 30	19	33.42	33.42
41 +	19		35.53
Sig.		.105	.679

- a. Uses Harmonic Mean Sample Size = 21.280.
- b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Based on the above results of Tables 4.23 through to 4.24 the only p value which is less than 0.05 is within 31 – 40 years and 41 + years. It seems from the findings that the levels of autocratic leadership are significantly different between the age groups of 31 – 40 and 41+. This significant difference does not occur within any of the other age groups. From these results it is difficult to conclude hypothesis four to be true. Older workers in the last category display higher scores could be attributed to the fact that autocracy was inherent in pre democratic culture. This is pure speculation as the results are not consistent.

The study now checks the fifth hypothesis that there is a strong negative relationship between “how concerned one is about ones fellow sub-ordinates” and autocratic leadership. The results are below:

Table 4.25 Pearson’s product moment correlation between self-perception Autocratic Leadership Style and “How concerned you are about your fellow workers”

		How concerned are you about your sub-ordinates/ fellow workers ?	Autocratic Leadership Style
How concerned are you about your sub-ordinates/ fellow workers ?	Pearson Correlation	1	-.558
	Sig. (2-tailed)	.	.000
	N	72	67
Autocratic Leadership Style	Pearson Correlation	-.558	1
	Sig. (2-tailed)	.000	.
	N	67	68

Based on the above findings the only p value which is significant is from Table 4.25 which indicates the fifth hypothesis to be true namely that there is a significantly moderate negative correlation between “How concerned one is about ones fellow workers” and autocratic leadership style i.e.: the more autocratic one is the less concerned one is about ones fellow workers” and visa versa.

The study also checks the sixth hypothesis that there is a strong positive relationship between “how much emphasis one places on actual tasks” and self-perception of democratic leadership.

Table 4.26 Pearson’s product moment correlation between self-perception Democratic Leadership Style and “How much emphasis do you place on an actual task”.

		How much emphasis do you place on an actual task ?	Democratic Leadership Style
How much emphasis do you place on an actual task ?	Pearson Correlation	1	.278
	Sig. (2-tailed)	.	.022
	N	70	68
Democratic Leadership Style	Pearson Correlation	.278	1
	Sig. (2-tailed)	.022	.
	N	68	71

Based on the above findings the only p value which is significant is from Table 4.26 which indicates the sixth hypothesis to be true namely that there is a significantly strong positive

correlation between “How much emphasis does one place on an actual task” and self-perception democratic leadership style i.e.: the more democratic the more emphasis one places on an actual task. Note that although this correlation is statistically significant it would not be classified as strong positive but rather moderate. The reason for this statement is that it is still close to zero and far away from one.

4.4 SUMMARY

This study has been a very interesting one to do and most of the preconceived hypotheses have been proven to be true with a few interesting twists. These descriptive and inferential analyses conducted will be dissected and discussed in chronological order in the following chapter namely under the conclusions and recommendations sections.

CHAPTER 5

RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

The research aimed to dissect the core of self-perception leadership styles against demographic variables. Each variable is interpreted and analysed below giving appropriate recommendations.

5.2 STATISTICAL FINDINGS

All other demographics were evenly spread with a few surprising results namely that only 52% of those surveyed had degrees. Almost 50% only worked for their present company for 0 -5 years indicating a possible mobile workforce. 40% of companies were listed and 60% not. Only 39% of the sample had more than 6 years leadership experience and only 53% of the respondents had had previous leadership training. This indicated a group with on average only 6.51 years of leadership experience. The Blake's statistics of how concerned one is about fellow workers scored 6.86 translating into a percentage score of 76.22 % $(6.86/9 * 100)$ and how much emphasis you put on an actual task scoring at 7.87 translating into a percentage score of 87.4% $(7.87/9 * 100)$. This indicates a fairly positive result across both Blake's statistics. From the sample that was investigated, majority of the respondents display a relatively high concern for both concern for people and task.

Within the sample, the self-perception democratic form of leadership is the most popular within the sample group as can be seen on Figure 4.9, with a sample mean value of 37.92 as opposed to free reign self-perception leadership which has a sample mean of 32.96. Autocratic self-perception leadership reflected a mean of 31.66. The difference indicates

that democratic form of self-perception leadership is significantly larger than the other two forms of leadership based on the results from Table 4.4.

Respondents with a university degree displayed greater democratic self-perception leadership style

5.3 LEADERSHIP EXPERIENCE

The second hypothesis in the study which states that those leaders with a higher level of leadership experience exhibit a more autocratic style of leadership is accepted based on the findings from Tables 4.11 through to Table 4.15 which reveals that the population group with a leadership experience in excess of 10 years has a significantly higher level of autocratic leadership style than those who fall into population groups with 0 -5 years and 6 – 10 years experience. This could be explained by Viljoen's (1987) concept of evolution of leadership styles from autocratic to free reign. People with an increased amount of working experience usually fall in the older age group bracket. It could be deduced that people within this category are from the old school of thought where autocracy was dominant.

Walter (1996) concluded executives from a wide variety of companies agree there is a need for self awareness of leadership styles. It is believed if a leader is aware of his dominant self perceived leadership style and the impact of this style on his subordinates, autocratic leadership practice can be reduced. Although change is evident in SA, the rate of this change can be viewed as a slow process.

Quinones, Ford & Teachout (1995) state that leadership experience is positively associated with job performance, however, this is purely task orientated. More experience is significantly related to age. The more experienced leaders are ultimately those within the older age bracket. For this reason, we refer specifically to the recommendations posed under the heading 'the age factor as the headings age and experience are somewhat inter-twined.

5.4 LEADERSHIP TRAINING

The third hypothesis, which states that those with leadership training exhibit a more democratic Self-perception style of leadership is also accepted to be true and again in this instance the null hypothesis was rejected. This statement is substantiated by the results from Table 4.16 where the p value for self democratic leadership is 0.042 which is less than 0.05 which leads to the rejection of the null hypothesis and acceptance of this alternative hypothesis.

Based on the literature presented and taking into account the political stature of SA, democratic leadership style is deemed most viable. This statement is re-enforced by the works of Singh et al (2004) where he states that outstanding leaders are perceived to show democratic leadership style.

HR officials need to be aware of the strength of leadership training. As expressed in chapter two, the institute of leadership states leadership training is of paramount importance to those who aspire to be good leaders.

5.4.1 RECOMMENDATIONS

Leadership training is of importance because it makes leaders aware of the dominant leadership style that they display. As leaders become aware of the impact of the style on subordinates, leadership training will reach more effective heights. In South Africa, autocracy is viewed as a less effective leadership style because of the political stigma attached. It is recommended that training programmes should highlight these issues.

It is further recommended that as a form of leadership training, organizations in South Africa should also engage in leadership coaching development programme. These programmes should encompass africanising as well as global leadership style strategies. These personalized programmes are geared to the individual's own agenda, pace and time scale. This involves using an experienced coach, one who has a personal understanding of how business and commerce operate at the highest level. This is a modern highly effective means of delivering real learning and real bottom-line benefit. Working one to one with an executive coach gives personalized and flexible approach to

development that does not take them away from the work place and can complement virtually all other learning methodologies.

The concept of coaching leaders has become an explorative growth industry in USA and Europe. Research by Johnson (2004) indicates that executives who have been coached are not only considerably better performers than none coached contemporaries, but have 50% greater likelihood of being promoted. Overall coaching leadership can prove to be significantly beneficial in South Africa.

5.5 ACADEMIC QUALIFICATION

The first hypothesis, which states that those with university degrees have a significantly different self-perception democratic leadership than those with no degrees is accepted based on the findings of Table 4.10. Respondents with a university degree displayed higher level of self perception democratic leadership style than any other style. Majority of the respondents with leadership experience who possess university degrees fall within the category of 0-5 years.

From a total of 38 respondents who possessed a university degree, 26 had leadership experience of 0-5 years, 9 for 6-10 years and 3 for 10 years+. Referring to the sample segmentation by age, the age group 31-35years consists of the maximum number of university graduates and 45+ the least. It is evident in the previous decades SA organizations did not place as much emphasis on recruiting leaders with university qualification as does today. This is because tertiary organizations in the past, were a separate entity to corporate organizations. There appeared very little evidence of the two structures intersecting. Although SA still has great ground to cover, the country is moving in the right direction of strengthening the interaction between businesses and higher education institutions, however the recommendations below need to be strictly adhered to. From the literature presented, democratic leadership is most successful in SA taking into account the political history.

5.5.1 RECOMMENDATIONS

For South Africa to compete in the global sphere; the tertiary sector must implant the notion that leadership development and organizational development are two sides of the

same coin. Universities should focus more on business driven action learning where business play a greater role in leadership development. Leadership development must reflect global best thinking but must also be relevant and applicable to the unique South African environment. There should be joint responsibility for learning. Business schools, leadership development centre and line executives should share equal responsibility in leadership development. While standard leadership development curriculum offers group level strategically aligned programme, the leadership centre must also provide customized leadership development interventions to support specific business unit strategies and change processes.

The duty of the line executives should provide practical programme content in an organizational context. These executives must twine with faculty members to present modules and act as sponsors for business projects. Leaders are responsible for strategic execution therefore all leadership development must be contextualized by and aligned with organizational strategy. Leadership development must integrate and align with other talent management and strategic HR processes especially competency and succession planning. By focusing on building the individual, the organization is better able to build its leadership pool and in turn its business.

5.6 THE AGE FACTOR

The study then investigated the fourth hypothesis namely that those leaders that are older reflect significantly higher autocratic leadership style than those leaders that are younger. Based on the above results of Tables 4.19 through to 4.23 there is definitely a significant difference between the age groups of 41 + and 31 – 40 with the former being significantly higher within this autocratic style of leadership.

Therefore the fourth hypothesis namely those leaders that are older reflect significantly higher autocratic leadership style than those leaders that are younger is true.

5.6.1 RECOMMENDATIONS

According to the statistical findings older leaders displayed more autocratic leadership styles. This style is inherent in the previous era of South Africa. According to Lascaris (2005), South Africa indicates that the older workforce is undervalued. Referring to the growth capability diagram fig 2 chapter two, in most scenarios, the older workforce have a higher level of capability as well as credibility. Bearing in mind that part leadership is learned, utilizing the method of leadership coaching, organizations need not dispose of older staff. The two-sided benefit could prove to be fruitful as the old and young work together. The issue of mutual respect within the organization culture plays a vital role in this scenario in retaining older workforce could prove beneficial.

5.7 THE BLAKE AND MOURTON MANAGEMENT GRID

The study now checks the fifth hypothesis that there is a strong negative relationship between “how concerned you are about your fellow sub-ordinates” and autocratic leadership. The results from Table 4.22 indicates this to be true namely that there is a significantly strong negative correlation between “How concerned you are about your fellow workers” and autocratic leadership style i.e: the more autocratic you are the less concerned you are about your fellow workers” and visa versa.

Simultaneously the study also checked the sixth hypothesis namely that there is a strong positive relationship between “how much emphasis you place on actual tasks” and self-perception of democratic leadership. This was proved to be true, based on the findings of Table 4.25 which revealed that there was a significant relationship between “How much emphasis do you place on an actual task” and democratic leadership style i.e: the more democratic the more emphasis you place on an actual task. Most autocratic leaders failed to create a balance between leadership and human development. Lloyd (2004) argued that autocratic leadership style leaned towards a preoccupation with power.

The Blake and Mourtton management grid was used as a focal point to prove that democratic leadership is the way forward. The research findings highlighted that, those that had a high

concern for people as well as task, demonstrated democratic leadership.

Leadership styles are a critical factor in the transformation of SA. Leaders as change agents and holders of values in the interaction with their followers, can play an important role in the process of achieving economic goals.

5.7.1 RECOMMENDATIONS

Leadership theories present two basic approaches, which consist of task centred and employee centred. The Blake and Mouton and Hersey and Blanchard theories explain the same outcome in different ways. In essence, much emphasis is placed on both high degree of concern for employees and task resulting in a highly motivated team. Corporate organizations should employ accordingly.

Organizations need to encourage a focus on all the rewards of an interactive leadership style. In order to sustain the valuable workforce, leaders must maintain a well- balanced thrust. Emphasis on people orientated leadership should never be over-sighted.

CONCLUSION

Competing companies can, for a time at least, appear almost identical. They may share the same targeted markets, business model, revenue base and employee compensation levels, among countless other features. But over time, these companies' performances start to vary, and soon it becomes obvious they never really were the same. They differ in performance anatomy. Performance anatomy runs deep inside an organization, and it affects all of its employees and functions. Performance anatomy is neither hereditary nor accidental. It is the outcome of deliberate choices made by senior executives or leaders.

The research dissertation, stemmed from the effects of the apartheid era. Different self-perception leadership styles were analyzed against demographic variables. Although leaders practice different leadership styles depending on the given situation, there is always one style that is dominant. Democratic leadership style proved to be significantly more widely practiced than other styles.

Self-perception questionnaires were used to identify the dominant leadership style displayed by leaders. At this point, the research objectives were met. Academic qualification, leadership experience, leadership training and age were the different variables used to compare against self-perception leadership styles.

The Blake and Mouton theory enabled the researcher to verify that democratic leadership is the way forward. In terms of South Africa's political background, display of self-perception democratic leadership has greater strengths.

To re-integrate the problem statement: Large corporate organizations in Durban are hiring younger, less experienced and highly qualified individuals to lead at the top end of the company. Various concerns are raised with regard to these and other demographic variables in terms of the organization reaching its optimum success.

The research concluded that younger, less experienced and highly qualified (individuals with a university degree) people display greater self-perception democratic leadership. It can therefore be deduced that companies in Durban are deemed to encounter a successful organizational plight as the political democratic era is embraced.

Leadership training seemed beneficial. The overall outcome of the research proved that by treating employees as individuals as well as focusing on their unique personalities and circumstances, offering effective coaching and providing real life management experiences will effective leadership be sustained in line with democratic outcomes.

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Analysing Leadership Styles and Building Competencies through the alignment of Organisational Processes

Dissertation - University of Kwa-Zulu Natal

Survey Questionnaire for Organisational Leaders

Dear respondent:

We seek your assistance to understand if certain factors and demographics play a role in influencing the levels and types of leadership. There is no obligation to take part in this survey. Subjects are free to withdraw from the study at any stage.

Your response in this questionnaire will remain private and confidential.

Your questionnaire should take on average 10 minutes to complete.

Your participation in this survey will provide greater clarity to Human resource officials in recruiting future leaders.

If you have any queries regarding the content of the research, please contact the researcher on 032-9431056.

Answer the following questions truthfully. There is no right or wrong answers.

When answering the demographic questions below that require a choice amongst several categories, simply place the letter of the appropriate category in the box provided on the far right hand side of the questionnaire. For the remainder of the demographic questions, simply tick the questions, simply tick the appropriate block on the right hand side of the questionnaire.

Permission to use my responses for academic research

DECLARATION

.....(full names of participant) hereby confirm that I understand the contents of

document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

.....

u in middle to upper management in your company, if yes kindly complete the questionnaire

not please do not fill in the questionnaire and simply hand it back to the researcher.

your age. a) [21-25]; b) [26-30]; c) [31-35]; d)[36-40]; e) [41-45]; f) [45-50]; g) [51-60]; h) 60+

er M F

a) Asian b) White c) coloured d) Black

monthly income a) [R0-R10 000]; b) [R11 000-R15 000]; c) [R16 000-R20 000];
21 000-R30 000]; e) [R31 000-R40 000]; f) R41 000-R50 000; g) over R50 000

you have a university degree? Y N

you receive your university degree from UKZN or University of Natal? Y N

many years have you worked in your present company?

ur organisation listed in the JSE? Y N

many years have you had leadership experience?

at type of industry are you in eg banking, shipping ect

you believe that employees with a university qualification have better leadership skills? Y N

you ever had previous leadership training? Y N

Ranking from 0-9, how concerned are you about your sub-ordinates/fellow workers?
a rating scale of : 0-not at all concerned ---- 9-highly concerned

Ranking from 0-9, how much emphasis do you place on an actual task?
a rating scale of : 0-not at all concerned ---- 9-highly concerned

THE FOLLOWING QUESTIONS ARE BASED ON LEADERSHIP STYLE

KEY Y N **CIRCLE YOUR RESPONSE**

MOST ALWAYS TRUE	5
FREQUENTLY TRUE	4
OCCASIONALLY TRUE	3
RARELY TRUE	2
MOST NEVER TRUE	1

For the statements below, please circle your level of agreement to each statement based on the "KEY SCALE" provided above.

I always retain the final decision making authority within my department or team. 5 4 3 2 1

I always try to include one or more employees in determining what to do and how to do it however, I maintain the final decision making authority. 5 4 3 2 1

I let my employees and I always vote whenever a major decision has to be made. 5 4 3 2 1

I do not consider suggestions made by my employees as I do not have the time for them. 5 4 3 2 1

I ask for employee ideas and input on upcoming plans and projects. 5 4 3 2 1

For a major decision to pass in my department, it must have the approval of each individual or the majority 5 4 3 2 1

I tell my employees what has to be done and how to do it. 5 4 3 2 1

When things go wrong and I need to create a strategy to keep a project or process running on schedule, I call a meeting to get my employee's advice. 5 4 3 2 1

When someone makes a mistake, I tell them not to ever do that again and make a note of it.	5	4	3	2	1
I do not create an environment where the employees take ownership of the project. I allow them to participate in the decision making process.	5	4	3	2	1
I show my employees to determine what needs to be done and how to do it	5	4	3	2	1
My hires are not allowed to make any decisions unless it is approved by me first.	5	4	3	2	1
I ask employees for their vision of where they see their jobs going and then use their vision where appropriate.	5	4	3	2	1
My workers know more about their jobs than me, so I allow them to carry out the decisions to do their	5	4	3	2	1
When something goes wrong, I tell my employees that a procedure is not working correctly and I establish a new one.	5	4	3	2	1
I show my employees to set priorities with my guidance.	5	4	3	2	1
I delegate tasks in order to implement a new procedure or process.	5	4	3	2	1
I closely monitor my employees to ensure they are performing correctly.	5	4	3	2	1
When there are differences in role expectations, I work with them to resolve the differences.	5	4	3	2	1
Each individual is responsible for defining their job.	5	4	3	2	1
I use the power that my leadership position holds over subordinates.	5	4	3	2	1
I use the power to use my leadership power to help subordinates grow.	5	4	3	2	1
I use the power to share my leadership power with my subordinates.	5	4	3	2	1
Employees must be directed or threatened with punishment in order to get them to achieve the organizational objectives.	5	4	3	2	1
Employees will exercise self-direction if they are committed to the objectives.	5	4	3	2	1
Employees have the right to determine their own organizational objectives	5	4	3	2	1
Employees seek mainly security.	5	4	3	2	1
Employees know how to use creativity and ingenuity to solve organizational problems.	5	4	3	2	1
Employees can lead themselves just as well as I can.	5	4	3	2	1



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03 NOVEMBER 2006

MS. V GOVINDSAMY (202524292)
BUSINESS SCHOOL

Dear Ms. Govindsamy

ETHICAL CLEARANCE APPROVAL NUMBER: HS/06610A

I wish to confirm that ethical clearance has been granted for the following project:

"Analysing leadership styles and building competences through the alignment of organisational processes"

Yours faithfully


MS. PHUMELELE XIMBA
RESEARCH OFFICE

cc. Faculty Office (Cheryl Tertlence)
cc. Supervisor (Abdul Gani)