



Graduate School of Business and Leadership

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**Women at the top: unlocking the full potential of women in leadership in the Petroleum Industry**

**By**

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Doctor of Business Administration**

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## DECLARATION

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**09 February 2022**

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## ABSTRACT

The study investigated the challenges faced by women in their endeavour to climb up to managerial positions in the petroleum industry in South Africa. The study was motivated by an overwhelmingly huge female worker population in the operational levels, resulting in a disproportionate representation of men and women in this sector. The study also conducted a detailed literature search which revealed that there were limited studies on women leadership in the petroleum industry, creating a gap which the study sought to close.

The study employed the mixed method approach using the quantitative and qualitative methods to gather and analyse data. Thus, a sample of 315, participated in the quantitative study (questionnaire) while 10 participants participated in the qualitative study (interviews). Exploratory Factor Analysis (EFA), descriptive and inferential statistical techniques using the Statistical Package for the Social Sciences (SPSS) version 22.0 software were used to analyse the quantitative data while thematic analysis was used to analyse qualitative data.

The study findings revealed that women still face challenges such as lack of confidence, male dominance and others. Based on these findings, some recommendations were made such as initiatives focusing on creative approaches to limited learning opportunities and looking for mentors. The study also recommended the need to increase male participation in female lobby and interest groups for gender equality policies and programmes, strengthen e-learning on women leadership and increased women involvement and participation at strategic levels. Further, it is imperative to develop ethics committees and revisit the recruitment process for leadership positions in the industry.

*Key words: Petroleum Industry, women leadership, gender, inclusive leadership*

## Table of Contents

<b>DECLARATION</b> .....	<b>i</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>ii</b>
<b>ABSTRACT</b> .....	<b>iv</b>
<b>List of Tables</b> .....	<b>ix</b>
<b>List of Figures</b> .....	<b>ix</b>
<b>CHAPTER 1:</b> .....	<b>1</b>
<b>INTRODUCTION AND BACKGROUND TO THE STUDY</b> .....	<b>1</b>
<b>1.0 Introduction</b> .....	<b>1</b>
<b>1.1 Background to the study</b> .....	<b>2</b>
<b>1.3 Statement of the problem</b> .....	<b>3</b>
<b>1.4 Research objectives</b> .....	<b>4</b>
<b>1.5 Research questions</b> .....	<b>5</b>
<b>1.6 Significance of the study</b> .....	<b>5</b>
<b>1.7 Purpose of the study</b> .....	<b>6</b>
<b>1.8 Scope of the study</b> .....	<b>9</b>
<b>1.9 Key Concepts</b> .....	<b>10</b>
<b>1.9.1 Feminist Research</b> .....	<b>10</b>
<b>1.9.2 Leaders</b> .....	<b>10</b>
<b>1.9.3 Model</b> .....	<b>10</b>
<b>1.9.4 Organisational Transformation</b> .....	<b>10</b>
<b>1.9.5 Patriarchy</b> .....	<b>10</b>
<b>1.9.6 Social Constructionism</b> .....	<b>11</b>
<b>1.10 Structure of the thesis</b> .....	<b>11</b>
<b>1.11 Chapter Summary</b> .....	<b>12</b>
<b>Literature Review and Theoretical Framework</b> .....	<b>13</b>
<b>2.0 Introduction</b> .....	<b>13</b>
<b>2.1. Leadership in perspective</b> .....	<b>13</b>
<b>2.2 Theories of leadership</b> .....	<b>15</b>
<b>2.2.1 The Great Man Theory of Leadership</b> .....	<b>16</b>
<b>2.2.2 Trait Theories of Leadership</b> .....	<b>18</b>
<b>2.2.3 The Situational Theory of Leadership</b> .....	<b>19</b>
<b>2.2.4 Contingency Theories</b> .....	<b>20</b>
<b>2.3 Management Theories</b> .....	<b>21</b>
<b>2.3.1 Transactional Leadership Theory</b> .....	<b>22</b>

2.4 Behavioural theories .....	25
2.4.1 Transformational Leadership Theory .....	25
2.4.2 Adaptive leadership theory .....	30
2.4.3 Complexity leadership Theory.....	33
2.4.4 Congruity theory.....	36
2.5.1 Gender difference theories .....	37
2.5.2 Female Identity Development Theories .....	41
2.6 Self-actualization in unlocking full potential.....	42
2.6.1 Bandura’s (1977) Self-Efficacy Theory .....	47
2.6.2 Super’s (1980) Life Span, Life-Space Approach .....	48
2.7 Empirical Leadership Theories .....	49
2.8 Conceptual Framework.....	54
<b>In short this helps the researcher to investigate factors that hinder women at the top to unlock their full potential when leading in the petroleum industries.....</b>	<b>56</b>
2.9 The Nature of Women Leadership .....	57
2.9.1 Introduction.....	57
2.9.2 Career Decision-Making for Women .....	57
2.9.3 Women in Leadership .....	58
2.9.4 The Changing Context of Female Leadership .....	61
2.9.5 Differences between Women’s and Men’s Leadership.....	63
2.9.6 Factors affecting the effectiveness of Women Leadership .....	65
Source; Author 2021 .....	68
2.9.7 Mothers as leaders .....	68
2.9.8 Prejudice and Stereotyping of Female Leaders .....	72
2.9.9 Think Manager Think Male (TMTM) (The glass cliff).....	79
2.9.10 Women Leaders in the Petroleum industry .....	83
2.9.11 Factors affecting the composition of Leadership in South Africa .....	85
2.9.12 Legal Framework in South Africa .....	86
2.9.12.1 The Liquid Fuel Charter (LFC, 58 of 2003) .....	87
2.9.12.2 The Broad Based Black Economic Empowerment Act (BBBEE, 2003) .....	88
2.13 Transformation in the petroleum fuel industry .....	92
2.14 The challenge of balancing family and work.....	93
2.15 Chapter summary .....	94
<b>CHAPTER 3:.....</b>	<b>95</b>
<b>RESEARCH METHODOLOGY .....</b>	<b>95</b>
3.1 Introduction .....	95

3.2 Research Philosophy .....	95
3.3 Research Design .....	96
3.4 Study area.....	102
3.5 Target population.....	103
3.6 Sampling Strategy.....	103
3.7 Research Instruments.....	105
3.7.1 Questionnaires.....	105
3.7.2 Group Interviews .....	107
3.7.3 Focus Group Interviews .....	107
3.7.4 Measures to ensure higher response rate.....	110
3.7.5 Survey Response Rate.....	110
3.8 Data Analysis Approach.....	111
3.8.1 Phase Two Data Coding and Analysis .....	111
3.9 Reliability.....	113
3.10 Validity.....	115
3.11 Ethical Considerations.....	115
3.12 Summary of Chapter .....	117
<b>CHAPTER 4.....</b>	<b>118</b>
<b>DATA ANALYSIS AND PRESENTATION OF RESULTS.....</b>	<b>118</b>
4.1 Quantitative Results.....	118
4.1.1 Demographics.....	118
4.1.2 Challenges faced by the participants.....	120
4.1.3 Mentorship, confidence and sacrifice.....	124
4.1.4 Factors affecting women’s journeys to the top ranks .....	127
4.1.5 Leadership styles.....	131
4.1.6 Factors associated with reaching higher levels (L4+) of leadership .....	136
4.2 Qualitative Results.....	140
4.2.1 Additional information on challenges .....	140
4.2.2 Participants’ perceptions of their identity .....	142
4.2.3 Participants’ conception of woman leadership.....	144
4.2.4 Motivation to become a leader .....	147
4.2.5 Being leader and woman or mother meaning to you .....	150
4.2.6 Career goals.....	154
4.2.7 Motivating factors to apply for leadership position.....	158
4.2.8 Balancing leadership roles and being a mother .....	161
4.2.9 Additional information on other factors .....	164

4.2.10 Leadership attributes.....	165
4.2.11 Advice to women leaders .....	171
4.2.12 Most important advice to women leader.....	172
4.2.13 Object representing experience as a woman leader.....	175
4.2.14 Elaborate about any other information .....	177
4.2.15 Step 1.....	179
4.2.16 Step 2.....	181
4.2.17 Step 3.....	182
4.2.18 Step 4.....	183
4.2.19 Step 5.....	184
4.2.20 Anything important you wish to say .....	185
4.3 Chapter Summary .....	185
<b>CHAPTER 5:.....</b>	<b>186</b>
<b>DISCUSSION OF RESULTS .....</b>	<b>186</b>
5.0. Introduction.....	186
5.1 Summary of findings.....	186
5.3.1 Meaning of Leadership to women in the Petroleum Industry .....	197
5.3.2 Factors that motivated women to apply for the leadership.....	199
5.6 Chapter summary .....	204
<b>CHAPTER 6.....</b>	<b>206</b>
<b>CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>206</b>
6.0 Introduction.....	206
6.1 The research Summary .....	206
6.1.1 Research Objective One: To identify the challenges faced by women in leadership within petroleum industry. ....	206
6.1.2 To identify the factors that affect woman participation in leadership positions in the petroleum industry .....	207
6.1.3 To explore the lived experiences and perceptions of women in executive positions in the petroleum industry .....	207
6.1.4 TLtLo correlate personal attributes, skills, and experiences of women in relation to the personal attributes, skills and experiences of executive leaders .....	208
6.1.5 To make recommendations to petroleum industry senior management and government on work-family interface model and women’s style of leadership that will assist women to unlock their full potential leadership.....	209
6.2 Research Findings.....	209

<b>6.3 Future Research Recommendations.....</b>	<b>211</b>
<b>6.4 Conclusion.....</b>	<b>211</b>
<b>References.....</b>	<b>212</b>

### List of Tables

Table 0.1: BBBEE policy initiatives. Source: National Development Plan 2030- “Our Future Make it Work”, 2015.....	92
Table 0.1: Reliability analysis of the items on challenges.....	123
Table 0.2: Reliability analysis of the items on factors.....	130
Table 0.3: Reliability analysis of the items on leadership styles.....	134
Table 0.4: Factors associated with reaching higher levels (L4+) of leadership.....	138
Table 0.1: Motivating factors for women to lead.....	199

### List of Figures

Figure 0.1: Prototypical Version of the Convergent Parallel Design.....	99
Figure 0.2:: Research Design Implementation – Quantitative and Qualitative Strands in a Mixed-method Convergent Research Design.....	100
Figure 0.1: Demographic profile of the participants.....	119
Figure 0.2: Descriptive statistics on the items on challenges.....	121
Figure 0.3: Heatmap of the items on challenges.....	122
Figure 0.4: Likert plot of the items on challenges.....	124
Figure 0.5: Have a mentor.....	125
Figure 0.6: Confidence in applying for leadership position.....	126
Figure 0.7: Sacrifice personally on path to leadership.....	126
Figure 0.8: Descriptive statistics of the items on factors.....	128
Figure 0.9: Heatmap of the items on factors.....	129
Figure 0.10: Likert plot of the items on factors.....	131
Figure 0.11: If rolling back, would you still choose to be a leader.....	132
Figure 0.12: Descriptive statistics of the items on leadership styles.....	133
Figure 0.13: Likert plot of the items on leadership styles.....	135
Figure 0.14: Know any female leaders.....	135
Figure 0.15: Leadership attributes.....	166
Figure 0.16: Attributes that made you a successful leader.....	167
Figure 0.17: Woman skills that assisted your role as a leader.....	168
Figure 0.18: Leader skills that assisted your role as a woman.....	169
Figure 0.19: Values important to your work and life.....	170
Figure 0.1: Challenges being faced by women in leadership.....	187
Figure 0.2: Classification of challenges faced by women.....	192
Figure 0.3: Factors affecting woman participation in leadership positions in the petroleum industry.....	193
Figure 0.4: Participants’ perception of Leadership.....	198
Figure 0.5: Personal attributes, skills as a mother and an executive manager.....	202
Figure 0.6: Work-family interface model and women’s style of leadership.....	203



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## CHAPTER 1:

### INTRODUCTION AND BACKGROUND TO THE STUDY

#### 1.0 Introduction

There has been an increase in the occurrence of gendered leadership roles in sustainable development throughout time. However, it is unclear whether attitudes or barriers to women leaders in the Petroleum industry have changed because of this transition. This research seeks to investigate the complicated and frequently hidden factors, such as a lack of self-confidence, that are considered to impede women's access to leadership positions, as well as disparities among women, which make it difficult to identify general solutions to the problems we are investigating. The question is, do women especially mothers in executive positions, need to leave their parenting skills at the door when they become executive managers, or can those skills actually aid in their success? How do women rise to the top of their professions when they also have significant family responsibilities? These critical questions have not yet been fully addressed by existing models of leadership. This is partly because while the empirical literature on leadership and management in Africa is sparse, the literature on women in leadership is even sparser (Nkomo & Ngambi, 2009). Several writers are in agreement that the presence of women in senior leadership roles remains limited, both globally and in South Africa (Dormehl 2012; Nkeli 2012; Sandberg 2013; Sealy & Vinnicombe 2012; Sellers 2012). Taking a look around the average college or university classroom, there will likely be more women in attendance than men, but despite the large numbers of females attending college, the number of female leaders in executive leadership positions in organisations is significantly lower than that of their male counterpart (Omarjee, 2016). He further explains that in total, women hold 29% of senior management positions across industries. Women representation still lags in the petroleum industry, at 9%. The sector traditionally relies on engineers for its workforce, historically being men. This study answers all the above question using the women leaders in the Petroleum industry, South Africa. Therefore, the study seeks to explore more on this topic and leave a mark on the topic by contributing in what other previous researcher left out. The researcher also seeks to give recommendations to the findings of the study.

This chapter gives an overview of the study by highlighting the most pertinent issues: background of the study, the objectives of the study, significance of the study, delimitations and assumptions of the study.

## **1.1 Background to the study**

Historically, few women studied in these areas, the pipeline of women is smaller than men than in other areas,” (Omarjee, 2016). Even though women make up the majority of junior and middle management in the petroleum sector, specifically at Engen South Africa, that number is not reflected in senior and executive positions. In fact, Dominici, Fried and Zeger (2009) reported that when women are promoted to senior positions, they are usually less respected than their male counterparts and are paid less, which often leads to lack of confidence and feeling inadequate. The situation appears to be even worse for women with children, when the conditions of work just do not support their lifestyle.

Fajardo and Erasmus (2017) are also in agreement that as a country, South Africa has more women graduates than men, and they further highlight that South African women in the corporate environment have a strong desire to succeed. In contrary to most studies, Fajardo and Erasmus (2017) explain that most women are as likely as men to aspire to senior leadership positions, but more often lack confidence, as compared to men that they can achieve those heights. Michelle, Ryan and Alexander (2007) argue that women managers tend to receive greater scrutiny and criticism than men, and they tend to be evaluated less favourably, even when performing exactly the same leadership roles as men. These are some of the factors on why we still have less women at the top positions.

Moreover, several researchers have pointed out a bias regarding mothers in executive positions, including doubt regarding their loyalty and commitment to the positions (Wolf-Wendel & Ward, 2006; Williams & Dempsey, 2014). Others have noted that the workload for working mothers does not decrease at home, as the workload in their careers increases, which is why many women may choose to stay in lower-level administrative roles, (Dominici, Fried, and Zeger (2009)). If a woman does choose to take on a senior position, she will most likely work between 50-70 hours per week (Peterson, 2011; Williams & Dempsey, 2014). Regarding women who do reach executive positions, several researchers

have suggested that in order for them to be taken seriously, they must exhibit the same masculine traits as their male counterparts (Powell & Butterfield, 2013; Tedrow & Rhoades, 1999; Zhou, 2013). Rabas (2013) discussed the conflict many women face: “With the number of women holding leadership positions within petroleum industry organizations increasing in a still male dominated role, these women are being expected to exhibit the same leadership styles as the men” These findings beg the questions: How do women rise to the top of their professions when they also have significant family responsibilities? Do women in executive positions need to leave their parenting skills at the door when they become executive managers, or can those skills actually aid in their success?

## **1.2 Aims of the Study**

The study aims to critically interrogate the challenges faced by women in leadership, particularly mothers, as leaders in the petroleum industry in South Africa with the overall view to unlock full potential of women in leadership by minimising or reducing such challenges.

## **1.3 Statement of the problem**

A number of researchers have noted that women are less likely to pursue senior level positions, moreso if they have young children at home (Dominici et al., 2009; Kahanov, Loeb sack, Masucci, & Roberts, 2010; Tessens, White, & Webb, 2011). In fact, many women appear to be opting out of higher positions altogether, because they struggle with the time demands needed to fully commit to their organisations and to their families (Aiston, 2011; Zhou, 2013). While some of the guilt associated with having a career and raising a family is internal, some of the guilt seems to be imposed externally (Morely, 2012; Williams & Dempsey, 2014). Wendell-Wolf and Ward (2006) explained that the time needed to devote to one’s career in senior and executive positions can often be too much for many women to handle, especially with children.

The purpose of this study is to interrogate the challenges that are faced by women in leadership, particularly mothers, as leaders in the petroleum sector, sampling Engen Petroleum South Africa, with the aim of exploring an alternative model to the usual notion of a Western male as the prototypical leader in order to ensure equality and justice towards

women, especially mothers. The study interrogates the challenges by exploring the lives of executive managers in the petroleum industry particularly at Engen, in order to identify how being a woman and a mother has affected their career paths and how their experiences shaped them into the leaders they are today. This research adds to the existing literature on women in higher positions and provides insight on an alternative model that has assisted women and mothers to be successful holding senior and executive positions.

It is envisaged that the outcome of this study would assist women especially mothers to unlock their full potential when given leadership positions, reduce the stereotypes of managers being male, thus reducing discrimination and promote fair opportunities. In this view, the study therefore has the following objectives.

#### **1.4 Research objectives**

The overall objective of this study is

- To critically analyse the challenges faced by women in leadership within petroleum industry;
- To critically explore the lived experiences and perceptions of women in executive positions in the Petroleum industry;
- To critically assess factors that affect the progression of women leadership in the petroleum industry;
- To critically correlate personal attributes, skills and experiences of women in relation to the personal attributes, skills, and experiences in executive positions;
- To make recommendations to petroleum industry senior management and government on work-family interface model and women's style of leadership that will assist women to unlock their full potential in leadership.

## **1.5 Research questions**

This mixed research explores the experiences and perceptions of a small group of leaders in executive positions in the petroleum sector as petroleum industry. The study was guided by the following research questions:

- What are the challenges faced by women in leadership within petroleum industry?
- What are the lived experiences and perceptions of women in executive positions in the petroleum industry?
- What are the factors affecting the progression of female leadership in the petroleum industry?
- In what ways do women's personal attributes, skills and experiences as mother relate to their personal attributes, skills, and experiences as executive managers?
- What possible work-family interface model and women's style of leadership that assist women to unlock their full potential in leadership?

## **1.6 Significance of the study**

Existing literature focuses mainly on the experiences of women in leadership positions or work-life balance of women with families. There have been few studies that examine the lived experiences of women, especially mothers in petroleum industries such as Engen Petroleum and how the skills or experiences of being a woman and a mother relate to those of being in the executive position in this sector. This study might benefit several audiences:

- Women, especially mothers planning to climb the ladder to executive level and beyond in the petroleum industries, could learn from the experiences of those women who have achieved executive leadership positions, despite having family responsibilities.

- Women, especially mothers, could be exposed to alternative model of leadership which would boost their confidence and self-esteem that would unleash their full potential when risen to leadership positions.
- Current leadership in the Petroleum organisations might learn how to successfully mentor and support working mothers to move up the career ladder.
- The petroleum industry might reconsider ways to improve working conditions for mothers in leadership positions.

The current changes and rapid retirements in organisations provide an opportunity for more women to rise to the role of executive leadership, and the number of women attending colleges continues to rise. With the popularity of books like *Lean In: Women, Work and the Will to Lead* by Sheryl Sandberg (2013) and *What Works for Women at Work* by Joan Williams and Rachel Dempsey (2014), women are looking for guidance on how to succeed at both having a high-level career and raising a family. This research contributes to the literature on women in higher positions of leadership and also explore how being a mother adds to those leadership skills.

### **1.7 Purpose of the study**

The purpose of this study is to interrogate some of the challenges that are faced by women in leadership, particularly mothers as leaders in the petroleum sector as a petroleum industry, sampling Engen Petroleum Africa, with the aim of exploring an alternative model to the usual notion of a Western male as the prototypical leader in order to ensure equality and justice towards women, especially mothers. The study explores the lives of executive managers at Engen, in order to establish how being a women and a mother has affected their career paths and how their experiences shaped them into the leaders they are today. This research adds to the existing literature on women in higher positions and provides insight on an alternative model that has assisted women and mothers to be successful holding senior and executive positions. The study builds on writers such as Sandberg (2013) who recently published a book, “Lean In”, is an attempt to revive what she believes

is a stalled revolution and has successfully re-ignited conversations in the corporate world and popular press about the state of women in business leadership positions.

The topic of mothers in higher positions is timely, major changes are occurring in the petroleum industry organisations. The recent world recession and corporate scandals of the 1990's are stark reminders of the consequences of power imbalances and corrupt leadership for organisations and society as a whole (Valerio 2009). He further explains that in our increasingly complex, diverse and interconnected world, it has become necessary to re-assess the focus of business to ensure that the organisations being built are sustainable beyond short term profit motives alone. This focus on corporations' responsibility to society and the environment through healthy, ethical and sustainable economic activity is what has become known as the 'triple bottom line' (Savitz & Weber 2006). The term highlights the accountability of institutions for ensuring they move beyond individual motivations of greed to more communal concerns for social, economic and environmental welfare (Savitz & Weber 2006). It is within this global landscape that women leaders find themselves grappling to find a space. Yet, their presence makes little difference if they are disempowered or consider themselves inadequate in bringing about any significant changes to the environment they participate in. Given these current challenges, there is a need for transformational, confident, fully capacitated leaders with fresh ideas and emotional intelligence to properly manage organisations, this is in agreement with writers such as (Fullan & Scott, 2009; Goleman, 2008).

Fullan and Scott (2009) explained that what organisations needs right now is turnaround leadership, and this is an opportunity for women. Turnaround leadership is about "listening, linking, and leading (in that order) and about modelling, teaching, and learning" (Fullan & Scott, 2009, p. 97). Fullan and Scott detailed the top qualities of leaders who make change happen. They said leaders invite people to identify the need for change, look for evidence that change is needed and achievable, and make decisions about what to implement, and involve the necessary people to make change work. Kouzes and Posner (1988) noted similar qualities in their study on leadership. The researchers' Leadership Practices Inventory (LPI) was developed through a grounded theory approach and looks at leadership in terms of leaders' willingness to (a) challenge the process, (b) inspire a shared vision, (c)

enable others to act, (d) model the way, and (e) encourage followers. In their book, *The Leadership Challenge*, Kouzes and Posner (2007) said that it is an intrinsic motivation to do something fulfilling that gives leaders a passion to succeed, and this is achievable when a leader unlocks their full potential in leadership.

While passion is one motivation for leaders, Fullan and Scott (2009) referenced an Australian Learning and Teaching Council (ALTC) study that found making change in organisations is less about being visionary and more about optimizing satisfactions and dealing with challenges in an “informed, proactive, productive, and efficient manner” (p. 110). The ALTC study went on to describe top traits and key competencies for the most successful leaders in higher positions. The categories were:

- Personal capability: self-regulation, decisiveness, and commitment,
- Interpersonal capability: influencing and empathizing,
- Cognitive capability: diagnosis, strategy, flexibility and responsiveness, and
- Key competencies: learning and teaching, organisational operations, and self-organization skills (Fullan & Scott, 2009)

More important than vision was the need to understand one’s own emotions and feelings and to be conscious of how those emotions affect others. Goleman (2008) acknowledged that leaders may have a difficult time assessing their own emotional intelligence and social intelligence, but the best leaders ask their staff: (a) How can I be a better leader? And (b) How can I help you to develop your leadership to full potential? Goleman introduced a model of emotional intelligence and identified five different components: (a) self-awareness—understanding one's emotions and recognizing one’s impact on others while making decisions; (b) self-regulation—controlling one’s emotions and adapting to changes; (c) social skill—working with others to steer people in the right direction; (d) empathy—considering others’ feelings, especially when making decisions; and (e) internal motivation—being driven to achievement.

Of Goleman’s (2008) five components of emotional intelligence, women tend to be particularly good at exercising empathy. This skill typically comes easier to women than it

does to men. Goleman (2011) argued that women are naturally emerging as the organizational leaders of the future and stated:

By the year 2018, according to the Chartered Management Institute in the UK, the workplace will be one where the demand for 'female' management skills will be far stronger than today. The world of work will be more fluid and virtual, and women will move up the chain of command because, as Claire Shipman and Katty Kay write in *Time*, 'their emotional intelligence skills may become ever more essential.' (p. 2)

The level of emotional intelligence may be even higher in mothers (Guthrie, 2015). According to Guthrie (2015), mothers receive a boost in emotional intelligence once their children are born. One of the biggest brain boosts for mothers is the ability to see the world through someone else's eyes. In so many relationships, if you don't agree with a person you can just walk away. But you can't walk away from your child. At least, not if you want to be a good parent. Instead, you've got to stretch your mind to understand his point of view. (p. 9) If emotional intelligence is a sought after trait for leaders, then perhaps more mothers need to be encouraged to reach for top-level positions and be taught how to unlock their full potential when they get there. In order to support mothers in top-level positions, research needs to be conducted to understand the experiences of women especially with children who have achieved the executive positions. Current research on the subject of women in higher position is broad, but there is a major deficiency in the number of studies pertaining specifically to mothers in executive positions in organisations. Little attention has focused on women who have children, including young children, and have reached the top level of this field, how they unlocked their full potential. This is how this research study come about.

### **1.8 Scope of the study**

The study is delimited to establishing the experiences of women in executive positions Petroleum industry in South Africa. Any other business sector falls out of the scope of this study.

## **1.9 Key Concepts**

It is difficult to define terms in this research since key concepts under discussion are multi-faceted and are therefore explored in depth within the discussion on literature pertaining to the study. However, the following key terms have been used throughout the study:

### **1.9.1 Feminist Research**

Research which is focussed on the ongoing struggle of gender equality, gender relations and notions of domination and subordination, with a focus on the empowerment of women in its aims and methodologies (Burman 2011; Dickerson 2013; Lombardo and Verloo 2009; Moses 2012). This concept is elaborated on further in the literature review on feminist perspectives of full potential leadership in Chapter 3 and in Chapter 6 on the research methodology.

### **1.9.2 Leaders**

Individuals who influence and direct the behaviours of others (Valerio 2009). While leadership exists within a variety of contexts, for the purposes of this study 'leaders' refer to leaders who assume leadership roles within business institutions.

### **1.9.3 Model**

An overall framework or representation of how we look at reality (Silverman 2010)

### **1.9.4 Organisational Transformation**

Significant change within organisations which creates new ways of thinking and new perspectives in the world which replaces prevailing norms (Hatch & Cunliff 2013). Within the South African context, it has also become synonymous with the post-apartheid strategy of ensuring racial and gender equity within organisations (Booyesen 2007; Human 2005; Nkeli, 2012).

### **1.9.5 Patriarchy**

A system which affords men certain privileges and entitlements that are not available to women; men have 'access' to ways of being and performing that are not necessarily accessible to women; women respond in defined ways often accommodating or deferring to male interests (Dickerson 2013).

### **1.9.6 Social Constructionism**

a model or paradigm of research which focusses on how phenomena come to be through the close study of interactions in certain contexts (Silverman 2010). This paradigm is elaborated on in greater detail in relation to the approach undertaken for this research study in Chapter 6 on the research methodology.

### **1.10 Structure of the thesis**

The overview of this study is expatiated in Chapter 1 in order to provide the reader with an understanding of the goal of the thesis. The chapter presents an overview of the field's historical background. The problem statement was defined, revealing not only the possible sources of the problem, but also the significance of the problem in the context of a study of this sort. There was a clear definition of the study's purpose, as well as the associated objectives of the study. An explanation of why the research questions were important was offered, which was followed by a justification for the study, in which the researcher explained why it was necessary to conduct a study of this scope.

Chapter 2 reviews the existing literature and demonstrates how the current investigation will fill in the gaps left by the existing theory. This chapter 2 will also highlights some issues of the study to address what roles women play in leadership and the work-life balance challenges that women, especially mothers, face. In this view, theories and models are examined in relation to the research issues established in Chapter 1. The theories are utilized to support the discussion of the findings of the study, which helps to further elucidate the relevance of the newly discovered knowledge.

Chapter 3 discusses the mixed method approach that was used to gather and analyze the required data. This chapter summarised the philosophical issues about the research methodology, research design and the justification thereof, research instruments, data collection procedures, data analysis, presentation for the mixed-methodology and discussed the ethical considerations underpinning the study.

The outcomes of the study are presented in Chapter 4, which demonstrates how the data obtained are analyzed and discussed in response to the study's research questions. Both results of the study based on the quantitative and qualitative approach were analysed. The

main aim of this chapter is to present some of the challenges that are faced by women in leadership, particularly mothers as leaders in the petroleum sector. The quantitative results were useful to answer the pertinent research questions, “Do women, especially mothers in executive positions, need to leave their parenting skills at the door when they become executive managers, or can those skills actually aid in their success? How do women rise to the top of their professions when they also have significant family care responsibilities?”

Chapter 5 presents the research findings and discussions form the basis of the mixed methodology.

Chapter 6 is the final section of the research, in which the conclusions and recommendations are laid out, as well as suggestions for further research. Specifically, this chapter discusses how the research report addressed the research questions and contributed to the achievement of the objectives identified, as well as how it addressed some of the societal problems and identified areas where gaps still existed, with suggestions on how the gaps can be closed.

### **1.11 Chapter Summary**

This chapter has outlined the need for the study in addressing the challenges experienced by women in leadership positions in the petroleum industry.

The purpose of the study is to interrogate some of the challenges that are faced by women in leadership, particularly mothers as leaders in the petroleum sector, sampling Engen Petroleum Africa, Shell and VVTI with the aim of exploring an alternative model to the usual notion of a Western male as the prototypical leader in order to ensure equality and justice towards women, especially mothers. The study interrogate the challenges by exploring the lives of executive managers in the petroleum industry particularly at Engen, in order to identify how being a women and a mother has affected their career paths and how their experiences shaped them into the leaders they are today. This research adds to the existing literature on women in higher positions and provides insight on an alternative model that has assisted women and mothers to be successful holding senior and executive positions.

## **CHAPTER 2:**

### **Literature Review and Theoretical Framework**

#### **2.0 Introduction**

This chapter is a discussion of leadership theories and the role played by women in business organisations, especially in the petroleum industry. Varied roles women play in leadership and the work-life balance challenges that women especially mothers face, as well as theories that contribute to female identity development, leadership traits and qualities, and career choice in order to unlock their full potential in leadership. In addition, attention has been paid to the work-life balance struggles through the glass cliff concept and think manager think male phenomenon of working women and mothers, leadership traits and qualities, and theories of female identity development in unlocking their full potential and career decision making. Towards the end of this chapter, different existing work-family interface model and women's style of leadership that assists women to reach their full potential leadership is explored. These themes serve as the basis for this study, shaping the conceptual framework and informing the study's methodology and analysis.

#### **2.1. Leadership in perspective**

The definition of leadership was initially used in the early 1800s in writings on the political power and control of the British Parliament during the first half of the 19th century (Jogulu & Wood, 2006a). In this period, leadership was "based on inheritance, usurpation or appointment" and was considered to occur most frequently in Anglo-Saxon countries, (Seltzer & Bass, 1990, Jogulu & Wood, 2006a). Early definitions of leadership recognized the value of the opportunity to influence others, such as "any act of influence on a matter of organizational significance" (Katz & Kahn, 1966). There are different meanings, classifications, theories and definitions of leadership in contemporary literature (Radu et al. 2017, Samanta & Lamprakis 2018). There have also been major attempts to define and clarify the different aspects of active leadership and to build major organizational and social research on leadership behaviours and behaviours (Khan et al. 2016). There have also been

major attempts to define and clarify the different aspects of active leadership and to build major organizational and social research on leadership behaviours and behaviours, (Khan et al. 2016, Nawaz & Khan 2016).

There is extensive literature on how leadership can be defined as several definitions of a leader has been discussed, including prominent reference papers like Baldoni (2000), Allio (2016). Baldoni (2000) developed an acronym using the letters LEADER and came up with the following definition; “L” stands for Listening and learning from others; while the letter “E” is for Energizing others, “A” for Acting for common benefit; “D” for Development of everyone; “E” stands for Empowerment and lastly the letter “R” is for Recognition of others’ achievements. Following Yukl (2008), who has multiple leadership books we discuss that the recognized key responsibilities of leaders include monitoring and responding appropriately to the performance of subordinates. He further argued that effective leadership depends on leaders who can acknowledge, motivate and reward subordinates, which then ultimately stimulate performance (Yukl,2008). This supports the definition made earlier by Baldoni (2000) as discussed above. According to Anderson (2009), effective leadership constitute certain behavioural attributes or characteristics which include listening, empathy, healing relationships, conceptualization, stewardship, commitment to the growth of people and building community. Allio (2016) further states that one of the main leadership responsibilities include to establish a culture that allows individuals to unite around the shared purpose of the organization. Leadership is also about establishing a purpose and vision, clarifying organizational values, explaining the strategy, handling the changes, monitoring strategy implementation and training future leaders (Allio,2016). Leadership is a process of power characterized by those who practice or mobilize people to think and/or behave in new ways that they respect (UhlBien & Marion, 2007). According to academics (UhlBien & Marion 2007, Uhl-Bien & Arena 2018), leadership can be seen as a mechanism of social power by which evolving communication and change, such as new values, behaviours, strategies, ideologies, are constructed and created. It is also commonly understood that a particular way to explain leadership is by the differentiation between management and leaders (Uhl-Bien & Arena 2018). Organizations and social organizations typically require both a leadership and a management system. Leadership is one of the most studied phenomenon, regardless of the

situation or industry (McManus 2016, Arthur-Mensah & Zimmerman 2017, Pradhan et al. 2018).

The importance of leadership has been a growing target of interest in turbulent times as organizations planning on surviving and thriving into the future need credible leaders prepared to lead in our future uncertain times (Gray, 2020). Organizations and social groups typically require leadership and management skills and these competencies often exist in various individuals or subgroups (Sinclair, 2020). There has been a long tradition of politics and the practice of talking of leadership as an independent property.

From widely discussed literature, leadership theories seek to explain how and why certain people become leaders and others fail to become successful leaders looking at the characteristics of leaders Quist (2009). Some theories attempt to identify the behaviours that people can adopt to improve their own leadership abilities in different situations. Here, the author discuss the major leadership theories with some more recent theories proposing that possessing certain traits may help make people nurture leaders, but that experience and situational variables also play a critical role (Arthur-Mensah & Zimmerman,2017). People have a long history of leadership interest, but a number of formal leadership theories have only recently emerged and women's leadership theories have to still be discussed by Cherry (2019). Early leadership theories concentrated on the characteristics of leaders and followers, while theories explored other variables, such as situational factors and ability levels. Most of the various theories of leadership have emerged as one of the eight main styles (Cherry 2019).

## **2.2 Theories of leadership**

The absence of a conclusive consensus among scholars' plagues leadership theories. Over the years, several ideas have arisen regarding leadership. The Great Man theory focuses on heroic people, meaning that only a chosen few are able to attain greatness. The traits theory conceptualizes leadership on the universality of certain attributes granted (Spector, 2015). The skills theory concentrates on a leader's ability (Nawaz & Khan,2016). Behavioural theory considers leaders on the basis of their behaviour, while contingency theory is about

leadership context. Over the years, various approaches to leadership have arisen as discussed (Nawaz & Khan 2016, Baltaci & Balcı 2017, Uhl-Bien & Arena 2018) and the key theories to be established are Great Man, Traits, behaviour, contingency, complexity and adaptive leadership theories and implications of these to women leadership.

There is quite intensive literature on different ways of defining leadership and how it is effective in achieving desired organizational goals and as such, a number of definitions of a leader has been discussed. Following the discussion by Nawaz & Khan (2016), we discuss the main theories that emerged during 20th century include, the Great Man theory, Trait theory, Process leadership theory, Style and Behavioural theory, Transactional, Laissez Faire and Transformational leadership theory which is more inclined to female leaders, (Stempel et al. 2015). In their research, Stempel et al. (2015) explored whether transformational, transactional, and laissez-faire leadership styles are considered to be more characteristic of female or male leaders. As expected, transformational leadership is assumed to be more characteristic of female leaders. Inspirational and idealized power, however, are categorized as gender neutral. In the case of transactional leadership, contingent rewards were perceived to be more typical of female leaders, while management, by comparison, was categorized as neutral Stempel et al. (2015).

In comparison to expectations, laissez-faire was not seen as more typical of male representatives, but as gender neutral. Implications of perceived gender discrimination in the selection process. In this section, we describe key words and different hypotheses of the types of leadership and success that exist in the literature.

### **2.2.1 The Great Man Theory of Leadership**

Leadership theory can be traced back to the 19th century and earlier. One of the key supporters of this idea was Carlyle in 1866, who essentially reduced the obsession with great men of history to extras (Spector 2015). This theory shows that at the time it was developed women were not viewed as leaders in any way, and leadership study during this era was primarily limited to males (Spector 2015, Radu et al. 2017). Great man theories assume that the capacity for leadership is inherent and that means that great leaders are

born, not made. These theories often portray great leaders as heroic, mythic, and destined to rise to leadership when needed (Spector 2015, Jogulu & Wood 2006a). As discussed by Janse (2019), leadership tended to be male identified and was viewed as a natural "fit" for men. Thus, in addition to earlier studies on leadership theory, this body of leadership style literature does not seem to have substantially elevated women's profile in management.

Therefore, it is argued that the Great Man theory cannot be said to have contributed anything to rising women's profile in management, as the theory was developed as a male paradigm at a time when women were not prominent in paid work (Jogulu & Wood, 2006a). This theory, while now considered by the majority of scholars and historians to be seriously lacking in scientific evidence, nevertheless affects our society and promotes latent sexism towards women even today (Cherry 2019).

According to the proposition made by a sociologist Herbert Spencer, leaders are part of their society they lived in. Spencer maintained that the root of a great man is based on the long struggle of dynamism produced by his race, and on the social state under which he evolves slowly. One of the key issues with the theory of the Great Man is that not everybody with the so-called intrinsic attributes of leadership actually has great leaders, (Offer 2019). Despite Spencer's arguments to the contrary, the Great Man theory remained the prevailing theory of leadership until the mid-20th century (Cherry 2019; Sadeh & Dvir 2019). The notion that leadership is more a learning and dietary discipline has grown as behavioural sciences. Many with opposing points of view believe, as they build and refine the qualities needed to lead, that great leaders are shaped and perfected by their times.

One of the main concerns with the Great Man leadership theory is that not everyone who exhibits the so-called innate leadership qualities truly becomes great leaders (Janse 2019). If leadership was simply an inherent trait, all people with the necessary characteristics end up in leadership roles, however, research considers leadership as a surprisingly complex subject and multiple factors influence the efficacy of a particular leader (Nawaz & Khan 2016). Despite all these ideas and arguments, as discussed by Spector (2015), the Great Man Theory remains a very popular and a leading argument in research into leadership.

The other main criticism towards the Great Man Theory is the perpetuation of sexist societal norms which are widely prevalent and can be seen in many forms such as the wage

gap, lack of women in leadership roles, and the way we refer to and discuss women in general. For example, we often hear men in positions of power refer to their counterparts as “great guy” or “great man”, while women are often referred to as “smart lady” or “she’s a real go-getter”. This reaffirms the bias that men are “great”, and women are not – or classified otherwise. According to a study by Pew Research Center, “fifty-six of the 146 nations (38%) studied by the World Economic Forum in 2014 and 2016 have had a female head of government or state for at least one year in the past half-century.” (Geiger, Kent, 2017). While this is an improvement from the 1800s, there is still a long way to go before we can truly unwind the impact of the Great Man Theory.

### **2.2.2 Trait Theories of Leadership**

The theory of traits is one of the oldest theories that describes great leadership and is developed from the theory of mankind (Belyh, 2020). This means that the theory conceptualizes leadership on the universality of certain qualities granted. Similar to Great Man theories in some ways, trait theories assume that people inherit certain qualities and traits which make them more suitable for leadership (Cherry 2019; Belyh 2020). Trait theories also describe a specific trait such as extroversion, self-confidence and bravery, for instance, are all traits that could possibly be related to great leaders (Howell & Avolio,1989).

The traits theory does not attempt to prove that anyone can become a leader, because great leading figures accomplish objectives, others can only dream of (Yukl 2008; Belyh 2020; Cherry 2019). The abilities displayed by leaders and their followers always talk well of them will always be a great wonder. It reinforces the commonly accepted premise that leadership is not for everyone. It is for many people that this principle stands well. Despite the simplicity of the trait’s theory (Dugan,2017), the question that remains is, if these unique characteristics are main leadership attributes, then how can we understand people who possess certain qualities but are not leaders? This complicates the appropriateness of using theories of characteristics to describe leadership (Harrison,2017). This is because there are people who show leadership skills, but many never take on leadership positions and some often lack some of the key traits often associated with good leadership but are

nevertheless outstanding in leading groups. A mother's leadership position is one of several examples of how well the trait approach can be working (Hryniewicz & Vianna,2018). Hryniewicz & Vianna,2018 also went on saying when they did their research many of their respondents mentioned maternity leave as an issue, especially when it comes to their replacement at work. In this sense, they identified a unique barrier which has been created for woman, which would never occur for men in the same position.

### **2.2.3 The Situational Theory of Leadership**

The situational theory states that leadership effectiveness is determined by the interaction between the leader's style and aspects of the situation (Ahmad et al.,2018). *Ceteris paribus*, it is assumed that the relationship between leadership style and organizational outcomes is moderated by situational factors related to the environment, and therefore the outcomes cannot be predicted by leadership style, unless the situational variables are known (Harrison 2017).

There are three models of this theory: Fiedler 's theory of co-worker, House's theory of direction goals, and Heresy and Blanchard 's theory of situation leadership. The theory also suggests that in all , no leadership style is best. Performance depends on a variety of factors, including the preferred style of the leader, followers' skill, personalities, and situation aspects. Successful leadership needs to be tailored to the situation of one's style of management. Three variables, namely the relation between the leader and his followers, the degree of the mission structure and the authority, place or power of the heads, depend on control.

With the situational theory, instead of a charismatic leader with a large group of committed followers (Graeff, 1997; Grint, 2011) that efficient leadership requires an adequate understanding of the situation and response. Situation theories indicate that leaders select the correct course of action based on variables of the situation (Amanchukwu et al. 2015; Kapur 2018). For some forms of decision-making, different leadership styles may be more fitting. For example, when the leader is the most competent and experienced member of a group, it can be the authoritarian style. In other situations where members of the community are trained experts, a democratic style will be more efficient (Amanchukwu et al. 2015).

Another study by Powell (1999) estimates that the proportion of women in management positions in the USA in the year 1970 was only 16 per cent (Powell, 1999) and therefore, leadership roles for women were still unusual. When women were employed in organisations, they were more likely to be found in roles of support, rather than management positions which held any responsibility for leadership (Kanter, 1977). Therefore, situational theories would have predominantly been seen as applying to males in management or leadership roles because of the low profile of women in management at the time, and it can be assumed that the profile of women in management would not have been advanced in any significant way from this body of literature. However, it should be noted that these days' women are more eager to take managerial positions and are also becoming more ambitious.

#### **2.2.4 Contingency Theories**

The Contingency Model of Fiedler (1964) and the situational theory of Hershey and Blanchard (1977) take into consideration the situational drivers and choices of leaders Rice et al. (1982), Hopkins & O'Neil (2015). Contingency theories concentrate on unique environment-related factors that may decide which individual leadership style is better suited to the situation (Cherry 2019). In all cases, no leadership style is best, according to this theory. The guiding light for research was the hypothesis that what makes a leader successful depends on the situation.

The failure of researchers to achieve clear leadership results in the mid-20th century led to the investigation of situational effects Hersey et al. (2007), Wilson (2016). They began realizing that a certain style and skills were suitable and failed in one situation and tried to decide which circumstances were acceptable for which styles and skills. Leadership researchers such as White et al. (1996), Rice et al. (1982) argue that genuinely efficient management should not only focus on the leaders' attributes, but also on finding the right balance between actions, needs and contexts. Good leaders will analyze their followers' needs, take stock of the situation and change their behaviours, (Wilson 2016).

Mortensen et al. (2014), Stogdill (1948) and Mann (1959) discussed that while some characteristics have been common in a variety of studies, overall evidence indicates that people in one situation who are leaders may not always be leaders in other situations. This

approach, called contingency theory, does not directly apply to effective management by a single psychological profile or a set of permanent features. The relationship between these human qualities and the conditions underlying them leads instead to performance, Vidal et al. (2017). In other words, contingency theory means that effective administration depends on a single leader-independent variable. While the theory of leadership, action and contingency remains topical in current research, contemporary views rethink the leadership of individuals pursuing a common purpose as a dynamic and ethical process (Samanta & Lamprakis 2018).

Many researchers of contingency theories of leadership argue that the leadership style used depends on the context in which the leader finds themselves in. Characteristics such as values, organizational culture and the nature of the task can dictate the most appropriate form of action (Eagly ,2007). Eagly (2007) also states that regardless of the situation, leadership is historically defined in masculine terms. Schein, Mueller, Lituchy et al. (1996) corroborate this point of view with their research “think manager - think male”, which analyzed responses of students in 5 countries (USA, UK, Germany, China and Japan). Schein, Mueller, Lituchy et al. (1996) found out that despite the differences among the 5 countries analyzed, the point of view among students that women are less likely to have leadership characteristics than men, is global (in the US, women saw attitudes of managers as more androgynous and not more masculine or feminine). Considering these students will become managers and the stereotypes they believe, it will shape their decision making, indeed women have to overcome many barriers to advance their careers. However, Schein (2007) observed results similar to the previous one conducted in the 5 countries, showing that despite all legal, social and organizational changes, the results were against women as she concluded that male managers were still associated with successful management.

### **2.3 Management Theories**

Management theories, also known as transactional theories, focus on the role of supervision, organization, and group performance. These theories base leadership on a system of rewards and punishments. Managerial theories are often used in business; when

employees are successful, they are rewarded and when they fail, they are reprimanded or punished.

### **2.3.1 Transactional Leadership Theory**

Transactional theory is also known as exchange theory of leadership and is characterized by a transaction made between the leader and the followers. The theory values a positive and mutually beneficial relationship. Zhu et al. (2005) argued that effective leadership is a potent source of management development and sustained competitive advantage for organizational performance improvement. Thus, transactional leadership assists organizations achieve their current objectives more efficiently by linking job performance to valued rewards and by ensuring that employees have the resources needed to get the job done ( Zhu et al. 2005).

Transactional leaders reward their subordinates in the form of a good performance review, a salary increase, a promotion, new responsibilities or a desired change in duties in return for following them. However, the problem with transactional leaders is expectations. If the only motivation to follow is in order to get rewarded, then given no reward, subordinates will not follow and performance suffers. This means that transactional leaders sometimes display the traits or behaviours of charismatic leaders and can be quite effective in many circumstances while creating motivated players (Ibid). Given sustainability, they are able to make deals that motivate, which can prove beneficial to an organization.

Transactional leadership was described by Robbins (2017) as 'leaders who lead primarily by transaction social exchanges' (Robbins, 2017, p. 475). People remain at work and they find it important to get a reward. Staff should be enthusiastic about what they are doing (Robbins 2017) and would appreciate working with a business that they can affect other people's lives positively. With transactional leadership style a simple command chain, which the whole team can quickly understand can be developed and team processes are specifically applied (Cherry 2019). Everyone knows what is expected of them before they

start to work and they also know where they fit into the organization map or command structure, so they have access to the right networks if there is an issue during the work process (Cherry 2019). This kind of organization prevents employees from going rogue by taking leadership positions they have not received or have not been named (Gaille 2020)

Transactional leaders are typically focused on production improvements while exercising cost-savings measures, (Gaille,2020). Analysing the theory, transactional leadership is straightforward and simple and it does not require a manager to have extensive training, a high emotional intelligence, or specific personal leadership traits (Cherry 2019). Transactional leadership is defined by a strict set of rules and regulations. There is no room to bend or break these rules for any reason. They are considered the best practices for the team to follow. People who come from a creative mindset struggle to produce under such a leadership structure because creativity is usually produced through freedom of movement.

However, by analysing this theory it was noted that transaction leaders are rigid and persistent (Cherry 2019). They do not bend the laws, because the laws remain, even though they are not recognized for a good reason and if it is because the team members are concentrating on other assigned tasks, or if this is restricting creativity. Instead of common-sense encounters with legislation, formal policies govern behaviour, even if creativity is allowed under a company's regulations, regulated creativity does not yield the same results as free creative thinking. That is also the explanation for the failure of this framework. When their creativity is determined, it is difficult for individuals to be innovative.

Transactional leadership places the team leader in all management roles. It expects team members to comply, only if they have been invited to make their contribution with the productivity process. In order to address this issue, several teams create a helper that steps in if for some reason the leader or manager is gone. Even, the assistant is a follower rather than a boss. One have to obey the rules. One have to follow their super instructions (Amanchukwu et al. 2015).

Transactional leaders are also working under rules and regulations that cannot be changed. That means their emotions are not considered to be essential to the production process. That

attitude is then transferred to their direct reports. As long as the work is being completed, the transactional environment does not care how people think or feel. Over time, these creates an insensitivity within the average worker to anyone but themselves. They focus on their assigned tasks only. If someone needs help, then that means they are a failure and should be removed from the team. (Goethals & Hoyt 2016).

There are many ways for workers to feel motivated by their job. Rewards may not be something that motivates a person. Some workers are motivated by internal triggers, like wanting to be away from their home for some time each day. Some workers might be motivated by social interactions they have with customers. When a team member is not motivated by the rewards that are offered in the transactional environment, then there is no incentive to increase their productivity. (Cherry 2019).

The productivity of each employee is of utmost importance to transactional management. It rewards the employees who can develop their existing routines or methods of production. Around the same time, though, modern approaches are rarely allowed to be experimented – unless they happen outside of their working hours. A fixed method to create new products which be applied in some transactional environments. The framework too often discourages those who are willing to innovate new processes by insisting that their method be complied with. It needs people to work harder instead of working smarter. Transactional leadership can only be successful when there is an experienced leader at the helm of a team. The leader must be familiar with the transactional style. They must also be comfortable implementing this style with each of their direct reports. Most people who can be successful in this role have dynamic personalities who are not worried about the culture of their team or the vision of their company. Under the structure of a transactional environment, subordinates who do not complete an assigned task as indicated are held responsible for their lack of productivity. What if their lack of productivity is because of inadequate leadership instead of inadequate skill? (Goethals & Hoyt 2016).

The advantages and disadvantages of transactional leadership show that this management style can create fast results that are predictive (Goethals & Hoyt 2016). It can also create low morale levels within teams, limit creativity, and ultimately put a company at a disadvantage should certain leaders leave. In most situations, a hybrid style of leadership

is the most effective approach to use. There are times when transactional leaders are necessary, and times when they are not.

## **2.4 Behavioural theories**

Behavioural theories of leadership are based on the conviction that popular leaders have been produced and not born and this is the flip side of the philosophies of the Great Man. These are rooted in behaviouralism (Howell & Avolio 1989, Allio 2016), which centres the principle of leaders' action, not mental attributes or internal states. According to this theory, people can be trained and observed as leaders (Cherry 2019).

### **2.4.1 Transformational Leadership Theory**

The preferred model of leadership used by women is transformational leadership Sadeh & Dvir (2019). Transformational leadership characteristics contribute to women's values built by processes of socialisation that involve building relationships, collaboration, building consensus, influence power and function. For a mutual cause together, the models of female leadership are not better or worse than the traditional male leadership styles, they are distinct (Ghasabeh et al. 2015). Transformation leaders empower and encourage people to see the value and common good of the mission by motivating community members. Also referred to as relationship theories, the relationships between leaders and followers are fundamental to these (Cherry 2019). These leaders focus on the success of group members, but they also want to reach their potential for every individual (Ghasabeh et al. 2015). This kind of leader also has high expectations of integrity and morality. Transformative leaders are more likely than other leaders to keep their staff. One can also hold more clients. This is due to the charm that this type of leadership requires. Those that use transition leadership aim to meet the requirements of the company (Steinmann et al. 2018)

Transformational theory of leadership is a modern addition to the literature, but this theory has been studied more than all the contingency theories combined (Andersen 2018). The principle differentiates transition and purchase. Transformative leaders guide workers by aligning their employee priorities with the leaders' priorities. Workers who work for transition leaders then begin to concentrate on the well-being of the organization, rather

than what their individual employees want. However, transaction leaders ensure workers exhibit the right conduct, while the leader receives support in return. Transformational leaders can achieve higher levels of productivity from their followers because they seek to meet the demands of personal motives Cherry (2019). This leadership style excels at recognizing existing needs or demands, especially in their followers. When used in decisive or heroic ways, followers become fully motivated to work toward what they feel is a righteous cause. Research began to report gender differences in leadership styles with female managers being seen in positive terms as participative, democratic leaders. More recent work reports that women are believed to exhibit more transformational leadership style than their male colleagues, and this is equated with effective leadership(Cherry 2019).

All of the earlier theories on leadership excluded women and this exacerbated the problem of women not being seen as an appropriate fit in a management or leadership role. Recent findings such as from Saint-Michel (2018), clearly describe that the transformational qualities of leadership that women exhibit are required by the flatter organisational structures of today. Therefore, a more positive outcome for women advancing to senior roles of management or leadership may be observed in the future, (Jogulu & Wood 2006*b*). According to Saint-Michel (2018), when a company is struggling for a long period, they typically use transformational leaders to boost morale and change the environment. The passion, enthusiasm, and high energy levels encourage and inspire others to find success. Whenever there is a state of indifference present in the workplace, the transformational leader is the most capable of breaking the team out of that routine.

Transformational leadership is a leadership that encourages followers to step beyond their personal interests to serve a common interest. Our findings highlight the weight of gendered expectations that dominate followers' perceptions of gender identity as a leader, indicating that male leaders may also suffer from the backlash effect (Saint-Michel 2018).

Transformational leaders are unique in that they can transcend their own interests for the betterment and growth of their organisation. They are motivated to continue pushing on because they take ownership of the process, which achieves outcomes. Through this process, they can do more that stimulate others toward success through their role modelling.

Transformational leaders can alter the strengths of their followers through their emphasis on communication and motivation. (Gaille 2020).

The transformational leader does not want to use their position to control others. They do not use fear or influence to coerce compliance. This leadership style prefers to use inspiration as the motivator for change instead. These leaders use humanistic concerns to change internal cultures because they bring the concept of hope back into the big picture. That is why the followers of a transformational leader are often loyal to a fault with their devotion. They adopt the morality and ethics of the transformational leader in their own lives.

Transformational leaders believe in the power of perspective. They treat each follower as an individual, with their own unique needs and capabilities. That approach keeps the team environment informal and friendly because it treats followers as an equal. Directions are followed through support, advice, and encouragement, along with role-modelling, instead of issuing orders. Transformational leaders will even assign specific tasks based on their knowledge of each person's unique motivations, abilities, and strengths.

Transformational leadership does provide many positive outcome opportunities. Each positive opportunity offers a negative outcome potential as well. As they like to say in the Star Wars Universe, there is a "dark side" which must be avoided by transformational leaders. (Cherry 2019).

Adolf Hitler may be the most extreme example of a negative transformational leader. He offered a vision, appealed to the values of his people, and was quite charismatic. The outcome he eventually achieved, however, led his people away from moral betterment.

Transformational leaders can only be successful if they maintain open lines of communication with their team. It is through this communication that the vision and "rightness" of a task are transferred from the leader to the followers. Close, frequent communication must occur for this to happen. If the team perceives that this communication is not happening, then they will lose interest in the tasks being asked of them.

Transformational leaders are also required to maintain the enthusiasm of their team to achieve a specific vision or goal. To keep enthusiasm levels high, leaders must provide a constant stream of feedback to their followers about the progress being made. This feedback must occur frequently for it to be successful. Transformational leaders who are perceived to lack this skill or to provide this to their followers are likely to fail (Sadeh & Dvir 2019).

A transformational leader will not pursue a task if they do not believe in the moral rightness of completing it. That is because the leader must continuously sell the vision, they have to encourage their team to work toward it. If any of the followers disagree with the leader's assessment that the work being done, or the outcome achieved by the vision is immoral, then they will not participate. In some situations, followers may even rebel against the leader if they feel that they are being led in an immoral direction.

Transformational leaders use their charismatic approach to serve as a role model for their followers and their organisation. They use this energy to show how to achieve goals or accomplish tasks. There are certain risks that are generally accepted by those using this leadership style to find innovation or create change. If the leader accepts risks that are, or perceived to be, excessive or unnecessary, then the actions of the leader become detrimental to the team and their organisation. (Cherry 2019).

Transformational leaders can inspire their teams to achieve high levels of success. They do an excellent job of encouraging their followers to work together to achieve strategic goals. Optimism from a transformational leader created optimism within the team. If high level of sustained productivity is required to achieve the vision in question, however, or there are unreasonable deadlines in place, then it can lead to burnout occurring within the followers.

Transformational leaders gain energy from their ability to implement new ideas and inspire others. They feel an energy drain when they are forced into a position where they must make difficult decisions. Transformational leaders do not usually like to get bogged down with administrative work either, even if completing it would help them to achieve their vision. That causes the leaders to ignore certain protocols, like saving receipts from purchases to turn them into their accounting department.

The advantages and disadvantages of transformational leadership show us that leaders using this method can take teams to new heights or bigger lows. There must be a certain morality in place to pursue a shared vision for everyone if this leadership style is to succeed. If that vision is not shared, or if followers lose their faith in the leader, then there cannot be success (Sadeh & Dvir 2019).

The transformation Leadership theory assumes a process by which a person interacts with others and is able to create a solid relationship that results in a high percentage of trust that will later result in an increase of motivation, both intrinsic and extrinsic, in both leaders and followers. Thus, transformational leadership positively impacts on organizational performance as transformational leaders influence subordinate's organizational commitment by encouraging them to think critically. They use using novel approaches such as involving subordinates in decision-making processes, inspiring loyalty, while recognizing and appreciating the different needs of each subordinate to develop his or her personal potential.

Transformational leaders are able to influence subordinates' organizational commitment by promoting higher levels of intrinsic value associated with goal accomplishment, emphasizing the linkages between subordinate effort and goal achievement, and by creating a higher level of commitment on the part of a leader and subordinates to a common vision, mission and organizational goals (Ibid). Consistent with the above viewpoint, Gaille (2020) argue that properly aligned human assets are the key to successful implementation of organizational strategy. Employees who play a part in deciding what to do feel a much greater amount of ownership over making it happen. Through encouraging subordinates to seek new ways to approach problems and challenges, identifying with subordinates' needs, transformational leaders are able to motivate their subordinates to get more involved in their work, resulting in higher levels of organizational commitment.

According to Chen, Ning, Yang, Feng & Yang, (2018) pg.22, transformational leaders empower their subordinates. Generally, employees who feel empowered perform better, which helps the organization to translate its strategy into action. However, the style of the leader may vary, as may the content of the leader's vision and the context in which it takes root. Leaders must be prepared to modify their leadership behaviour, the competitive

strategy, and the formal programs and structures to meet the challenges that confront them in an increasingly turbulent and uncertain environment (Ibid).

Transformation leaders encourage followers to sacrifice their own self-interest for the benefit of the team (Burns, 1978). On the basis of gender role theory, Eagly(1987) and; Eagly and Karau (2002) argued that leaders who scored higher on relational orientation to exhibit more transformational actions, since they are inclined to emphasize the value of teamwork and interdependence (considered as feminine qualities) between the members of the group in order to achieve team goals.

Guillet et al. (2019) identified a link between transformational leadership, representation of women leaders' characteristics and feminine leadership that is supported by prior research (Mandell & Pherwani, 2003; Klenke, 1993). The terminology used to characterize transformational leadership are similar to those used to characterize descriptions of the qualities of women leaders and the qualities of male leaders.

Situation theories indicate that leadership is a matter of demands for circumstances. Thus, situational theories are considered primarily for men in management or leadership positions due to women's low profile in management at the time and the profile from this body of literature of women in management cannot be considered substantially advanced (Jogulu & Wood 2006a).

#### **2.4.2 Adaptive leadership theory**

Adaptive leadership is an evolving, collaborative phenomenon that generates social system adaptive performance. A collective change movement arises from mutual interactions or from spaces between agents in a not-linear way. This results in competing needs, ideas or preferences among agents and groups; it results in revolutions, alliances of individuals, ideas, or technology and in cooperative efforts.

Adaptive management is not an individual but a complex dynamic; it is called leadership because it is a proximal source of change for an organisation, and it is certainly a close source of change. The adaptive leadership theory is a relative newcomer to the academic

study of leadership models and theories (Arthur-Mensah & Zimmerman 2017). This theory states that there is a difference between leadership and authority (Drysdale & Gurr 2017). While authority is granted by one's position within an organization, leadership is the ability to mobilize and motivate a team (Arthur-Mensah & Zimmerman 2017). Thus, the adaptive leadership theory states that a leader is an individual who influences his team to take on the adaptive challenges they face at work (Drysdale & Gurr 2017).

Adaptive leadership is a realistic leadership paradigm that allows individuals and organizations to adapt and succeed in difficult environments (Mulder, 2017). It is able to take on the progressive but meaningful process of change, both individually and collectively. This is to distinguish what is important from what is costly and to establish a real status quo challenge. Heifetz et al. (2009) believe that leadership is essential to influence changes that strengthen and enable people and organizations to flourish.

In fact, leadership mobilizes groups of people to solve and succeed tough problems. It is important that leaders understand the importance of adaptation and can use the appropriate tools and instruments to develop organizations' adaptive capability. The adaptive leadership approach regards leadership as a process rather than several skills. The adaptive manager needs to be able to align corporate change with the core values, capabilities and desires of the relevant stakeholders and aims to foster a culture that incorporates the diversity of opinions and respects them. (Heifetz et al. 2009).

As discussed by Mulder (2017), adaptive leaders create conditions that enable dynamic networks and environments to achieve common goals in an environment of uncertainty and focuses on four dimensions; navigating business environments leading with empathy learning through self-correction and reflection creating win-win solutions. With navigating business environments adaptive leaders should embrace uncertainty and encourage the organization to look for new approaches. It's about the context; rules and procedures should be left behind and leaders sticking to rules and procedures can actually be counterproductive. Looking at how adaptive leaders are said to lead with empathy (Yukl & Mahsud, 2010), adaptive leaders do create a group attitude instead of an atmosphere of divide and conquer.

An adaptive leader will understand alternative perspectives, ideas and be able to share them with others by looking at the organization through the eyes of others. They have the ability to respond with empathy, allowing them to influence co-workers, competitors and other stakeholders. Learning through self-correction and reflection, adaptive leaders encourage experimentation although some experiments will fail, but those failures can serve as lessons for the future. Adaptive leaders would do well though to offer their people the chance to reflect on both successes and failures by identifying mistakes and problems properly and in a timely manner, they can be tracked down, filtered and decoded, giving the organization a chance to respond to them. It can be explained further that with adaptive leaders, they ensure that their organization is always aware of what is going on outside it and what customers are thinking and with all this information can then be included in the strategy, (Obolensky, 2014).

Adaptive leaders also allow decisions to be made at lower levels in the organization and minimize the number of organizational layers. Through creation of win-win solutions, adaptive leadership values platforms for cooperation and builds on them such that the organization's success often depends on the involvement of an extended network of stakeholders (Randall & Coakley, 2007). Technology even makes it possible to involve suppliers and customers in complex issues such as product innovation and product changes. Their knowledge and insight are worth a lot and a lot of a company's influences come from outside. Adaptive leaders do more than just focus on profit and revenue growth, as they safeguard the continuity of their organisations' business models and explore opportunities to have economic and social vectors play a role in these.

As discussed by Mulder, (2017) there are four main tenets that are tied to adaptive leadership, which are emotional intelligence, organisational justice, development and character. With emotional intelligence, the leader has the ability to recognize his/her own feelings and those of other people. With this awareness, an adaptive leader is able to build trust with other participants and foster quality relationships. Another fundamental principle of adaptive leadership is fostering a culture of honesty. Adaptive leaders know the best policies to introduce for the good of the organization. They also know the best ways to introduce these changes so that people embrace them. Adaptive leaders are willing to

accommodate other peoples' views, hence, assuring them that they are valued and respected (Heifetz et al. 2009). Adaptive leadership entails learning new things such that if one technique is not yielding desired results, an adaptive leader goes out of his or her way to discover new strategies that can work (Mulder, 2017). With new techniques, both the employees and the company at large will experience growth and development. Adaptive leadership is about having a deep sense of character, being transparent and creative and may not always be right but they earn the respect of those they work with and practice what they recommend. However, despite all this extensive theoretical literature on adaptive leadership, there is little empirical research which have been conducted to test the claims of adaptive leadership theory. Again even though the conceptual framework was set forth 20 years ago, the conceptualization of the process of adaptive leadership needs further refinement, that it can be criticized for being too wide ranging and abstract, and from a theoretical perspective, it hints at, but does not directly explain how adaptive leadership incorporates a moral dimension (Heifetz et al., 2009).

### **2.4.3 Complexity leadership Theory**

Most of the leadership writing until relatively recently, has been dominated by solo-heroic leadership models typified by the style of leadership theories (Donkor & Zhou 2019). Given the difficulty in which organizations now compete (Donkor & Zhou 2019, Tourish 2019), these models are becoming increasingly important. The word complexity refers to the greater degree of uncertainty, ambiguity, interdependency, and interrelationship that characterizes today's environments Donkor & Zhou (2019). As the next decade begins, quick social, economic and technology changes are becoming more complex, and the dynamics of stability are growing (UhlBien & Marion 2007).

These circumstances now impose severe limitations on traditional leadership buildings. Usually, they focus on how an individual leader affects each other to achieve the engagement and enthusiasm of his followers for the fulfilment of organizational objectives (Donkor & Zhou 2019). In recent years, companies have faced a dynamic and challenging environment shaped by a modern era of globalisation and technology (Mendes et al. 2016). This complexity highlights learning and creativity as main organisation-survival mechanisms. In their paper, Mendes et al. (2016) suggested that the theory of complexity

leadership can help explain how learning and creativity arise and impact organisation's success.

Complexity leadership theory describes how leaders stand apart from complex structures and seek to manipulate them: an uncomplicated midfielder between unitarist organizational concepts and the more nuanced models contained in broader organizational complexity theories (Tourish 2019). Complexity theory of leadership is about integrating structured and informal institutions to draw on the complexities of complex transition processes, and to generate learning, innovation, and organizational adaptation (Uhl-Bien & Arena 2018). The complexity and leadership theory paradigm are defined by increased uncertainty, instability and interdependence that characterize many institutions in their operational environments.

The organizational leadership, as stated in Backlander (2019), built on authority and status and thus has the power to make top-down decisions on behalf of the organization. Complexity leadership theorists have made progress, this is however obstructed by the continued influence of unnecessarily heroic leadership styles (Tourish 2019). To date, the principle of uncertainty has never regularly been used to analyze how leadership as an entity occurs (Tourish 2019). The theoretical and essential potential remains to be realized. It represents the formal structures and order of the organization (Steinmann et al. 2018). Leadership of companies includes discovery and the promotion, expertise and products of new ideas.

The balance between the two is to allow leadership that seeks to achieve adaptive space by essentially "creating structures and processes that effectively engage conflict and connect to initiate and expand the emergence of a new organizational adaptive order" (Uhl-Bien & Arena 2018, pg 124) Complexity leadership is widely regarded as the outcome of chaotic rethinking adaptive, strategic and action-oriented leading roles. Adaptive leadership is a collective effort requiring dynamic systems to overcome uncertainty and to learn to build new conditions. The theory of complexity leadership is characterized as adaptive mechanisms, alternatively as technological disorders in the industrial age, evolved by complex companies in new information age-required conditions (Baltaci & Balcı 2017).

This theory is a joint and resultant product of the following three sorts of leadership: (1) administrative management based on strict manipulates and a significant bureaucratic hierarchy (2) adaptive management basically based on creative problem solving, resonating with new conditions and learning and (3) action-centered leadership that involves on the spot decision-making mechanisms employed in crises and dynamic productivity (Baltacı & Balcı 2017). It offers a leadership paradigm that enhances the organizational reaction as dynamic adaptive structures that are accessible to the development of learning, innovation and knowledge. The structure ensures control mechanisms for the management of hierarchical organizations, producing results in line with the goal and mission of the dynamic adaptive system. The goal of this theory is to combine the hierarchical organizational structure with new conditions brought about by instability (UhlBien & Marion 2007).

The formal leader's role in helping an organization to respond more effectively as a dynamic adaptive framework requires new study (Poltera,2019), focusing on leadership skills and behaviours than in the past. Any of these habits remain the same, like relationship skills. However, studies should concentrate rather than their position as motivators on how they contribute to social capital building and the promotion of social exchanges within a network (Backlander 2019). Similarly, participatory and motivating attitudes, in order to affect the support of cooperation of the team and the creation of mutual leadership, must be examined (Backlander 2019).

Additional research should look at the way a leader establishes and improves network communication across networks and how this facilitates the production of innovation-capable assemblies (Clarke 2013). The philosophy of complexity leadership theory provides a comprehensive paradigm that describes the role of leadership, proactive leadership and action-oriented leadership. In order to establish an interface between complicated adaptive structures and bureaucracy, theory attempts to combine different roles of the described leadership functions. Functional leadership reflects an engaging, collaborative mechanism that relies on functional influences such as the opportunity to communicate with organisations that are rapidly evolving organizational environments (Donkor & Zhou 2019).

In the South African context, the complexity leadership theory has been applied by Walters (2020), who, through examining the typology of leadership exercised by senior administrators in South African higher education. Walters (2020), proposed a new conceptual model for leadership in higher education that will allow leaders to move beyond the bureaucracy and enable a conception of leadership as a complex interactive dynamic through which adaptive outcomes can emerge. Complexity theory framed the study, as it reconceptualises leadership by focusing on the dynamic interactions between all individuals within organisations, explaining how those interactions can, under certain conditions, produce positive outcomes; and takes into account the properties of non-linearity, uncertainty, ambiguity and disequilibrium under which universities worldwide operate (Walters, 2020).

Rosenhead et al. (2019) made conclusions on the applicability of complexity leadership theory that it is generally considered beyond education in leadership and management literacy, and its serious consideration for leadership and management in education is recommended. The research work also proposed that complexity leadership can make a considerable contribution to leadership theories and practices, but before endorsing, it absolutely or indeed rejecting it too wholeheartedly there is need to understanding of interpersonal actions in at work. Their paper made contributions on to a debate about whether these concepts are true and applicable to organizational leadership. By analyzing the literature, criticizing and offering some suggestions, Rosenhead et al. (2019) indicated that the shortcomings of leadership regulations resulting from the theory of complexity are novel and plausible; however, the complexity message for leadership is paradoxical.

#### **2.4.4 Congruity theory**

Using leadership prototype theory to complement role congruity theory, Chamorro-Premuzic & Gallop (2020) showed that the moderating role of leader sex in the relationship between leader gender role identity and follower expectations of transformational leadership. Their models indicate that leaders who self-described to have highly relational qualities are viewed by followers as exhibiting transformational leadership. Gender identity describes a stereotypical human self-perception as male or female. Men are expected to

exhibit agent characteristics (for example assertiveness and competitiveness), whereas women are expected to exhibit collective characteristics (for example, benevolence and moral regard for the private interests of others).

As discussed by Jogulu & Wood (2006), these earlier leadership theories excluded women, and this exacerbated the problem of women not being an appropriate fit in the management or leadership role. This contrasts with the recent findings by Abdullah et al. (2018), Miranda (2019), Saint-Michel (2018) who clearly show that the transformative qualities of leadership shown by women are needed by today's flatter organizational structures. A more positive outcome for women moving to senior management or leadership positions can therefore be seen in the future.

### **2.5.1 Gender difference theories**

As discussed earlier, all the early leadership studies developed theories, which emanated from the Great Man theory. Thus, the theories described men and male leaders. This had the effect of excluding women from being seen in the role of a leader. At this time, men and women were considered to have vastly different behaviours, skills, and attitudes, and these "differences" were thought to handicap women in their career advancement (Morrison and Von Glinow, 1990). In the 1970s, literature on gender differences began to be published that set out to explore the extent of differences in men's and women's behaviour. This research into gender differences had at its base a desire to understand whether males and females differed on a variety of traits and behaviours because of their biological determination, the implication being that differences in behaviour between men and women are innate or acquired from very early socialisation. At this time, the perspective seemed to be that women were different to men and that difference appeared to be equated with deficiency (Fagenson, 1990).

The early work into gender differences by Maccoby and Jacklin (1974) focused mainly on children. Sex differences in various studies into social behaviour, cognition, and temperament were reviewed, and the conclusion was that there were very few sex differences between these groups. Similarities between the groups were found in many areas of functioning. However, sex differences were reported in the following areas: girls were found to have greater verbal ability than boys, whereas boys were found to be superior

in tasks requiring visual-spatial and mathematical ability. Furthermore, boys were found to be more aggressive, both physically and verbally. In addition, some findings were reported to be ambiguous, in areas of tactile sensitivity, fear and anxiety, levels of activity, competitiveness, dominance, compliance and maternal behaviour, the results were mixed.

The beginning of the gender difference theories marked a shift in the leadership literature, as the behaviour, skills, and attitudes of women were considered, recognised, and evaluated. In turn, leadership styles were evaluated through the perspective of gender differences, and the focus began to shift to a desire to understand how men and women led their subordinates. This focus was made possible because of early work by Burns (1978) which described two quite different types of leadership.

In the late 1970s, Burns developed a comprehensive theory to explain the differences between the behaviour of political leaders by using the terms “transactional” and “transformational” leadership. He defined transactional leaders as people who emphasized work standards, assignments and had task-oriented aims. Therefore, these leaders’ focal points were believed to be on finishing tasks, with rewards or disciplining of followers intended to influence and improve employee performances (Burns, 1978). In contrast, transformational leaders were defined as people who identified potential in their followers (Burns, 1978).

Although no distinction was made between the leadership styles of men and women in this early research, Bass (1985) built on the early work of Burns and “opened opportunities for further investigations of the leadership styles of men and women” Eagly, 2003, p. 570). The adoption of the transactional and transformational leadership styles into contemporary leadership theory provided a platform for observing gender differences in leadership styles. Bass and his colleagues described a transactional leadership style as one which utilised a transaction between leaders and followers, who were then rewarded or disciplined based on work performance (Bass and Avolio, 1994; Mandell and Pherwani, 2003). This style of leadership depends strongly on the leader’s power to reinforce subordinates for their

successful completion of tasks. Reinforcement can be materialistic or symbolic, immediate or delayed, partial or whole, and in terms of resources or rewards (Bass, 1997). This transactional leadership style appears to characterise leadership in strong masculine qualities, as it is distinguished by “competitiveness, hierarchical authority and high control for the leader and analytical problem solving” (Klenke, 1993, p. 330) which is more typical of male behaviours. Of interest is the inclusion of “control” as a significant feature of the transactional style, common in definition of leadership in the 1990s.

In contrast, women generally fit into a “feminine model of leadership build around cooperation, collaboration, lower control for the leader and problem solving based on intuition and rationality” (Klenke, 1993, p. 330). This style of leadership is closely aligned to transformational leadership with effective leaders being described as those who inspired their followers and enabled them to achieve the goals set by the organisation (Bass, 1985).

In 1990, Bass (1990, pg 59) extended this early work by adding that transformational leadership was “a behavioural process of being learned and managed. It’s a leadership process that is systematic, consisting of purposeful and organized search for changes, systematic analysis, and the capacity to move resources from areas of lesser to greater productivity” (Bass, 1990). The leader achieves this stimulation by creating an awareness of the mission of the organisation and develops followers to a “higher level of ability and potential” (Mandell and Pherwani, 2003, p. 390). Additionally, transformational leaders were believed to have the ability to motivate, inspire, and support creativity in their followers. This appeared to be achieved through transformational leaders exhibiting a high degree of “individualized consideration”, which is “the degree to which the leader attends to each follower’s needs” and listens to their concerns by acting as a mentor (Judge and Piccolo, 2004, p. 755). Transformational leadership theory was embraced further by management writers in the 1980s, as a way of effectively bringing about organisational changes (Avolio et al., 1991; Bennis and Nanus, 1985; Tichy and Devanna, 1986; Tichy and Ulrich, 1984). These researchers stressed that “transformational leaders help to realign the values and norms” (Avolio et al., 1991) of an organisation to promote change. These values and norms are particularly valuable when an organisation encounters severe crises in motivating followers or in pursuing creative problem-solving methods (Avolio et al.,

1991). Organisational change is achieved through transformational leaders creating an awareness of the goals and missions of the organisation, and according to Mandell and Pherwani (2003), this awareness enables followers to look beyond their own interests, which subsequently benefits the group and ultimately the organisation.

Transformational leadership to a large extent, characterises a feminine model of leadership, built around cooperation, lower levels of control, collaboration, and collective problem solving and decision-making. A recent empirical study of managers by Mandell and Pherwani (2003) confirms this summation, as it reports that females score higher on the transformational leadership scale compared to males (Mandell and Pherwani, 2003). Therefore, it is evident that women possess the qualities of a transformational leader, and it is these qualities that are required in today's organisations, which are flatter and less hierarchical in structure. Such organisations require more teamwork and consensus style of management (Wajcman, 1996). Women in management roles exhibit these "feminised leader behaviours" according to Omar and Davidson (2001). Therefore, a different style of leadership built around characteristics such as caring, concern for others, and nurturing is required in contemporary organisations. This different style of leadership is the transformational style. Recent research concurs with this perspective and concludes that "women are better suited than men to serve as leaders in the ways required in the global economy" (Powell and Graves, 2003, p 165). These theories of transactional and transformational leadership marked the shift to a recognition of women in management and their feminine characteristics, which were clearly acknowledged and valued.

At the time these theories were achieving prominence, the numbers of women were also beginning to rise dramatically in management roles. One significant finding that has arisen from the transactional and transformational theories of leadership is the suggestion that transformational leadership, more so than transactional leadership, is linked to leadership effectiveness: women managers, on average, tend to be more transformational and more proactive in addressing problems. Consequently, they are likely to be seen as more effective and satisfying as leaders by both their male and female followers (Bass and Avolio, 1994). This finding is of great significance, as it is assumed that organisations would wish to

capitalise on employees who exhibited the style of leadership, which was most clearly aligned to leadership effectiveness.

### **2.5.2 Female Identity Development Theories**

Pertinent to this study are the concepts of female identity, specifically, how women identify who they are and what motivates them in their careers and lives. There are numerous theories regarding female identity, and this section explores the ways women develop their sense of self and their many life roles. Special attention will be paid to the theories of Gilligan (1982), Josselson (1987), and Sidel (1990). Women labour under the ideal of being superwoman, a star at the office, devoted mother and wife at home, and in prime physical shape. Throughout history, a woman's place has been defined by her society. Even when these definitions are more implicit than explicit, women are susceptible to cultural definitions of how they ought to be and sensitive to social guidelines that tell them whether they are doing a good job at being women. (Josselson, 1987)

While female identity theories differ to some extent, most agree that male life is the norm and the standard to which women identify themselves. Gilligan (1982,p.6) noted that this male norm has “tried to fashion women out of a masculine cloth [going back to] Adam and Eve a story which shows, among other things, that if you make a woman out of a man, you are bound to get in trouble”. When women stray from the norm, they are deemed deviant (Gilligan, 1982; Josselson, 1987; Marcia & Josselson, 2012; Sidel, 1990).

Typically, girls and boys are treated differently beginning from birth (Gilligan, 1982; Williams & Dempsey, 2014). Girls are taught to be caring, while boys are taught to be cared for. Because of these early social environmental factors, males, and females experience differences in their personality development (Gilligan, 1982). Females learn at an early age to define themselves based on the relationships they form with people. This explains, in part, why much of the literature regards the role of a mentor as an instrumental part of a woman's success (Bornstein, 2009; Dindoffer et al., 2011, Eddy, 2008; Hertneky, 2010; Josselson, 1987; Tunheim & Goldschmidt, 2013). In her study on female identity theory, Josselson (1987) learned that women who made their careers a priority typically had mentors.

For a woman to anchor herself importantly in work, her work has to matter to someone who matters to her. When it does not, her occupational pursuits tend to be transitory as she searches for something else that will give her life meaning. The presence of even one person who validates the meaningfulness of her work can change an identity-distant job into an enriching and anchoring aspect of a woman's existence. (Josselson (1987.p. 177).

This theory also supports findings in both Barsh's (2009) and Mayer et al.'s (2015) studies that found women in higher education leadership positions were motivated by the meaningful nature of their work. Rather than identifying themselves by relationships, men generally identify themselves by occupation or by "distinctiveness from others, which makes their identity easy to name" (Josselson, 1987, p. 8). Women's identity development can be more complicated. The development of female identity is critical to this study and the following sections explore Josselson's (1987) and Sidel's (1990) theories.

## **2.6 Self-actualization in unlocking full potential**

Aspinwall & Staudinger (2003) explain that self-acceptance is "not narcissistic self-love or superficial self-esteem, but a deep form of self-regard built on awareness of one's positive and negative attributes." Even early psychologists such as Jung (1953, 1960, 1964) recognised that coming to accept one's failings is an important feature of individuation. While Erikson (in Erikson, Homburger, Irving, Heider & Gardiner 1959) agreed that the ego retains integrity by coming to peace with the victories and disappointments of one's past life (Aspinwall & Staudinger 2003). The more recent positive psychology theories have developed this understanding of self-acceptance into a personal growth category which has a multitude of dimensions.

Strumpfer (2005) observes that there was a peak in the concepts related to self-acceptance and personal growth from the late 1950s to the early 1970s. Ironically, in his opinion, these became popularised as a narcissistic, 'dig-thy-self' approach (Strumpfer 2005). The personal growth field has expanded more recently with a focus on an "active and intentional desire to grow as a person" (Weigold, Porfeli & Weigold 2013) and relates to the intentional processes of recognising behaviours that an individual would like to change; knowing when one is ready to change; planning for that change; and engaging in change behaviours based on that plan (Weigold et al. 2013). This focus on self-acceptance and personal growth

incorporates the dimensions of agency and self-actualization, linking it in the context of women at the top. Strumpfer (2005) notes that most psychologists in the individualistic culture of the West have put much greater emphasis on this element of psychological development than on the side of social connectedness.

However, more recently this has been identified as an area which is underemphasized and under-researched. Reis, Collins and Berscheid (2000) highlight the need for, relationship science through investigation of the relationship context in which most significant human behaviours are evident and develop. Similarly, in Ryff and Singer's (2000) account for the study of interpersonal flourishing, they assert that this is an area that demands more research and attention.

In understanding fortology's contribution to individual psychology and the many dimensions of internal power that it suggests, studies in interdependence would significantly contribute to theories on the leadership power relations between individuals. The development of this realm of psychology is likely to intersect with and draw from organisational behaviour theories, which add to our understanding of leadership dynamics between gender groups and individuals, as opposed to the internal struggles and motivations related to leadership power located within the individual.

While these studies into organisational flourishing may reveal new insights into mitigating negative leadership power dynamics within organisations, unless there is a specific focus on personal and interpersonal power within the field of positive psychology, these concepts will remain largely misunderstood. At present they are mostly loosely associated with other characteristics of positive psychology such as health and spiritual well-being; agency and self-actualisation; strength and resilience and self-acceptance and personal growth as discussed. A model which does focus on both interpersonal and personal power relations and is applied in practice at an individual, organisational and societal level, is the process-oriented psychology model of power. This notion is linked to the context of this study in that self-actualisation for women in leadership is necessary for them to unlock their full potential. This is also in line with Maslow's Theory of motivation, the Maslow's hierarchy as demonstrated below. The hierarchy shows that achieving one's full potential including creative activities falls within self-actualisation at the top.

## Maslow's Hierarchy of needs (The Maslow's Theory)

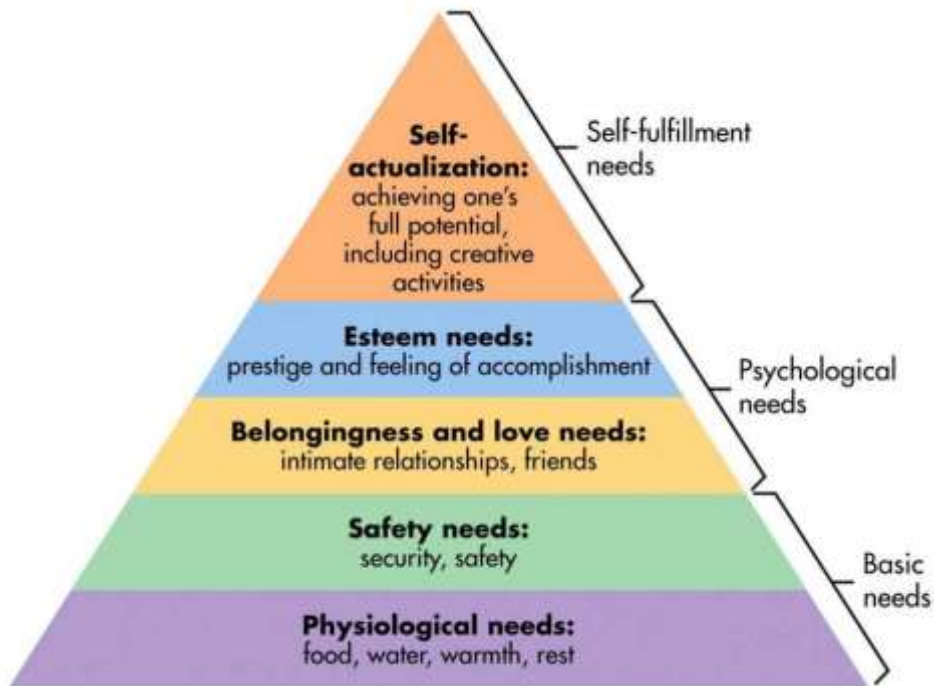


Figure 2.1: Maslow's hierarchy of needs. Source: *Practical assessment, research and evaluation journal*

Some of the advantages about Maslow's theory that most writers agree with is that it has an intuitive appeal; it can be easily grasped and applied. There is an approximate correlation with stages of individual (ontogenetic) human development. Infancy is primarily about physiological and survival needs, though some social interaction is also crucial; childhood and adolescence focus more explicitly on social needs and the higher drives for self-actualisation and self-transcendence tend to unfold in adulthood.

Joseph Gawel (1997) agrees with the fact that there is also a possible correlation with evolutionary (phylogenetic) development on Maslow's theory and the basic survival motivations (physiological and safety, as well as reproduction) are universal instincts throughout the animal kingdom. He further states that the social drive of bonding, raising offspring and communal belonging is common to all vertebrates and the social drive of asserting individual status within the community (as in dominance hierarchies) is common to mammals. The higher 'growth' needs appear to be uniquely human in Maslow's hierarchy of needs.

However, there are some of the advantages that makes puts Maslow's theory under limitation when it comes to women in leadership. One of the disadvantages which writers such as Green (2000) agrees with is that certain issues make the theory difficult, if not impossible, to test. Maslow based his theory on clinical observation, not on scientific research using large population samples. The theory claim that people will not be motivated by higher-order goal such as self-actualization until their lower-order needs such as food and shelter have been met is evidently not valid.

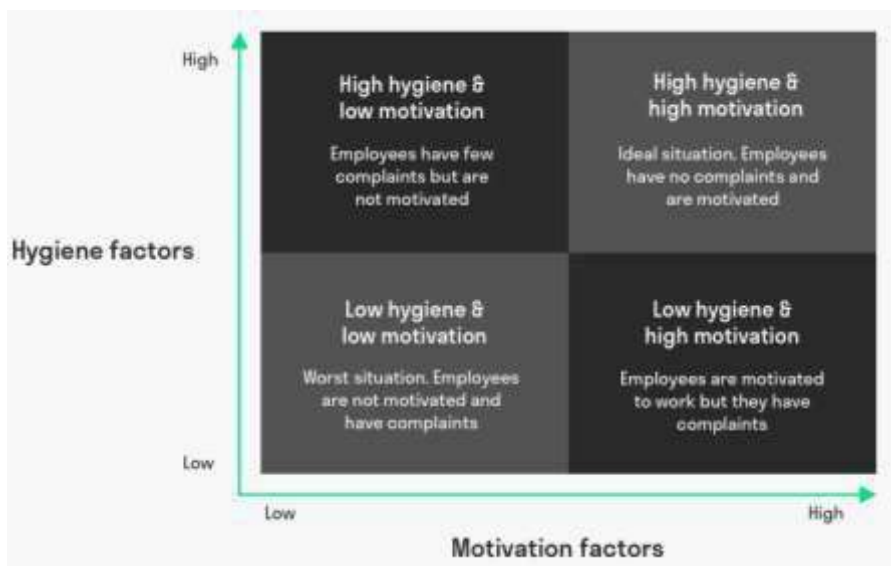
People have been known to put abstract religious or altruistic values before their own survival, for example. Further to the disadvantages, there are inadequacies with Maslow's theory, one is that the concept of self-actualization suffers from vague definitions and a lack of evidence other than anecdotal. The theory does not consider the possibility of cultural differences but assumes that same needs apply equally to all human societies, which is not always the fact. Furthermore, the theory does not consider the possibility of individual differences but assumes that the same needs in the same order apply equally from one person to another regardless of personality.

### Frederick Herzberg's Theory



Figure 2.2: Frederick Herzberg Theory. Source: Practical assessment, research and evaluation journal

Frederick Herzberg Theory, also called the Motivation-Hygiene Theory or the dual-factor theory, was penned by Frederick Herzberg in 1959 according to Kuijk, A. (2018). He continues to say that this American psychologist, who was very interested in people's motivation and job satisfaction, came up with the theory. He conducted his research by asking a group of people about their good and bad experiences at work. He was surprised that the group answered questions about their good experiences very differently from the ones about their bad experiences. Based on this, he developed the theory that people's job satisfaction depends on two kinds of factors. Factors for satisfaction (motivators/satisfiers) and factors for dissatisfaction (hygiene factors/ dissatisfiers). Performance, recognition, job status, Kuijk, A. (2018) alludes that the two-factor theory as shown in the diagram above shows that 4 different combinations can exist at work, as follows: Organisations and their managers want teams with the best possible performance. But how do you motivate that team? There is not much point in motivating employees if the hygiene factors are not taken care off. Motivating people really works when the things that bother them and the things they complain about, disappear.



*Figure 2.3: Two factor Theory by Frederick Herzberg. Source: Practical assessment, research and evaluation journal*

Kuijk (2018) suggest that if organisations want to apply this theory, they will have to establish means to take away dissatisfaction and create new means of satisfaction. Even though the Two Factor Theory is widely used, but there are a few issues with it. One issue is the fact that humans tend to look at the aspects of their work that they like and project them onto themselves when things are going well. When times are bad, external factors seem to play a larger part. Another point of criticism is that the Two Factor Theory assumes that job satisfaction equals higher productivity. There are plenty of reasons to disagree, like external factors that might influence productivity. Herzberg did not take this into account while researching and coming up with his theory. Herzberg claims these factors exist side by side. Taking away the dissatisfaction factors does not necessarily mean employees will be satisfied. To motivate a team using motivation factors, the hygiene factors need to be taken care of first.

### **2.6.1 Bandura's (1977) Self-Efficacy Theory**

Self-efficacy is a concept central to Bandura's (1977) social cognitive theory, which explains the roles played by observational learning, social experience, and reciprocal determinism in the development of personality. Bandura (1997) described self-efficacy as the belief in one's ability to execute a course of action required to exert control in a specific environment. In other words, self-efficacy is someone's belief in her ability to succeed. This concept, in part, is central to understanding why some women achieve college presidencies and others do not. Bandura (1977) explained that most people can identify goals they want to accomplish, but they also realize action plans are not always easy to implement. Bandura maintained that people with a strong sense of self-efficacy:, view challenging problems as tasks to be mastered, develop deeper interest in the activities in which they participate, form a stronger sense of commitment to their interests and activities, and recover quickly from setbacks and disappointments, avoid challenging tasks, believe that difficult tasks and situations are beyond their capabilities, focus on personal failings and negative outcomes, and quickly lose confidence in personal abilities (as cited in Cherry, 2015).

Even though self-efficacy starts developing during childhood, it continues through adulthood and is either hindered or encouraged by many different sources. The first source is performance accomplishments or mastery experiences (Bandura, 1977). Because it is based on our own experiences, this source of efficacy may be the strongest. When someone accomplishes a task, it strengthens her belief that she will be successful. Failing at an experience may lower one's sense of self-efficacy. However, Bandura (1977) explained, "Occasional failures that are later overcome by determined effort strengthen self-motivated persistence if one finds through experience that even the most difficult obstacles can be mastered by sustained effort" Bandura (1977.p. 195).

### **2.6.2 Super's (1980) Life Span, Life-Space Approach**

Looking to focus more on career development and less on occupational choice, Super (1980) expanded on his earlier work of vocational development and created a lifespan, life-space approach to career choice. Super developed a life-career rainbow as a means of conceptualizing careers that change over time due to a multitude of factors, including how one's self-concept and life-stages change over time. Super explained that individuals typically go through nine major roles in their lifetime, although not everyone goes through all nine roles, and some go through additional roles. The nine roles are: (a) Child; (b) Student; (c) Leisurite, a term used to describe the point at which one is "engaged in the pursuit of leisure-time activities, including idling" (Super, 1980 p. 283); (d) Citizen; (e) Worker, "including unemployed worker and non-worker as ways of playing the role" (Super, 1980 p. 283); (f) Spouse; (g) Homemaker; (h) Parent; and (i) Pensioner. Super mentioned that these roles are played in four different theatres (i.e., the home, the school, the work, and the community), and while roles have a primary theatre for instance, a mother usually plays that role at home, there is often spill-over into other areas.

According to Super (1980), this impinging of one role on another by spilling over into a secondary theatre, as when the worker role is played at home where the spouse and homemaker roles are primary, may cause a certain amount of role conflict in the person playing them, and a certain amount of confusion in the minds or feelings of others in the same theatre; it may also enrich the life of those in that theatre, as when a parent shares some of the interesting events of the workplace with spouse and children while at meals, at

the same time organizing his or her own thoughts about them. It is important that, as just noted, it is the occupying of positions in theatres that casts one in roles, for a role is a set of expectations that others have of a person occupying a position. A parent is expected to assume certain responsibilities for a child, even though he or she may not have chosen to become a parent, and similarly a worker is expected to perform certain duties by virtue of having been employed to fill a certain position at a place of work with a given job description and with a descriptive job title such as that of bricklayer or cashier. Super (1980 p. 284-285)

Super's life-span, life-space approach helps to explain much of the sentiment expressed in the literature by working mothers who often feel inter-role conflict with the many roles they play (Barker, 2014; Gilbert & Von Wallmenich, 2014; Oates et al., 2005; Powell & Butterfield, 2013; Williams & Dempsey, 2014; Zhou, 2013). It also supports the literature that many mothers wait until their children are grown and their husbands are retired before pursuing a college presidency (Cohea, 2015; Eddy, 2008; Hertneky, 2010).

Super (1980) identified the importance of certain roles over others through one's lifespan, He maintained that the importance comes from temporal influence and emotion. Super's life-career rainbow demonstrates how roles typically shift over time.

## **2.7 Empirical Leadership Theories**

In most countries, beyond the claims of moral equality, there is a wealth of knowledge about the benefits that women can bring to leadership roles and business success (Glass & Cook 2018), however women representation in leading roles remains low Kemp (2020). In addition, there is a great deal of literature in the field of gender leadership, but the issue of why current awareness is at odds with business strategy and practice continues to be debated Metz & Kumra (2019). In addition, there is a great deal of literature in the field of gender leadership, but the issue of why current awareness is at odds with business strategy and practice continues to be debated. Work around the 1960s and 1970s concentrated on how to deal with challenges women face Metz & Kumra (2019) and to decide if women had the right education and the right characteristics to lead.

Ndlovu et al. (2016) reviewed the literature on both models of leadership and female theory in order to consider how they fit into the practical experience of women leaders. In addition, using a narrative approach, they focused on two stories of two women leaders Mary Kay and Mother Teresa with the goal of better understanding and appreciation of the peculiarities of leadership from a female perspective. According to the two stories examined, women's leadership style is an image of their own people, living in a public position as leaders. Gyan (2013) investigated the role of women in the oil industry in Ghana to evaluate their contribution, the opportunities available and the barriers that prevent them from achieving higher levels in the oil industry. His findings showed a number of factors such as structural, economic, social and personal, which prevent women from working in the oil industry. The study also concluded that there are several opportunities for women in the oil industry and that women's subordinate roles in the oil industry are driven by deeply held beliefs, stereotypes and perceptions of women in general that do not necessarily lend themselves to discouragement through rational arguments.

Focusing on the influence and efficacy of female and male leadership styles on gender comparison in four different economies namely India, Canada, Pakistan, and United Kingdom IT sector, Faizan & Nair (2018) noted that regardless of gender, workers are positively impacted by female leadership. In the same research, the findings have shown that in developing countries; Pakistan and India, the use of female leadership is important, while in developed economies, namely, Canada and the United Kingdom have a higher preference for male leadership.

According to the research report by Bourke & Dillon (2018) order to empower more women to reach the highest ranks, there is need to focus on three key areas: early socializing leadership, modeling leadership and building trust through role models and networking, and delivering or enhancing corporate development programs that move more women forward. Shinbrot et al. (2019) explored the views of male and female sustainable development advocates about structural obstacles, as well as their dreams of meaningful contributions by women leaders to sustainable development when these obstacles are overcome.

In a two-year global research, they interviewed 120 women and men deeply involved in sustainable development at the local and supranational levels and active in transnational and autonomous spaces to capture their perspectives on the subject. Qualitative analyses uncovered a number of themes: first, the findings reflect overwhelming concerns about patriarchal systems that are considered to continue to constrain women from being leaders. They, (Shinbrot et al. 2019) also identified complex and often hidden issues, such as lack of self-confidence, which hinders perceived access to leadership positions, and differences between women, which make it difficult to find comprehensive solutions.

The findings included an important call for action on the part of global women's movements and male allies to work together to confront hierarchical domination and oppression and most importantly, not only to change structures, but also perceptions as well. Women in the petroleum industry face obstacles when it comes to rising to top-level management, and this is also the same for women in academia, (Knipfer et al. 2017). In their research, Knipfer et al. (2017) presented findings that a training program that is responsive to the demands of women and aspiring to leadership roles in academia. This can strengthen the drive of women to lead, increase their awareness of academic leadership and enable them to receive the resources they need to work proactively towards the appointment of professors. These findings were of the pilot program in Germany and it confirmed the effectiveness of the curriculum in developing women as academic leaders.

A recent study by Evans & Maley (2020) investigated the possible reasons why Australian companies have not done more to promote gender equality in senior management, despite the abundance of data on economic benefits. The results they obtained were based on a qualitative analysis of the views of 15 women in key senior roles, which highlights that given Australian laws on gender equality in the workplace and unconscious bias remains a major obstacle to women in senior positions.

The results provide insights into the structures that uphold long-lasting gender order in contemporary Australian business and affirm men's continued supremacy in their organizational hierarchies. The impact of unconscious bias on women arising from ingrained assumptions about gender roles and the ideal characteristics of leaders that remain entrenched given the substantial strides made in women's educational achievement

and engagement in non-traditional occupations was the major obstacle of women to take their leadership roles effectively.

Looking at construction and other physically demanding workplaces, Oo et al. (2019) looked at the early career women in construction focusing on the career choice and barriers. The study examined the factors affecting early career women's career choice in construction and barriers faced by them at this career stage. Using data that was collected from female graduates of a construction management degree in an Australian university using an online questionnaire survey, they concluded as results showed significant factors affecting their career choice decisions. These included the career opportunities; belief of getting better pay; and self-efficacy and high level of confidence of performing construction tasks. However, in terms of barriers, four statistically significant barriers noted were difficult to integrate into masculine culture in the industry, stressful and competitive working culture, long and inflexible working hours; and lack of informal networks for career opportunities.

The first and maybe most significant topic is ensuring gender equality in leadership is gender equity Poltera (2019). Leaders are powerful, which means that if females are removed from top leadership, they are denied the ability to make a difference in the world Poltera (2019), said looking at the hinderances that limit women, lets us discuss about balancing work and family responsibilities and as discussed by Oo et al. (2019) for women seeking leadership is one of the most difficult hurdles (Eagly & Carli, 2007; Sandberg, 2013), especially intimidating the millions of working women who raise their children on their own (Hess & Kelly, 2015). Women are typically the main (if not the only) parent in their highest years of workforce to look after children and other family members. They work more irregularly than men (Rose & Hartmann, 2008).

In addition, men had less chance of claiming pressure to overlook the benefits of working life to leave their jobs (Sprunt et al., 2013). Gender socialization and financial limitations in the sense of cultural norms also means that the career choices of women and men are formed, identified and reduced by a broad range of factors. In one study by Wille et al. (2018), men who did not adhere to a male stereotype of violence were rated below men who matched better this male stereotype. Gender stereotypes like this may affect both men

and women negatively. This may also contribute to partiality in decision-makers' judgment. Stereotypes surrounding mothers could adversely affect women in leadership positions (Judge et al. 2012). Employers may conclude that the dedication of women to treatment makes them unavailable for challenging work. As a matter of truth, research clearly indicates that women have both the potential and ability to be effective leaders, but like anything else, leadership requires flexibility, (Barreto et al. 2017, Wille et al. 2018). Effective leaders are those who regularly assess the qualities they bring to their organization in terms of the ever-changing demands of business and are able to adapt to meet these demands. The study's findings showed that women rank highest in the leadership competencies of monitoring quality, focusing on the business and analyzing and interpreting. With respect to two of Bartram's leadership styles, women ranked predominantly as modernizers and catalysts, individuals who increase the rate of change. According to Wille et al. (2018), these competency rankings confirm that women possess exceptional knowledge of their business and have the skills to be effective leaders. Clearly, women have the tools to take risks and perhaps all that is lacking is the confidence to act.

Abdallah et al. (2020) demonstrated that leadership skills are not a single gender emphasis. Gender disparity in leadership styles is most clearly illustrated by the willingness of women to take on a more egalitarian and participative style and a more autocratic and leading style of citizens (Abdallah et al. 2020, Mendes et al. 2016). There is also growing proof that gender representation is achieved and varied and diverse management teams in line with all the hierarchical layers automatically achieve good outcomes, which only provide companies with outcomes.

The ancient myths still disregard the contribution that women make to businesses (Abdallah et al. 2020). Female and male leaders are commonly believed to have radically different features and types to illustrate the improved success of companies with more gender-diverse top management teams (Abdallah et al. 2020). Based on three alternate viewpoints on personality and gender roles in leadership, Abdallah et al. (2020) research explored whether men and women are closer to managers than women. It has tested whether similar features differentiate managers from lower levels of workers across genders. Gender discrepancies between managers were smaller than non-managers about management

features that were important in emerging contexts (i.e., sensitivity, emotional wellbeing, extraversion). Similar characteristics also differentiate managers from non-managers across genders. Both managers and women display an archetypal “boss personality” based on affirmability, strategic thought of a high level and decisiveness (Wille et al. 2018). Five underlying factors were extracted from the analysis: “male oriented labour market,” “detrimental issues for being a woman,” “harsh working conditions in the construction industry,” “unfavourable perception of the construction industry,” and “high competitiveness of the construction industry, (Barreto et al. 2017).

## **2.8 Conceptual Framework**

The researcher reviewed several leadership theories and most of the literature reviewed, argues that men and women do differ in their leadership styles or abilities. Some went further in suggesting that men and women are different and unique sets of people. The differences between men and women are evident in their communication style, influence tactics and leadership style. Men and women differ psychologically in the way they act, from the style in which they communicate to the way in which they attempt to influence others. These gender differences in communication and influence tactics have implications for gender differences across leadership styles of men and women.

Most researchers agree that gender differences in leadership styles do exist and that men often use a more task-oriented approaches, while women, on average, rely on leadership style heavily based on quality of interpersonal leader-follower relationships (Eagly& Johnson, 1990; Gray, 1992; Eagly, 1987; Eagly&Karau, 2002). While women strive to be more social in their interactions with others, men value their independence (Chodorow, 1978, Eagly, 1987; Grilligan, 1982; Miller, 1976). These gender differences across communication styles and influence tactics help explain why gender differences in leadership styles exist.

Researchers have found that women tend to emerge as transformational leaders while men are likely to use a transactional leadership approach (Bass &Avolio, 1994; Rosener, 1990). While men use a task-oriented leadership approach, women are much more concerned with

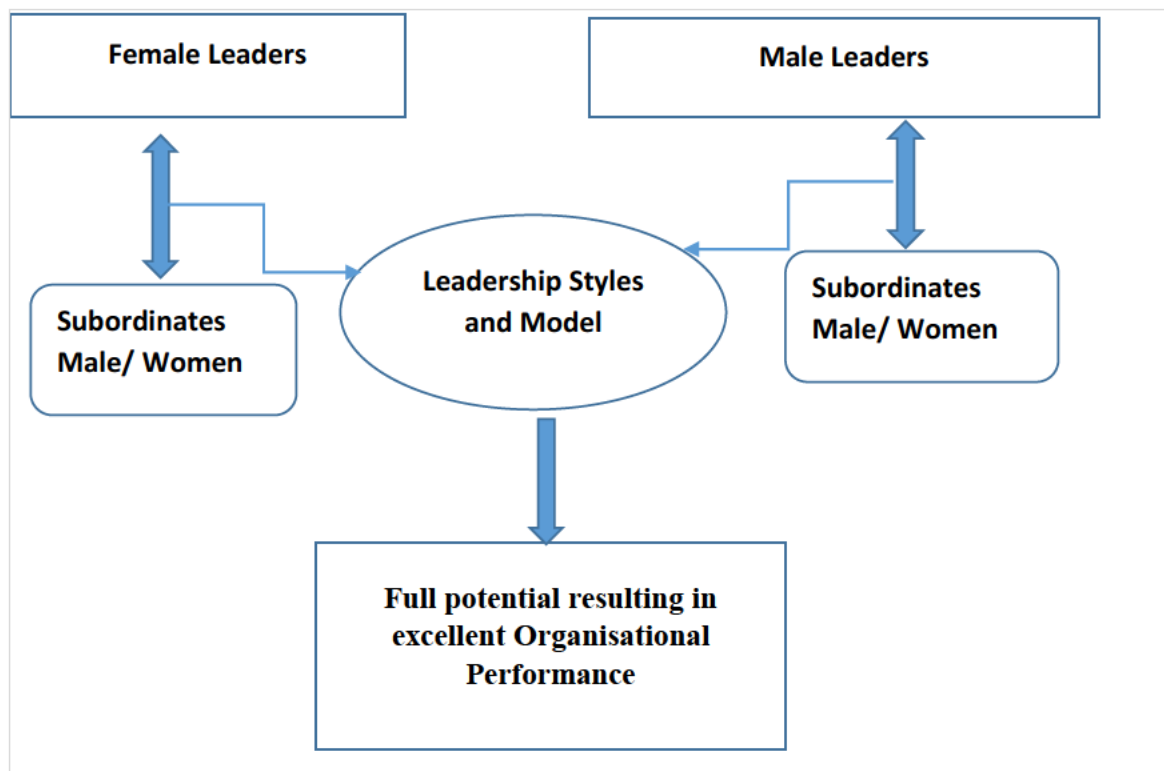
the bonds they have with their followers. This relationship-oriented style is characterized by democratic and participative leadership characteristics (Eagly & Johnson, 1990). This means women are more likely to use democratic and participative leadership styles. So much of the research supports the fact that difference does exist and male and female use different styles of leadership.

Literature also shows that there are not many differences in leadership styles between genders, but the fact that leadership styles in their roles are highly situational. Contingency theories recognize that there is no best style of leadership, but rather leader effectiveness depends on the interaction of leader behaviour and the situation (Riggio, 2008). Kanter (1977) argues that organizational roles override gender roles when it comes to management or leadership positions. Kanter further suggested that gender does not have much influence in leadership styles but hierarchical position of a leader does, which means leaders who are at the same level they have similar traits despite their gender, (Kanter, 1977). Kanter (1977) also argues that managers, irrespective of their gender, behave merely less stereotypic when they occupy the same leadership position. Thus, men and women in equivalent positions of power behave similarly, suggesting no gender differences in leadership styles (Kanter, 1977).

Powell (1990) also argued that male and female leaders exhibit similar types of task-oriented and people-oriented behaviour regardless of the type of study. His argument was based on the fact that leadership differences between men and women are insignificant because they are cancelled out when looking at studies as a whole, as both genders use equal amounts of task-oriented and relationship-oriented behaviours. So, some of the research on gender differences in leadership styles has concluded that there are no quantifiable differences between men and women in leadership roles, but rather that leadership roles are just extremely situational.

It is also important to note that literature about the gender differences in leadership style is different. The literature reviewed did not provide a conclusive term or constructs for any

specific relationship between leadership styles and gender. However, the author proposed a framework that can focus on the relationship between leadership style, gender and qualification of the leader, gender and qualification of the subordinates and the firm' performance based on realizing their full potential. This proposed framework is for conceptual understanding and it allows the researcher to highlight in detail these relationships between these issues and the implication of linking gender, leadership, and firm performance, also highlighting the issues that female leaders experience in leadership positions that may hinder them to perform at their full potential. The diagram below tries to highlight this relationship.



**Figure 0.4: Conceptual framework diagram on leadership style, gender and performance.**  
**Source; Author 2021**

In short this helps the researcher to investigate factors that hinder women at the top to unlock their full potential when leading in the petroleum industries.

## **2.9 The Nature of Women Leadership**

### **2.9.1 Introduction**

This section complements the above literature review to highlight some issues of the study, which did not addressed on above literature review section. For example, the literature above focused much on discussion on leadership theories, traits and qualities of leaders. However, as noted on the conceptual framework the literature did not clearly distinguish the roles of women which they played in business organisations, especially in the petroleum industry. This section addresses all those issues. Some of the issues to be highlighted are roles women play in leadership and the work-life balance challenges that women especially mothers face, career choice in order to unlock women full potential leadership. In addition, attention has been paid to the work-life balance struggles through the glass cliff concept and “think manager think male” phenomenon of working women and mothers, leadership traits and qualities, and theories of female identity development in unlocking their full potential and career decision making. Towards the end of this chapter, different existing work-family interface model and women’s style of leadership that assists women to reach their full potential leadership is explored. Last and not least, the chapter also highlights some of the factors that affects women in leadership. These themes serve as the basis for this study, shaping the study’s methodology and analysis.

### **2.9.2 Career Decision-Making for Women**

A review of the challenges facing women who want a professional career raises the question: What motivates women to choose one career over another? There are many theories explaining the career decisions made by men and women, and this section details those theories relevant to female development. Particular focus is paid to Bandura’s (1977) self-efficacy theory, Holland’s (1958) career choice theory, Super’s (1980) life- span, life-space approach, Mainiero and Sullivan’s (2005) kaleidoscope model of careers, and McMahan’s (2011) systems theory framework of career development.

Gender is a multidimensional construction which deals with different roles, responsibilities, limitations and experiences, based on the presentation of the gender and/or sex (Eklund et al. 2017). Gender refers to the position, behaviours, activities and attributes

that society deems acceptable for men and women as described by Eklund et al. (2017), the psychosocial ramifications of biological sex whether male or female as a gender is the magnitude and/or femininity/ sex is typically operationalized by analysing men's and women's actions (Eklund et al. 2017). Literature has it that women are often reluctant to take up leadership roles at times Alan et al. (2020). This is one of the differences in attitudes towards decision-making responsibilities between men and women in leadership-related dimensions (Eklund et al. 2017, Alan et al. 2020). These attitudes may include risks tolerance or competition, since women are less likely to volunteer (and increase) leadership positions than men (Alan et al. 2020). In the next section we look at the specific theories that are inclined to women leadership in particular in order to support these hypotheses.

### **2.9.3 Women in Leadership**

Leadership is a topic that has long been aroused by people's curiosity, as demonstrated by Aalateeg (2017), however literature centered on women leadership is a lot of unanswered questions. The most widely posed question is that there is a disparity in the way men and women behave (Taylor 2020) as the definitions of leadership are gender neutral (Aalateeg 2017). Consequently, gender differences are perceived in leadership studies. Women's self-reporting and common wisdom recognize particular leadership traits and gender-related styles. On the other hand, leadership and gender studies have shown that women and men leaders act equally in their leadership positions (Taylor 2020). As discussed by Kemp (2020), since 2015, the number of women in senior leadership in business has grown and diversity in leadership and this has been good for business. This is because beyond business, female leaders from across generations are working together to find new solutions to the world's biggest problems especially in the tech sector where more women should be involved to unlock the potential of the Fourth Industrial Revolution and ensure technology is developed from a balanced perspective (Kemp 2020). A report by Bourke and Dillon (2018) suggests that companies with an inclusive culture are six times more likely to be innovative. By staying ahead of changes, they are twice as likely to hit or better financial targets. This means providing female mentors and role models, demonstrating trust (rather than talking about it), creating an environment that encourages collaboration, using technology to break barriers and sourcing innovation openly.

While Uhl-Bien and her colleagues have not made an explicit reference to gender in their article, it is clear that their research provides valuable insights on the functioning of women in the dynamic adaptive structures that have come to define contemporary organizations. Uhl-Bien (2006:654–676) promotes leadership perspective by adding a “relative” perspective that defines leadership as socially constructed. It takes us past the era of “Great Man Theory” to recognize leadership as a method of social change. Leadership is therefore more about processes than individualistic behaviour. Uhl-Bien, however, does not stop there. Together with colleagues Marion and McKelvey (2007: 298–318), she positions the relationship perspective within the wider sense of the dynamics of leadership theory and discusses how the interaction between the various leadership roles, which they refer to as administrative, facilitating and adaptive, generates leadership opportunities for both men and women.

Interest in women and leadership has gained traction at the end of the 1970s and 1980s, amid growing second-wave of feminism, public concern and discontent over fair rights and affirmative action legislation. It was also during this time that business schools, management theorists and social psychologists, in particular, took the lead as a concept, (Sinclair, 2020). Whereas in the past, leadership has been the domain of political scientists, historians, philosophers and military theorists, much of the study and writing about leadership from the 1980s onwards has come from this business-oriented and psychological viewpoint. Women managers and the obstacles they faced joining the ‘new world’ of male management were the subject of early studies. Much of this concern about ‘women in management’ was ‘business-oriented, American in origin and cultural assumptions, often unduly optimistic about the immediate possibility of change’ Hearn & Parkin (2001).

Research has therefore shown that women are not mentally handicapped by leadership. Rather, they face a barrier of gendered perceptions and prejudices regarding their leadership ability, which are then transformed into patriarchal standards and organizational processes

in areas such as recruitment and promotion (Hearn & Parkin 2001). Recently updated research by Hearn & Parkin (2001) indicates that women in leadership positions are considered every bit as successful as men. Women make highly capable leaders, according to those who work most closely with them and what is holding them back is not lack of potential, but lack of opportunity. Evidently, women are fast taking leadership positions amid stereotypes. However, both men and women pose different approaches to leadership. The variations are not due to nature, but to specific factors correlated with the characteristics and theories of leadership.

Stempel et al. (2015). Gipson et al. (2017) argue that despite the proliferation of leadership studies over the past 75 years, the study into the ways in which women and men leaders behave and experience leadership continues to pose unanswered questions. In the context of selection, growth, leadership style and performance, we report on gender-related findings from a large survey of current literature over the past three decades. Findings include differential selection rates for women and men leaders; leader growth criteria that vary by gender; evidence for general consistency in leadership style (with noted exceptions) between women and men leaders; and similar performance results between women and men leaders.

Changes in the role of women in leadership pose fundamental concerns about how women lead and how their leadership is viewed. Important dimensions of leadership identified in early research are relevant to understanding how women lead today (Goethals & Hoyt 2016).

Some scholars (Merkin 2018) have documented that leadership qualities such as aggressiveness, assertiveness, taking charge and competitiveness are traditionally associated with strong, masculine characters. It is also believed that even women executives tend to show these characteristics in the traditional corporate world and were promoted because they were even more competitive and assertive than their male counterparts.

However, they often sacrifice their family life, which their male counterparts did not necessarily have to do.

Today, much research (Zenger & Folkman 2020, Taylor 2020) has found that women leaders are different from their male counterparts in management style in that women leaders tend to be more concerned with consensus building, participation, and caring. Women are often more willing than men to share power and information, to empower employees, and to be concerned about the feelings of their subordinates. This type of leadership has been also found to be highly effective, as suggested by Radu et al. (2017). They also viewed it as interactive and emotionally leadership, culturally diverse work force demands more interactive and collaborative coordination. Looking at the external parties like customers of a firm, this management style of a caring and flexible management style serves customers better than traditional methods of management.

#### **2.9.4 The Changing Context of Female Leadership**

During the 1970s and 1980s, the concept of equal opportunities was developed, both as a concept and in relation to the policy fields covered (Meehan, 1992). At the same time, the attempt to develop and harmonize the ‘social dimension’ of EU policy during the 1980s failed (Lewis, 2006). Social policy remained by and large the prerogative of member states, while economic policy and competition law were developed at EU level to facilitate market integration. By the 1990s, dramatic labour market and family change had resulted in a series of demographic, economic and fiscal challenges to the welfare state systems built up by member states (Pierson, 2001).

The growing willingness to address family care issues insofar as they impinged on labour market participation, especially of women, was as much a part of the considerations as the equal opportunities’ agenda (Lewis, 2001b; 2002). By the end of the 1990s substantial changes marked the three related fields of work/family reconciliation, equal opportunities and social policy. The effort to achieve equal opportunities became marked by the new commitment to mainstream the consideration of gender equality across all policy fields (Rees, 1998), while the concept of equality was dramatically broadened in the Treaty of

Amsterdam to include ‘discrimination based on racial or ethnic origin, religion or belief, disability, age or sexual orientation’.

The Treaty also gave ‘employment’ a separate title and equal status for the first time with ‘economic and monetary policy’ and with ‘social policy’. This opened the way for commitment to work/family reconciliation to be much more firmly integrated into employment policies with the elaboration of the European Employment Strategy shortly after the signing of the Treaty (Lewis, 2006). The effort to increase equal opportunities within the European Union also aims to increase a diverse workforce within economic activities. A diverse workforce can better manage the diverse economic challenges we face today. Some researchers also argue that women manage critical situations before economic crisis more effectively than men. Based on this argument, it is important to include female leaders in economic activities and understand that female leaders can contribute to avoid critical economic situations.

The increase in female leaders has been accompanied by changes in theories and practices of leadership. Whereas in the past, leaders based their authority mainly on their access to political, economic, or military power, in post-industrial societies leaders share power far more and establish many collaborative relationships (Lipman-Blumen, 1996). Therefore, contemporary views of good leadership encourage teamwork and collaboration and emphasize the ability to empower, support, and engage workers (Senge, 1994). Trade books urge managers to put people first by using ‘resonance building styles that support commitment, involvement, active pursuit of the vision, and healthy, productive work relationships’ (Goleman, Boyatzis, & McKee, 2002). Contemporary approaches to leadership not only recommend a reduction in hierarchy but also place the leader more in the role of coach or teacher than previous models of leadership. Although the specifics of these views vary, most such discussions emphasize that leaders’ roles are changing to meet the demand of greatly accelerated technological growth increasing workforce diversity, intense competitive pressures on corporations and other organizations, and a weakening of geopolitical boundaries.

As Kanter ( 1997, p 67) wrote: ‘Managerial work is undergoing such enormous and rapid change that many managers are reinventing their profession as they go. With little precedent to guide them, they are watching hierarchy fade away and the clear distinctions of title, task, department, even corporation, blur. Faced with extraordinary levels of complexity and interdependency, they watch traditional sources of power erode and the old motivational tools lose their magic’ .

The idea that women are effective leaders has jumped from the writers of feminist trade books on management (Helgesen, 1990) to the mainstream press and is steadily making its way into the popular culture. Articles in newspapers and business magazines reveal a cultural realignment in the United States that proclaims a new era for female leaders (Eagly Carli, 2003). The role of the leader is changing to meet the fast-growing needs of the economy.

### **2.9.5 Differences between Women’s and Men’s Leadership**

Changes in women’s roles in leadership raise fundamental questions about both how women lead and how their leadership is perceived. Important dimensions of leadership identified in the very earliest research are relevant to understanding how women lead today. Studies in the 1930s, influenced by Hitler’s authoritarian regime in Nazi Germany, examined differences in the effectiveness of democratic and participative leadership vs. autocratic (or directive) leadership (Lewin & Lippit 1938). It was clear that democratic leadership, in which leaders invite followers to participate and take responsibility, produced better outcomes than autocratic leadership.

Much more recent research shows that women more than men lead in a participative manner, suggesting not only that women lead differently but also that they may lead more effectively. Another possible difference in women’s and men’s leadership traces to a distinction drawn from research in the 1940s exploring the roles that people play in groups (Bales 1958). Some individuals tend to be focused on completing the group’s tasks, while others spend more time addressing group members’ feelings and emotional needs. Several studies suggest that women are more feeling-oriented and less task-oriented than men, but

the preponderance of evidence does not support a difference. Research does show, however, that women tend to be more communal, that is, oriented toward the concerns and needs of others, and less agentic, that is, focused on individual achievement and advancement (Carli & Eagly 2011). In all this research, the range of individual differences within the female and male populations is considerably larger than the average difference between the two genders.

Gender plays a significant role in defining leadership roles and determining the quality of services in organizations. Gender refers to social traits of men and women that range from norms and relationships to roles. Studies reveal that people's perceptions towards gender vary from one society to another and are subject to bound over time. The society instils behaviour and norms, such as relationships between people from opposite sex or workmates, to people.

The gender structures, relations, and social roles influence people's activities and approaches to handle challenges as well as leadership responsibilities. Essentially, leadership decisions and gender have a significant connection that should be evaluated to facilitate smooth operations in organization. Leadership refers to practical skills incorporating the ability of an individual to guide others towards attaining a common objective. Leadership involves inspiring, guiding, communicating with the subordinates to execute the assignment at hand appropriately.

Organizations have the responsibility to develop effective strategies for prosperous leadership. The progress of an organization depends on the leaders' ability to motivate the subordinates through promotions and other mechanisms. Essentially, the management bodies of different organizations review the performance of subordinates regularly to make informed decisions on promotions and retrenchment. The promotion process involves a series of analysis to determine the appropriate candidate to occupy a vacant position. Thus, both men and women focus on building relevant traits to be considered for promotion into

top leadership positions. Research shows that gender balance and equality in leadership revolve around decisiveness, intelligence, and honesty.

This research seeks to discuss the theoretical approach of gender and leadership, gender differences in decision-making, gender and time management well as the factors undermining the effectiveness of women in leadership. Theoretical Approach of Gender and Leadership some of the recent studies reveal that leadership approaches differ from men to women due to the distinctive biological characteristics. The social setup and cultural projections present women as a weak sex that battles inferiority complex. Thus, women have been perceived as lesser beings than men in organizational or political leadership. The phenomenon can be understood properly by analysing factors such as attitudinal drivers, gender roles, decision-making, and time management.

Also, different theories are used to back up the contributing factors of gender impacts on leadership. Attitudinal Drivers Feminine values are evident in business and government institutions. The traits defy the authoritative as well as competitive approach to handling leadership responsibility. However, women abilities are linked to the traditional leadership view of masculinity. The difference between men and women arise due to consensual relations that emanate from feminine values. The varied aspects inspire distinct management issues such as communication, control, and negotiations. Importantly, the feminine values need to be balanced to ensure success in leadership.

### **2.9.6 Factors affecting the effectiveness of Women Leadership**

The achievements of female leaders in the past years shows that women have the capacity to make substantive developmental decisions that influence national as well as international progress (Pew Research Center 2015). Despite outstanding leadership characteristics, women occupy few positions both in government offices and business. Factors such as attitude, self-confidence, and the workplace environment, all have contributed to low numbers of women in leadership.

The submissive nature of women towards leadership reflects some levels of incompetence that influence the ability to lead. Attitude affects an individual's perception towards guiding

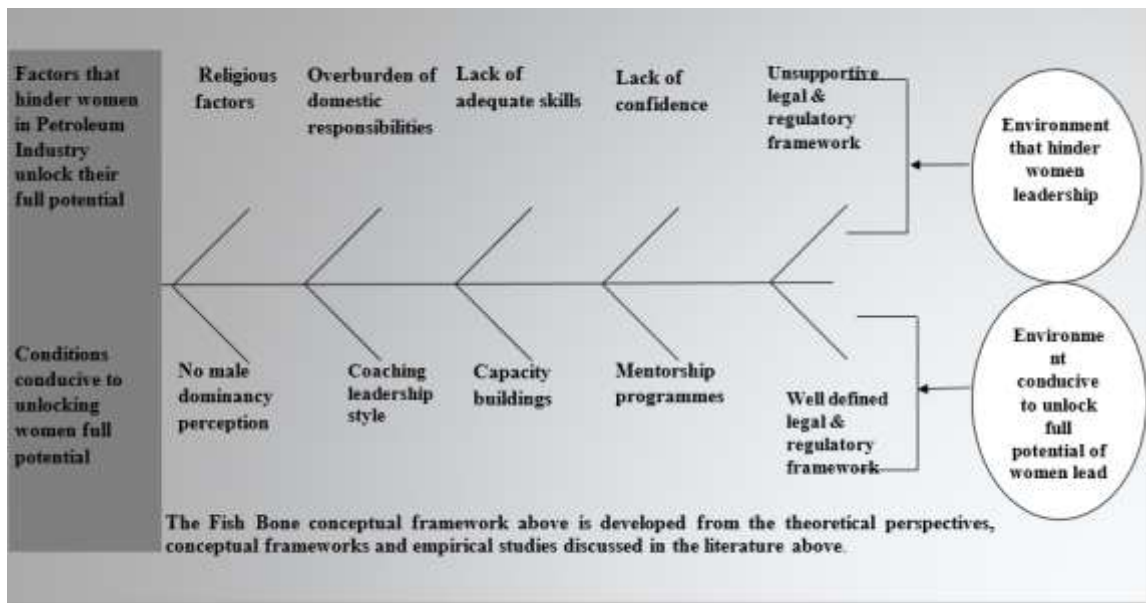
other an offering solution to complex challenges. According to the gender role theory, women learn feminine duties at young age, which influences their mental attitude and future careers. Appelbaum, Audet, and Miller (2013) states attitude provokes the view of preserving certain individuals as better leaders than others in the society. Women's negative view of leadership contributes to the inefficiencies and incompetent results in some positions. In addition, attitude is intricately linked to motivation and therefore, low morale exhibited by women leaders creates a dull atmosphere and sluggish pace of working by juniors in an institution. Self-confidence and quality leadership requires strong character engrossed by self-certainty and trust for successful achievements.

Pew Research Centre (2015) indicates that women tend to internalize a second-class attitude that negatively affects their self-confidence. Lack of confidence reflects unworthiness in top positions hence poor leadership image. The relative deprivation theory stipulates that women express satisfaction with little achievements as compared to men. For instance, a woman would be contented to work in the same rank as a man, but with a lower income levels than the male colleague. The character of women to accept less than men signifies low self-confidence and facilitates poor reward system in appreciation of excellent leadership skills. Notably, the composure and leader emergence regression model helps in improving the leadership predictive abilities of an individual to fill a vacant position.

The corporate, working environment for women has indirect relationship with both self-confidence and attitude. For instance, feminine leaders operate in hostile environments characterized by unhealthy competition, dynamic demands, and un-matching expectations. Such environments create result in denial and self-domineering cultures that torment the efforts to enhance equality in leadership. The status quo that views women from an incompetent angle does not show possible indications of change since organizations have evolved to reward as well as protect masculine efforts. An observation on gender-based stereotypes reveals that the position of women in the society promotes stagnation in both social and developmental changes as far as leadership is concerned.

Leadership differences between men and women play a significant role in running the affairs of an organization. The society perceives men as better leaders than women in

various aspects despite the notable similarities in the execution of assigned duties. Essentially, both men and women have the capacity to implement change as well as lead the subordinates in organization to achieve the established goals and objectives. The existing gender disparities have insignificant contribution to leadership and cannot be used to weigh the ability of an individual to deliver the desired outcomes in an enterprise. The underrepresentation of women population in leadership is not because of low confidence or inability of women to lead; but is due to the stereotypical attachments that women cannot produce effective leaders. Notably, to achieve a balanced gender leadership, people should change overall perception of women in leadership and treat both genders equally.



**Figure 0.5: Factors affecting the Effectiveness of Women Leadership**  
**Source; Author 2021**

### 2.9.7 Mothers as leaders

“Looking at the roles of women at home as mothers, as discussed in literature, women with who have made it to senior positions and at the same time have families are called freaks” (Williams & Dempsey, 2014). This quote came from a female consultant interviewed by Williams and Dempsey (2014) regarding top-level leaders with children. Stone and Hernandez (2013) argue that by virtue of their care-giving responsibilities in the home, women are less able than men to meet the time demands of professional jobs. They studied the flexibility bias facing mothers in higher education who request work flexibility in order to balance their time between leadership roles and care-giving responsibilities. In their study, Stone and Hernandez found that 76% of all participants experienced some sort of stigma related to work status and motherhood, including taking maternity leave. Stone and Hernandez (2013) learned that when a woman in a leadership role identifies herself as a mother, it links her with the “inability to carry out one’s job. Even women without children in leadership roles said when they were of childbearing age they were marked as “suspicious” because of their status as “potential mothers” (Stone & Hernandez, 2013).

Many mothers feel “overwhelmed by trying to be the type of wife and mother they believe they should be while working in demanding full-time administrative positions” (Dindoffer et al., 2011, p. 283). For those mothers who do reach the leadership roles they seek, many feel they have sacrificed personally (Dindoffer et al., 2011). For some, the pressure of the second shift at home becomes too strong, forcing mothers to opt-out of managerial and leadership positions (Dindoffer et al., 2011; Dominici et al, 2009). Second shift refers to the second, non-paid job that working mothers face once they return home from their paid job. This includes responsibilities such as cooking, cleaning, taking their children to after-school activities, helping children with homework, bathing children, and caring for them when they are ill.

There has been much literature discussing the opt-out revolution of women with children who decide not to pursue or stay in leadership roles (Belkin, 2003; Dominici et al., 2009; Herr & Wolfram, 2012; Mason & Goulden, 2002; Powell & Butterfield, 2013; Stone & Hernandez, 2013; Williams, 2007; Williams & Dempsey, 2014). On October 26, 2003, The New York Times Magazine published an article by Lisa Belkin called, “The Opt-Out Revolution.” The story focused on eight Caucasian, college-educated, married women with children who decided to leave their professional jobs in order to stay home and raise their children (Belkin, 2003). This story launched a media storm that featured polished, educated women opting out of their professional roles because they chose to put family before career (Stone & Hernandez, 2012; Williams, 2007; Williams & Dempsey, 2014).

Williams (2007) noted that the danger in these media reports is that it paints a rosy picture where women in leadership positions leave work to have children and come back to work when their children are older, jumping right back into their former positions; however, Williams reported that this rarely happens. She said newspapers should explain how “American women are pushed out of good jobs by workplace inflexibility” (Williams, 2007, p. A14). Williams and Dempsey (2014) argued that it is not always a “biological pull” that makes women opt-out of leadership, but that it is often bias and discrimination that “pushes” mothers out of leadership positions (p. 129).

Spivey (2005) indicated that when mothers do interrupt their careers, it might take them over 20 years to regain the negative effects of wages lost after an extended absence to care for children. In their study, “Do Babies Matter: The Effect of Family Formation on the Life Long Careers of Academic Men and Women,” Mason and Goulden (2002) learned that women with children are much more likely to opt-out of academia than men or women without children. They stated fifty nine percent of married women with children indicated they were considering doing so. And women with children were also far more likely than the other groups to cite children as one of the reasons they changed their career goal away from academia. Not surprisingly, on another question series asking about sources of high stress as a postdoc, women with children were the most likely to indicate that balancing career and family was a source of high stress for them (over  $\frac{3}{4}$  cited this as a source of high stress). (Mason & Goulden, 2002, p. 15)

Williams and Dempsey (2014) explained the opt-out phenomenon further, some women drop out of the workforce, abandoning careers they have spent decades building and becoming economically vulnerable in the process. “Other women keep working and become subject to criticism about their parenting or their commitment to their jobs or both, placing them in the uncomfortable position of being the broken ones, the women missing the gene that drives women back to the home, where, the story line goes, mothers belong”. (p. 128). Although many mothers struggle with the decision to leave leadership positions in order to stay home with their children, most mothers in higher leadership positions return to work shortly after having their children; the consequences of interrupting one’s career trajectory appear too severe for top-level aspiring mothers (Spivey, 2005). Stone and Hernandez (2013) reported, “Among mothers, college- educated women have the highest labour force participation rate” (p. 239). They explained that the overall trend among women fitting the demographic of the opt-out phenomenon is downward, and “at-home mothers are the minority of college-educated women (on the order of 20 percent)” (Stone & Hernandez, 2012, p. 50), demonstrating that college-educated women are remaining at

their jobs to assist in supporting their families financially, even if they would prefer to opt-out, which is the case in most sectors.

Many women with children who decide to stay in administrative and leadership positions will face what Williams and Dempsey (2014) described as the maternal wall. They defined the maternal wall as consisting of both descriptive bias, in the form of strong negative competence and commitment assumptions triggered by motherhood, and prescriptive bias disapproval on the grounds that mothers should be at home or working fewer hours". (Williams & Dempsey, 2014, p. 21)

They concluded that women with children are rarely at the top of the professional world. Mothers are stereotyped as benevolent and family-centred, traits that conflict with those typically associated with administrative leadership. Williams and Dempsey explained that this conflict forces women to prove their commitment to the institution repeatedly, at a rate higher than men and childless women.

Another struggle that mothers in leadership face the most is the conflict that arises when a child is sick. People tend to remember when women have to leave early or stay home to tend to a child, and may even hold it against them (Marcus, 2007; Williams & Dempsey, 2014). Marcus (2007) explained that mothers use "bias avoidance" to cloak family obligations from co-workers (p. 29). In other words, they may call in sick so that no one knows they are home because of their children; they do not want family obligations to halt their career track. Workplace flexibility is an option to assist men and women with children, and Williams & Dempsey (2014) reported that 79% of companies in the US offer workplace flexibility programs, this program also extends to South African companies.

However, they found that only 10 to 20% of employees take advantage of these programs because they are aware of the bias associated with people who use them. The challenges

are still high on women at the top and it is crucial that when women especially mothers are appointed, they unlock their full potential.

### **2.9.8 Prejudice and Stereotyping of Female Leaders**

Gender stereotypes influence not only the types and conditions of employment for women, but also career decision making, especially for men and sectors (Segovia-Perez et al. 2020). This is partially because of discrimination and gender stereotypes, women are historically associated with 'female' professions, which include lower working standards and lower remuneration (Segovia-Perez et al. 2020). Stereotypes are perceptions about the qualities that distinguish groups or categories of people (Schneider, 2004). They are typically thought of as over-generalizations, sometimes with negative connotations such as 'thinking ill of others without warrant' (Allport, 1954). Stereotypes can apply to any category that a society considers important, from gender to caste to religious affiliation, and have been acknowledged in the literature since the start of the twentieth century.

Lippmann's (1922) original work on public opinion applied the word 'stereotype' to the pictures in our heads that shape our beliefs and 'stereotype' was also used in the seminal Princeton studies first carried out in the late 1920s (Katz & Braley, 1933). People use stereotypes as cognitive short-cuts in anticipating the motives, abilities and behaviours of others. Rather than having to figure out each person they meet, people routinely use stereotypes for the sake of expediency (Schneider, 2004) and as energy-saving devices (Allport, 1954). This convenience factor increases under time pressure and contributes to the enduring human phenomenon of stereotypes (Fiske, 2012).

Stereotypes are further reinforced by various social mechanisms, such as the spill-over effect, which suggests societal gender roles may contaminate organizational roles and result in different expectations for female and male managers. In short, our gender belief systems include stereotypes and gender-role attitudes (Fiske, 2012). For women in leadership roles, the matter is complicated as the reference for potentially evaluating women are limited (Lee & James, 2007) and stereotyping is seen as the best bet. Stereotyping is based on familiar

women's roles (mothers, wives, nurses, and so on) and the characteristics they embody, which are currently inconsistent with those that traditionally define a good business leader.

Stereotypic views specifically on gender and leadership have been studied for the last 50 years. Studies in the 1960s and 1970s confirmed the notion that women were thought to be unfit for management positions (Nieva & Gutek, 1981) and the attitude, 'Think manager – Think male' (Schein, 1973) prevailed. While researchers considered the actual leadership behaviour of men and women to be similar in practice, it was perceived to be widely different by both genders (Day & Stogdill, 1972). Later, it seems as if women have changed their perceptions to some extent, but men less (Duehr & Bono, 2006).

A female advantage in leadership style which has been discussed previously might be offset by disadvantages that come from prejudice and discrimination against women as leaders. Prejudice consists most of the time of unfair and negative evaluation of a group of people based on stereotypical judgments of the group rather than the behaviour or qualifications of its individual members. When people hold stereotypes about a group, they expect members of that group to possess characteristics and exhibit behaviour consistent with those stereotypes (Werth & Mayer, 2008). Individual women are very often perceived as selfless, warm, and communal whereas men are perceived as assertive, instrumental, and agentic which people perceive as characteristics of successful leaders. This perception or prejudice hinders women to be assigned for top management positions where assertiveness and instrumentality is needed to succeed (Eagly & Carli, 2003;Rhode, 2016).

The negative impact of stereotyping on female career development women have identified stereotypes as an important barrier to the most senior positions in business (Catalyst, 2002), and scholars have echoed this view consistently for years (Antal & Izraeli, 1993;Heilman, 2001; Schein, 2001; Rhode, 2016). This is consistent with the commonly held notion that perceptions of appropriate leadership are influenced by gender (Campbell, Bommer, & Yeo, 1993). Women who do assume leadership roles are often judged negatively by both

men and women alike. If they adhere to traditional female characteristics e.g. nurturing or communal, they are considered too nice and therefore not capable or competent. If they assume more male characteristics (agentic) they are too harsh.

Thus, women who attain leadership positions have to make a trade-off between being liked versus respected, or ‘damned if you do, doomed if you don’t’ (Catalyst, 2007). Also, as is often said, women have to work harder than men in order to prove themselves (Bielby & Bielby, 1988). The concern regarding the evaluation of their performance rather than focusing on opportunities for learning can result in, for example, not taking on challenging assignments which are necessary for career progression (Ely et al., 2011). Despite doubts about women’s competence as leaders, one might expect that highly agentic female leaders would be able to overcome these difficulties. However, people may perceive women who demonstrate clear-cut leadership ability as insufficiently feminine. That means that a female leader may be rejected because people perceive her to lack the agentic qualities associated with effective leadership or because she possesses too many of them. This rejection as ‘too masculine’ results from prescriptive gender role norms which are consensual expectations about what men and women should do and how they should act. Women should show communal behaviour and not too much agentic behaviour (Fiske & Stevens, 1993). These results have not changed substantially over time. Male leaders are portrayed as being assertive, self-reliant, competitive, objective, forceful, ambitious, emotionally stable, and self-confident (Paris, Howell, Dorfman, & Hanges, 2009). Presumably the most important obstacle for women in management is the persistent stereotype that associates management with maleness.

Furthermore, the perceived association between management and maleness seems to be robust and universally accepted (Ryan & Haslam, 2007). This predilection stems from people’s embedded theories of gender and management that are not merely descriptive but essentially prescriptive. Consequently, if managerial positions are perceived to be inherently masculine, then males would necessarily be more qualified than women (Schein, 2007). Evidence suggests that a male executive with the above traits is perceived as

behaving properly and exhibiting leadership whereas a female who behaves likewise is regarded as inappropriately forceful (Ryan & Haslam, 2007). Consequently, if women executives' behaviour concurs with the masculine gender stereotype (Powell et al., 2008), they are not regarded as performing accepted as performing in an appropriate manner (Carbonell & Castro, 2008). However, should their behaviour concur with the leader stereotype, they are not thought to be behaving appropriately as women.

As a result of these injunctive demands, female leaders often receive less favorable reactions than male leaders do for male-stereotypic form of leadership. This generalization was confirmed in a meta-analysis of Goldberg paradigm experiments on the evaluation of male and female leaders (Eagly, Makhijani, & Klonsky, 1992). Women received lower evaluations than equivalent men for autocratic leadership but comparable evaluations for democratic leadership. Also, women encounter more dislike and rejection than men do for showing dominance, expressing disagreement, or being highly assertive or self-promoting. In addition, dominance lowers women's but not men's ability to influence others. The resistance to female leadership demonstrated by these findings is problematic for female leaders, especially because it appears that men who currently hold most positions of power and authority generally find female leadership more objectionable than women do. Male evaluators rate female leaders less favourably than equivalent male leaders (Eagly & Carli, 2003), (Rhode, 2016).

Stereotyping can produce its own reality through the confirmation of the expectation, the so called 'self-fulfilling prophecy' which may constraint women's performance in the stereotypic domain (Watzlawick & Kreuzer, 1988). When a negative or positive stereotype exists about a certain group, members of the group perform in a way that confirms this stereotype. This phenomenon is called the 'stereotype threat' (Steele, 1997).

For women in management, this may result in the internalization of the idea that women are less capable of assuming leadership roles. As such, they do not identify themselves with

potential leadership positions, considered male territory, thus undermining their motivation and potentially leading to lower performance. Stereotype threat has been proven to impact women negatively in academic fields such as lower performance on math tests, and, importantly, in women's professional aspirations (Roberson & Kulik, 2007).

To summarize, women face discriminatory barriers mainly in male-dominated and masculine environments and with male evaluators. The relative success of women and men in leadership roles depends on context. In masculine contexts, prejudicial reactions not only restrict women's access to leadership roles but also can reduce the effectiveness of women who occupy these roles. "These perceptions must be framed by the well-known glass ceilings that have restricted women from positions that carry substantial responsibility and authority" (Eagly & Carli, 2003; Rhode, 2016, p 172).

The impact of different cultures on the perception of female leadership. Apparently the views of what constitutes effective leadership especially during economic crisis and the perceived characteristics of men and women as leaders are consistent across cultures, even the ones that are considered to promote gender egalitarianism. Thus the problem is fundamentally the same insofar that most managers, regardless of cultural background, consider stereotypical male behaviours as closer to good leadership than stereotypical female behaviour (Prime, Jonsen, Carter, & Maznevski, 2008; Schein, 2001; Williams, John & Best, 1990).

Nevertheless, beliefs regarding gender and leadership do vary among cultures and approaches. Managing these beliefs or stereotypes may vary from country to country and from organization to organization. Leadership and related behavioural values must be understood within a given cultural context, as stated by Geertz, (1973) 'There is no such thing as human nature or independent of culture.' Leadership research shows that cultures often have very different notions and perceptions about what behaviours contribute to outstanding leadership (Ardichvili & Kuchinke, 2002), different leadership prototypes

(Paris et al., 2009), and differences in leadership style as perceived by male and female subordinates (Stoeberl, Kwon, Han & Bae, 1998).

Other studies, such as Globe, find universal characteristics of leaders (House, Hanges, Javidan, Dorfman & Gupta, 2004). As such, differences in leadership styles have even been reported to be based more on national culture than on gender (Stoeberl, Kwon, Han & Bae, 1998). It is known from cross-cultural research that several cultural dimensions including values and practices relating to gender equality differ from country to country. One approach uses labels such as masculine and feminine societies. Hofstede (1980) argued that masculine societies expect men to be assertive and tough and women to be modest and tender.

Thus, cultures seem to vary in the degree to which they associate feminine and masculine stereotypic traits with women and men, respectively. This means that in some cultures, people are more likely to describe women with feminine stereotypic traits and men with masculine stereotypic traits than in other cultures. Several studies have shown how acceptance of certain leadership behaviours such as being assertive or affective varies between cultures (Trompenaars & Hampden-Turner, 1998). For example, collective cultures tend to stress traditional authority (Hofstede, 1980), (Triandis, 2001), which would predict perceived typical male leadership attributes as more appropriate than perceived typical female leadership styles.

The Globe study by House, Hanges, Javidan, Dorfman & Gupta, (2004) found effective leadership to be universal which means to endorse leaders as team players, charismatic, value based, participative, humane and to reject leaders who are autonomous (individualistic, independent) and self-protective (competitive, status conscious, self-centred). The former is more likely female traits (female advantage) and the latter more likely to be male. Research by Paris et al (2009) found neither men nor women endorsed

leadership that was humane, and both men and women rejected leaders that were autonomous.

Nevertheless, men and women did have different prototypes of leadership as a function of culture (gender egalitarianism), for example, while there was no gender difference found with regard to endorsing participation, gender egalitarianism moderated the degree to which men and women's prototypes of leadership as participative differed. One line of thought supporting the importance of culture follows Eagly and Johannesen-Schmidt's (Eagly & Johannesen-Schmidt, 2001) perspective of social role theory in which gender differences in leadership behaviour appear and disappear with shifts in social context.

According to social role theory, leadership styles and what is appropriate behaviour for men and women may be influenced by different cultures. Findings show that stereotypes concerning the communion and agency of women and men are products of the social roles that women and men have been observed to occupy. Eagly and Steffen (1986) demonstrated that people in domestic positions are regarded as more communal and less agentic than people in paid occupations. Because women are still primarily perceived as homemakers and men as employees, each is assigned the characteristics corresponding to these traditional roles, even when they have assumed new and different occupations in society. This is also culturally relevant because the proportion of domestic work completed by men or women varies greatly between nations.

Gratton, (2007) demonstrated how team leaders often experience spill-over between work and home and how this is different for men and women as women team leaders are six times more likely to carry the domestic burden than male team leaders still, the impact of the cultural context on gender stereotyping and how it relates to what is considered to be effective management behaviours has remained relatively unexplored (Prime et al., 2008). Stoeberl et al. (1998) reported that no comprehensive empirical study was available at that

time to assess the degree and directional relationship between culture and gender and the style of leadership.

As most cultures have gender-role stereotypes (Matusak, 2001), the lack of research in this field is surprising. It can be summarized that women tend to possess transformational leadership skills which are extremely helpful in avoiding critical business situations. Despite this insight, women are still underrepresented in leadership positions. One reason for this phenomenon can be stated as prejudice and stereotyping about the perception of lower leadership abilities of women. In the last section of this chapter major constraints for female career progressions are summarized and reflected.

### **2.9.9 Think Manager Think Male (TMTM) (The glass cliff)**

The ‘think manager – think male’ association (TMTM) underlies many gender inequalities in the workplace. However, research into ‘the glass cliff’ demonstrates that the suitability of male and female managers varies as a function of company performance such that in times of poor performance people may ‘think female’ (Ryan & Haslam, 2005; 2007). As previously observed, much of the evidence regarding the challenge for gender differentiation in the workplace can be seen to reflect people’s implicit theories about leadership and gender. More specifically, they can be seen to arise from the perceived incompatibility between beliefs about what it means to be a good leader and what it means to be female (e.g., Agars, 2004; Eagly & Karau, 2002; Heilman, Block, Martell, & Simon, 1989; Schein, 1973, 1975, 2001). Along these lines, Berthoin Antal and Izreali (1993: 63), suggest that “probably the single most important hurdle for women in management is the persistent stereotype that associates management with being male” Early work examining stereotypes of managers, of men, and of women, and the relationships between these stereotypes, was conducted by Schein (1973, 1975).

This centred on studies in which participants were given a list of ninety-two descriptive terms and asked to indicate how characteristic each term was of either (1) women in general, (2) men in general, or (3) successful middle managers. Results demonstrated that

both male (Schein, 1973) and female (Schein, 1975) managers believed that men were more likely than women to possess the characteristics associated with managerial success. Indeed, of the ninety-two descriptors used, sixty were seen to be characteristic of both managers and men, including being emotionally stable, aggressive, (having) leadership ability, self-reliant, competitive, self-confident, objective, ambitious, well-informed, and forceful.

Furthermore, this perceived relationship between what is managerial and what is male appears to be remarkably durable and global particularly among male respondents (Deal, 1998; Eagly, 2005; Schein, 2001). Thus, recent replications of Schein's original studies demonstrate that these implicit theories are still endorsed today which more often leads to women losing confidence in their leadership qualities.

Importantly, people's implicit theories of management and gender are not only descriptive but also powerfully prescriptive (Heilman, 2001; Rudman & Glick, 2001). They guide how we act ourselves, as well as our expectations about how others should act. As a result, these stereotypes have the potential to substantially impact the way in which women (and men) are treated in the workplace. In particular, in a review by, Eagly and Karau (2002) argued that the incongruity between what it means to be female and what is seen to be managerial can produce two forms of prejudice: (1) less favourable evaluation of the potential for women to take on leadership roles compared to men and (2) less favourable evaluations of the actual behaviour of female leaders self-esteem.

In the first instance, then, implicit theories have the potential to affect women's perceived suitability for management roles. This arises from a perceived lack of fit (e.g., Heilman, 1983; Kent & Moss, 1994) and expectations of failure. As Schein (2001) notes, if a management position is seen to be inherently masculine, then, all else being equal, a male candidate will appear to be more qualified than a female one. In addition, Eagly and Karau (2002) note that the repeated pairing of notions of masculinity and notions of management

means that observers are less likely to “spontaneously categorize” women as leaders or potential leaders. In this way, men’s advantage over women may be twofold, since they are seen to have both the traits associated with leadership and greater potential to be a leader. Implicit theories are also implicated in the subsequent evaluation of individuals as leaders. Here, evidence suggests that women leaders are evaluated less favourably than their male counterparts, even when they behave in exactly the same manner (for example. Agars, 2004; Eagly et al., 1992). In a meta-analysis of studies investigating gender differences in leader evaluation, Eagly et al. (1992) demonstrated that this tendency is particularly pronounced when leadership behaviours are stereotypically masculine in nature. Thus, a male manager who acts in a forceful or assertive way is perceived as behaving appropriately and displaying leadership, whereas a female leader who behaves in the same way is considered unacceptably pushy.

A paradigm case of this double bind in action is provided by the experiences of Ann Hopkins, a top manager with Price Waterhouse, who, despite her impressive performance in accumulating more billable hours than other prospective partners and attracting \$25 million in business, was denied a partnership on grounds that she was “not feminine enough” (Fiske, Bersoff, Borgida, Deaux, & Heilman, 1991). In this way, women leaders are often in a lose-lose situation. If their behaviour confirms the gender stereotype, they are not thought to be acting as a proper leader, but if their behaviour is consistent with the leader stereotype, they are not thought to be acting as a proper woman. Violating either of these stereotypes can then lead to negative evaluations of them and their performance (e.g., Cockburn, 1991; Cuddy, Fiske, & Glick, 2004; Eagly & Karau, 2002; Eagly et al., 1992; Heilman, Wallen, Fuchs, & Tamkins, 2004; Ridgeway, 2001; Rudman & Glick, 2001).

Hersby & Renata Bongiorno, (2007) are also in agreement that while women increasingly attain roles in the lower echelons of management, they continue to be markedly under-represented at senior levels of the management hierarchy (for example., Catalyst, 2009a; European Commission, 2005). In addition to this numerical gender asymmetry, research demonstrates that the experience of women leaders is very different from that of men. Women leaders receive less favourable evaluations compared to their male counterparts,

even for identical behaviour (for example. Eagly, Makhijani,& Klonsky, 1992; Kulich, Ryan, & Haslam, 2007). Moreover, many men particularly managers remain skeptical of women's leadership ability (Sczesny, 2003). Psychological explanations for such gender-based differentiation have tended to focus on the perceived incompatibility between beliefs about what it means to be a good manager and what it means to be female, which is known as the think manager–think male (TMTM) association (for example., Agars, 2004; Eagly & Karau, 2002; Heilman, Block, Martell, Simon, 1989; Schein, 1973, 1975). Indeed, this persistent association has been identified as one of the key hurdles that female leaders must overcome (Antal & Izreali, 1993; Wellington, Kropf, & Gerkovich, 2003).

Michelle. et al (2007) further explained that individuals who suggests that women were chosen as leaders in times of crisis because of their 'special' abilities, including the fact that 'women always want to help the underdog', women 'have more skills to balance risk', and that they 'tend to cope with failure more pragmatically than men' (p. 190). Indeed, such stereotypes are illustrated by Eleanor Roosevelt's observation that 'A woman is like a tea bag: you never know how strong she is until she gets into hot water' (Ayres, 1996, p. 199), a statement which implies that women have particular skills that come to the fore in times of crisis.

Consistent with the notion of women as crisis managers, as noted above, in Schein's (1973, 1975) original studies, there were a small number of traits associated with managerial success that participants believed women were more likely to possess than men. These researchers replicated the glass cliff effect and in doing so demonstrated that while masculine attributes associated with success predicted the appointment of leaders in times of success, feminine attributes associated with crisis predicted appointments in times of crisis.

However, as the research did not examine feminine attributes associated with success and masculine attributes associated with crisis, there has not yet been a systematic investigation

of the content of the think – crisis think female association. These are reason that triggered the researcher to explore an alternative model to the usual notion of a Western male as the prototypical leader in order to unlock full potential of women in leadership positions to ensure equality and justice towards women, especially mothers.

#### **2.9.10 Women Leaders in the Petroleum industry**

South Africa is the second largest country in terms of refining capacity in Africa, the first being Egypt. South Africa processes approximately 20 million tons of crude oil per annum, in addition to owning one of the world’s largest coal-to-motor fuels plants, Sasol (KPMG, 2016). Sasol supplies 44% of the country’s fuel demand. About 90% of the country’s fuel service stations are supplied by large oil companies like Shell, BP, Sasol, Engen and Total. The price for the fuel is fixed by the Department of Energy. The presence of many big oil companies shows that the sector is highly competitive, which in turn implies low profit margins.

The national population estimates show that the black African population is in the majority and constitutes approximately 81% of the total South African population, with 75% of those being economically active. Out of that, African females constitute about 81% of the total female South African. With such a high percentage, it is shocking that very little has been observed in terms of women being appointed in senior leadership positions, women hold 29% of senior management positions across industries.

Women representation still lags in the petroleum industry, at 9%. The sector traditionally relies on engineers for its workforce, historically being men. “Historically, few women studied in these areas, the pipeline of women is smaller than men than in other areas,” explained Lameez Omarjee (2016). Women continue to be markedly underrepresented in leadership positions in organizations. Michelle, Ryan & Alexander Haslam (2007), further explains that despite barriers, the number of women who occupy management positions is slowly increasing than ever before (Bullard & Wright, 1993; Bureau of Labour Statistics, 2005; Dreher, 2003; Equal Opportunities Commission, 2002). This increase in representation has focused on challenges that both the media and the research spotlight on

the way in which women leaders perform once placed in these leadership roles. As a result, commentators are continually asking a series of probing questions. How good are women managers and leaders? Are they as good as men? What happens to the companies that appoint women to senior positions? Indeed, it was questions of exactly this form that inspired the researcher to interrogate some of the challenges that are faced by women in leadership, particularly mothers as leaders in the petroleum sector as petroleum industry, sampling Engen Petroleum Africa, with the aim of exploring an alternative model to the usual notion of a Western male as the prototypical leader in order to ensure equality and justice towards women, especially mothers.

Michelle, Ryan & Alexander Haslam (2007) further explain that women's march into senior positions has been far from smooth. Other challenge is that in the first instance, women managers tend to receive greater scrutiny and criticism than men, and they tend to be evaluated less favourably, even when performing exactly the same leadership roles as men (Eagly, Makhijani, & Klonsky, 1992). Workers also express a tendency to prefer male supervisors to female ones (for example, Simon & Landis, 1989), and many men particularly male managers remain unconvinced about the effectiveness of women leaders (Sczesny, 2003). An obvious question here is whether this is a reflection of real differences between men and women or whether it is a symptom of additional barriers that women encounter once they have broken through the glass ceiling. This then leads to a need of alternative model that focuses on women especially mothers as leaders in order to unleash full potential of women leadership.

Evidence that companies that appoint women to their board of directors tend to perform worse than those that remain exclusively male might lead one to conclude, as does Judge (2003), that female leaders deserve their cool reception. However, in contrast to this analysis, the argument is that the negative outcomes experienced by companies that appoint female leaders can be seen as the consequence of a "second wave" of discrimination, which is a challenge, which women like the female executive quoted above must overcome in the workplace. Extending the metaphor of the glass ceiling and the glass elevator, we argue that such women are more likely than men to find themselves on a "glass cliff" such that their positions of leadership are associated with greater risk of failure (Ryan & Haslam,

2005). When that failure occurs, it is then women (rather than men) who must face the consequences and who are singled out for criticism and blame.

In contrary, research indicates that “the representation of women in leadership positions has a positive correlation with economic performance, measured in tangible terms such as organizational growth, increased market share, and return on investment” (Lisa DeFrank-Cole, Melissa Latimer, Presha ,Neidermeyer, Michele, Wheatly pg. 26). Though correlation is not a synonym for causation, there are specific reasons to promote a culture of equality. Those include improved employee morale and better recruitment and retention of top talent. Organizations that provide opportunities for employees, such as a leadership development programmes may be better equipped to keep their most valuable resources their people.

Having more women in leadership roles in higher-leadership roles and on their boards will help shift the way many people think about women as leaders. It will encourage the most qualified persons, women and mothers to unlock their potential (Ely et al., 2011). It will also enable more women to consider themselves as possible leaders. Elders (1994) stated that “You can’t be what you don’t see” (p. 16). Women need to see themselves in other women who take on positions of leadership in petroleum industries. If not, the domain of senior level leaders will remain an essentially male-dominated club, a result which limits the perspectives of the leaders and the followers themselves.

### **2.9.11 Factors affecting the composition of Leadership in South Africa**

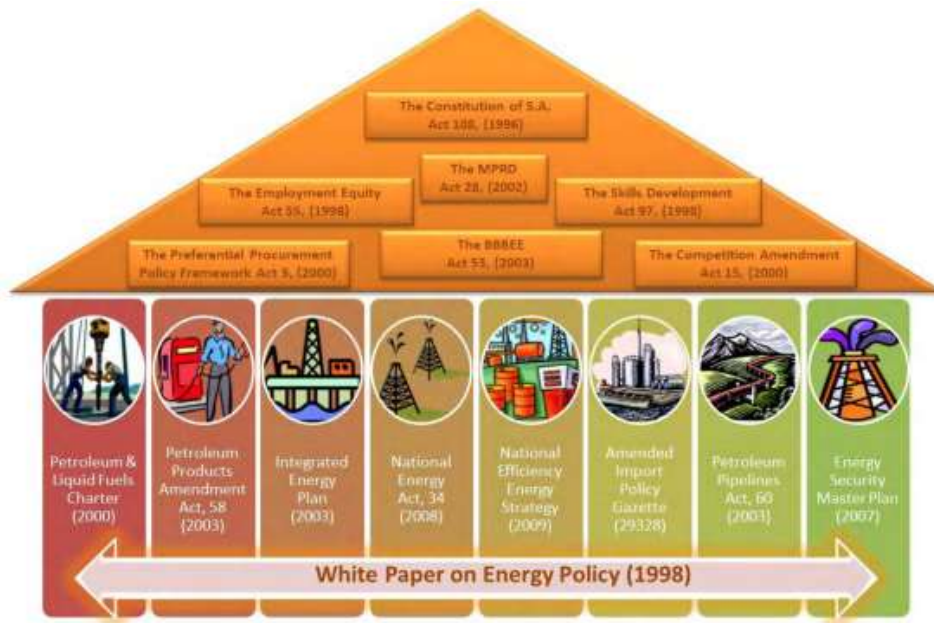
There have been ongoing debates around the transformation of the petroleum fuel sector value chain, which has previously been in the hands of a few minority groups (Makhaya et al, 2012). Essentially, this sector is a strategic one, from an economic development perspective, in the sense of how it impacts on various stakeholders which include the consumers and some organisations of the economy. Historically, the sector has benefited from large investments and received support from the then apartheid government. The prevailing conditions made it possible for the sector to be dominated by large fuel importing oil companies, in addition to the local firm Sasol. At the dawn of democracy in 1994, emphasis focused on transforming the sector to be more inclusive at all leadership levels

of its value chain. This culminated into the Liquid Fuels Charter, which was appended to the Petroleum Products Act.

The government's support and intervention in the petroleum industry has been observed through various legislations passed to accelerate transformation and gender inclusivity (The Report on the Status of Women in South African Economy, 2015). According to Majola (2015), this industry is caught in a conundrum that is not going to get better, unless drastic policy changes are implemented to correct the imbalances.

### **2.9.12 Legal Framework in South Africa**

Since 1994, massive political transformation has taken place in South Africa and this in turn has affected the country's gender policies and relations. The government has endeavoured to remove gender barriers and to provide more leadership opportunities for women in an effort to draw them into various economic sectors to be successful alongside their male contemporaries. (Bates-Earner, Karin, Lee, Lim, & Kapila, 2012). The key legislation associated with the transformation in the petroleum industry is illustrated by the Figure 2.6 below of which some components were discussed in this section:



**Figure 2.6: Key legislation associated with transformation in retail service stations.**

*Source: Petroleum and Liquid Fuel Transformation report by Rebotile Komane*

Gender equality is embodied in legislation such as The Bill of Rights of the Constitution and The Employment Equity Act (EEA), which both aim to achieve the equal treatment of men and women in leadership in all economic sectors. Despite the many efforts to achieve gender equality, through legislation such as the EEA, Broad Based Black Economic Empowerment (BBBEE) and the Commission for Gender Equality, South Africa is still contending with the challenges of inequality in the economic sector (Anon, 2016). The government has also tried to support women in the petroleum industry specifically in the form of various legislation aimed at transforming it from a male dominated industry (The Report on the Status of Women in South African Economy, 2015). Despite this, it appears that drastic changes in policy are necessary in order to achieve gender equality (Majola, 2015).

### **2.9.12.1 The Liquid Fuel Charter (LFC, 58 of 2003)**

The LCF's objective in terms of transformation is to reach 25% long-term ownership, leadership or control of all aspects of the industry in the various entities that are the key role players in South Africa's oil industry (LCF, 2003). The LCF aims to rectify the

economic and social inequalities that exist as a result of South Africa’s history as well as supporting the transformation of the country’s liquid fuels industry (Petroleum and Liquids Fuel Charter Final Audit Report, 2015). There are 13 major elements of the Liquids Fuel Charter as stated below:

OIL CHARTER SUBELEMENTS		
No.	Element	Charter Sub-Elements
1.	<b>Ownership (From preamble / interpretation)</b>	25% ownership and control of entity that holds the SA operating assets of the Oil company. HDSA ownership to apply to all segments of the Value Chain Sustainable presence/Sustainability through medium to long term viability.
2.	<b>Management Control</b>	Control of the entity through majority shareholding, effective controlling shareholding or majority of board of directors.
3.	<b>Supportive Culture</b>	Appointment of managers to create a supportive culture and enabling environment for business success Appointing appropriate managers who will understand the spirit and background of the charter policies Fostering of a supportive culture w.r.t all aspects of this Charter when dealing with HDSA's Incorporating culture change policies in business principles.
4.	<b>Capacity Building</b>	Training of HDSA employees on core, priority and scarce skills Overseas training programs for HDSA's Identifying a talent pool & fast tracking it Implementing mentorship programs. Annual progress reports in agreed format
5.	<b>Employment Equity</b>	Publishing of equity stretch targets and achievements Ensuring inclusiveness of gender
6.	<b>Private Sector Procurement</b>	Supportive procurement policies - Towards growth of HDSA companies - With criteria that favour HDSA companies Scope of preferential procurement to include all supplies (including crude) List of HDSA suppliers Vessels used in the transportation of supplies/products to meet all prescribed health, safety and environmental standards
7.	<b>Access to joint facilities</b>	Fair ownership opportunities Non-discriminatory access to uncommitted capacity for the movement and storage of crude oil and petroleum products
8.	<b>Refining Capacity</b>	Selling shares in the refinery to HDSAs Making refining capacity available to HDSA companies, thru , e.g. toll refining agreements Providing JV opportunities by including HDSA's in expansion/upgrade programmes
9.	<b>Retailing</b>	Fair opportunities for entry to the retail network
10.	<b>Wholesaling</b>	Fair opportunity for entry into wholesale / commercial sectors
11.	<b>Financing</b>	Investigation and implementation of internal and external financing mechanisms for giving HDSA's access to equity ownership and entry into viable strategic partnerships.
12.	<b>Terms of Credit</b>	Providing terms of credit to HDSA customers (e.g. retailers and client wholesalers)
13.	<b>Synfuels Supply</b>	Parties to accommodate HDSA's, which lack the facilities to comply fully, in the fairest way possible

Figure 0.7: Summary of the Liquid Fuels Charter. Source: SAPAI annual report 2017.

### 2.9.12.2 The Broad Based Black Economic Empowerment Act (BBBEE, 2003)

The Black Economic Empowerment policy (BEE) was implemented to redress the socioeconomic disparities created by the apartheid government. In this view, the BEE was envisioned as a tool to empower the historically disadvantaged majority of South African. The purpose of the BEE is thus to transform the economy to fully represent the demographics of the country (Barlett, 2010). The initiative is also aimed at re-invigorating

the country's economic landscape through the equitable share of resources and wealth, while at the same time ensuring full participation by all citizens.

However, the BEE has been viewed in a negative light by some scholars. In the main, it has been alleged that the powerful officials in the local government are manipulating and abusing the procurement systems while at the same time the intended recipients of the BEE initiative have not been benefitting (Papenfus, 2015). Jeffery (2016) indicated that the BEE in South Africa has failed to kindle the much-anticipated black economic transformation, a situation which resulted in the majority of the population losing confidence in the Black Government economic policy. Jeffery (2016) added that the BEE has also failed due to a number of issues which include the scarcity of capital and inexperienced leaders who lack the relevant skills needed in the leadership roles. The then Minister of Finance, Pravin Gordhan (2010) acknowledged that the "BEE policies have not worked and have not made South Africa a fairer or more prosperous country". Instead, the initiative had actually impoverished the emerging entrepreneurs, as well as small businesses.

Based on these assertions, it could be argued that this is also a major contributor to the failure of appointments of women leadership in the country. BBBEE is a subject that brings varied responses depending on which interest group is involved. This subject is emotive because different people expect different things from it. Many stakeholder groups prevail, representing a multitude of divergent agendas. Some of the interested parties include legislators, beneficiaries, lobby groups, financial institutions and current owners of the economic activities being contested. Each interest group has its own views about what solutions ought to be implemented.

Such divergent views can be seen in the Figure 2.8 below which the writer has entitled "The Rich Picture of BBBEEE".

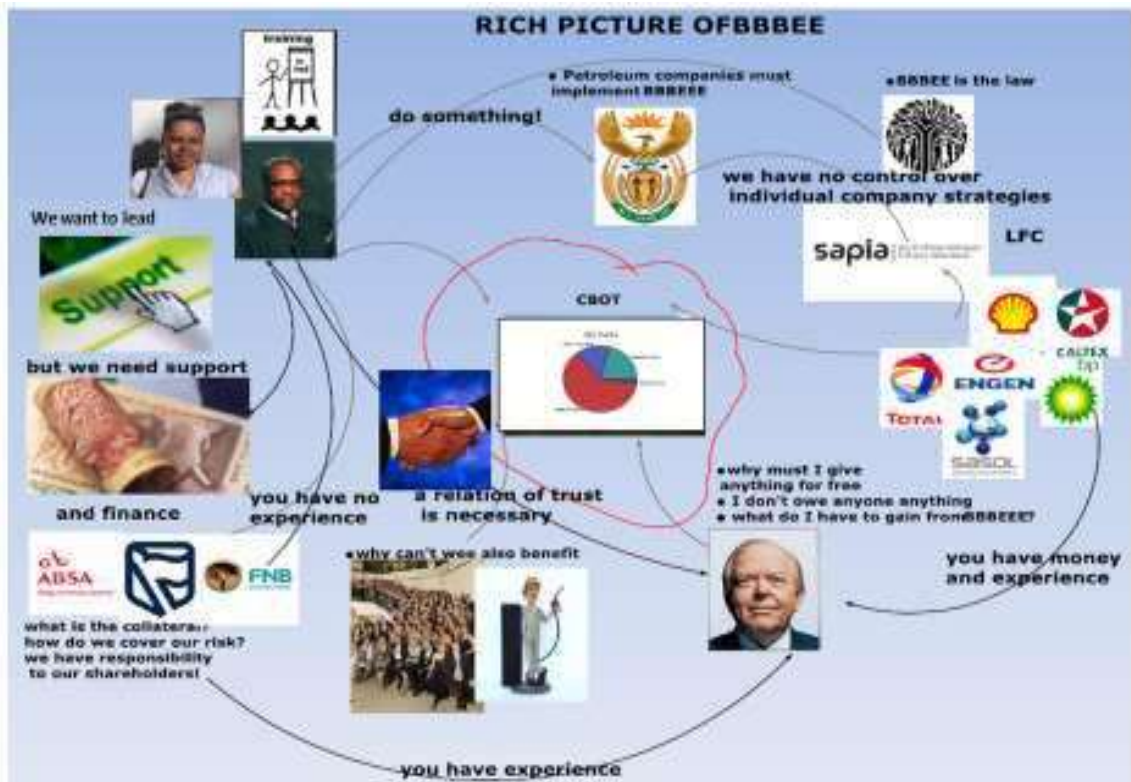


Figure 0.8: The rich picture of BBBEE. Source: created for this study.

In the researchers view, the Rich Picture shows the wickedness of the problem. It shows different stakeholder groups and their disparate worldviews reflecting their concerns, expectations and frustrations due to lack of transformation. Dyantti (2012) also acknowledges that black females are progressing at the slowest pace in terms leadership in the petroleum sector. The issue of training and experience also comes into play when it comes to black females leading businesses successfully (Fakude, 2008). On the other hand, the government is frustrated by the lack of transformation in this sector and its hands are tied, but legislation remains the only solution.

The petroleum companies on the other hand want transformation to occur, but they do not seem to be intentional about their efforts. They have selection policies that place black people at the top, especially black women, but no clear implementation plan. Therefore, the cycle continues with extraordinarily little progress on the outcome.

Born out of BEE, the Broad-Based Black Economic Empowerment (BBBEE) was launched in 2000 and immediately gave birth to the Petroleum and Liquid Fuels Charter in 2000, followed by the Mining Charter in 2002. Following this was the BBBEE (53 Act of 2003), as well as the related codes and procurement legislation of 2007 (Ponte et al, 2007). Following good practices, the BEE initiatives were supposed to show evidence of sustainability for them to be able to increase participation of female. In this case, BEE was not just about leadership. Good practices in this instance also referred to elements like skills development, management, preferential and enterprise development. In 2004, the Financial Services Charter (FSC) came into being and its main focus was to achieve transformation with regards to racial equality. Its targets and guidelines included 25% Black ownership by 2010, Black representation (25%) at all management levels by 2005 and 50% procurement spending on BEE corporations by 2008 (Chabane et al, 2006). At the 2013 Broad-Based Black Economic Empowerment Summit in 2013, the then President Jacob Zuma hinted that the BBBEE policy had made great strides in terms of transformation in the economic arena.

He further noted that the Black majority middle class had risen from 1.7 million in 2004 to 4.2 million in 2013. In the same manner, the appointment of blacks and women in senior management positions had increased to over 40%, as compared to the 10% of the 1990s (in the private sector). Despite this progress, a lot of things have still not materialised. This is the reason why in 2011, the Broad-Based Black Economic Empowerment document on the B-BBEE codes of good practice was revised by the DTI. The revised strategies took effect in October 2014 and were aimed at enhancing the implementation of BEE in a sustainable and meaningful manner. One of the requirements of the revised codes was that businesses were supposed to achieve certain minimum scores in respect to certain elements of skills development and leadership, as well as supplier and enterprise development (Dyer, 2012).

The BBBEE Act empowers not only Black women, but also people from previously disadvantaged groups such as Indian and Coloured people, as well as those who remain vulnerable in our society, such as disable people, the youth and those living in rural areas.

**Table 0.1: BBBEE policy initiatives. Source: National Development Plan 2030- “Our Future Make it Work”, 2015.**

No	Initiative
1	Increasing the number of black people who manage, own and control enterprises and productive assets.
2	Facilitating ownership and management of enterprises and productive assets by communities, workers, cooperatives and other collective enterprises.
3	Supporting small businesses to encourage the government and the private sector to procure from small firms, and to enhance the development of black and female managers and professionals.
4	Growing economy rapidly, that is diversifying into new sectors will open up opportunities for black-owned firms and smaller businesses, promoting inclusive growth

**Source: National Development Plan 2030- “Our Future Make it Work”, 2015.**

South Africa’s implementation of the BBBEE encourages “increasing the extent to which Black women lead and manage organisations, and increasing their access to economic activities, infrastructure and skills training” (The Report on the Status of Women in South African Economy, 2015).

### **2.13 Transformation in the petroleum fuel industry**

There have been ongoing debates around the transformation of the petroleum fuel sector value chain, which has previously been in the hands of a few minority groups (Makhaya et al, 2012). Essentially, this sector is a strategic one, from an economic development perspective, in the sense of how it impacts on various stakeholders which include the consumers and some organisations of the economy. Historically, the sector has benefited from large investments and received support from the then apartheid government. The prevailing conditions made it possible for the sector to be dominated by large fuel importing oil companies, in addition to the local firm Sasol. At the dawn of democracy in 1994, emphasis focused on transforming the sector to be more inclusive at all leadership levels of its value chain. This culminated into the Liquid Fuels Charter, which was appended to the Petroleum Products Act.

### **2.14 The challenge of balancing family and work**

Focusing on challenges that women face in the leadership roles, (Chamorro-Premuzic 2020, Shinbrot et al. 2019, Evans & Maley 2020) one of the most difficult issues found has been the ability of women to balance the demands of family duties with their career ambitions. These studies investigations were centred on barriers of women taking high leadership roles viewed family responsibilities as a 'major barrier' to women moving into leadership positions. Chamorro-Premuzic (2020), Shinbrot et al. (2019), as well as Evans and Maley (2020), cited a common and an obvious difficulty found by women was the need for women to take time off work in order to raise children.

According to Powell and Greenhaus (2006), women may have difficulties managing their own work life balance, especially in work settings where they do not receive much structured support from their employers. This entails that if they wish to strike a balance between work and their out-of-work lives, they must set this as their goal and find their own means of achieving it. Women must be able to take charge of their own work / life balance and take the initiative to represent their own individual actions to ensure the work / life balance is preserved Marsh (2020). According to Wrzesniewski and Dutton (2010), women need to explain the expectations of their employers about the workload they can handle in order to maintain power over work and their identity at the workplace. They also need to handle the expectations of partners and colleagues on how hard they need to work. The job requires components and criteria objectively specified by the organization; however, the work / life balance must be established by the individual.

Work-life balance is considered to be essential for both business and academic study Gautam & Jain (2018). The literature indicates that work-life balance is a key problem affecting well-being, as family and job are the most critical elements of life. Any conflicting demands for work and family life create tension and adversely affect the well-being of workers. The research focused on evaluating the effect of work-life balance on the wellbeing of individuals working in the private sector in India as a result of work-life

conflict and family work conflict. Well-being was assessed by the level of family happiness, job satisfaction and psychological distress (Gautam & Jain 2018).

### **2.15 Chapter summary**

Analysis of the challenges presented in this chapter shows that there is a great need for programmes aimed at supporting women at the top in petroleum industries and also programmes that motivates and encourages those who are in lower management to unlock their full potential and pursue their dreams of being in top leadership in petroleum industries. The exploration of an alternative model for women is becoming more critical in order to unlock full potential of women in leadership positions to ensure equality and justice towards women, especially mothers. Based on the models discussed in this chapter this brings the study to a conceptual model that will unlock the full potential of women and mothers in leadership roles in the petroleum industry. The research will be based on unpacking and enhancing this model with the view to unlock the full potential of women and mothers in leadership roles in the petroleum industry. The reason for exploring the literature presented in this chapter was to try and establish whether there is, indeed, any gap or barriers which are affecting women to realise their full potential in leadership positions. The author reviews and presented literature, pertaining different leadership theories with the focus with women leadership. From the literature reviewed, it was found that previous researchers established different results. This means that there are different perceptions regarding this subject. Moreover, it was also noted that previous researchers analysed different theories to examine this issue. The following chapter will provide details regarding how this current study approached the research to address these noted gaps.

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## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.1 Introduction**

The previous chapter discussed the theoretical and conceptual frameworks of the study. These theoretical and conceptual frameworks guided how this study was going to be conducted. This chapter, presents the research philosophy, research design, mixed-method research design process, justification of choosing the mixed-method, historical usage of the convergent research design, flow-chart of the basic procedures used in implementing a convergent parallel design, research design implementation, reliability and validity, generalisability, research protocol and ethical considerations. This chapter also discusses the research methods, data collection and analysis approach and the techniques used by to analyse data for this study. The research methodology, design and approaches adopted for this study were aimed at answering the pertinent research question, “Do women especially mothers in executive positions need to leave their parenting skills at the door when they become executive managers, or can those skills actually aid in their success? How do women rise to the top of their professions when they also have significant family care responsibilities?”

### **3.2 Research Philosophy**

Globally, the foundations of all the scientific research are underpinned by philosophical assumptions of the world and these worldviews, according to Creswell (2003), give the direction on how to conduct and get outcomes of any research. The philosophical reasoning that compels the mixing of qualitative and quantitative models of research into a single research study is pragmatism. Pragmatism is described as the belief in doing what works best in the interest of achieving the desired result. Morgan (2007) argues that as an underlying philosophy for inquiry, pragmatism supports the investigator in choosing among the different models of inquiry as research questions being addressed determine the methods that are best suited. In other words, certain research questions are properly addressed using quantitative methods while others using qualitative methods. The

pragmatic philosophy is underpinning this study on unlocking the full potential of women in leadership in the petroleum industry allowed for the mixed-method research approach.

Therefore, the study is a mixed-method research design because using both qualitative and quantitative methods in combination enriches research as the strength of one complements the weaknesses of the other (Onwuegbuzie & Collins, 2007). Mixed-method is a procedure for collecting, analysing and mixing both quantitative and qualitative research methods in a single study to understand a research problem. Scholars have indicated that the justification of using the mixed-method for the study is to draw from the strengths and minimise the weaknesses of the quantitative and qualitative research approaches (Creswell, 2003; Creswell & Plano-Clark, 2007; Williams, 2007).

This study was designed within a tradition of mixed-methods research by rejecting the main assertions of the incompatibility thesis that concluded that different data types and their methods of analysis are not compatible with one another and therefore, cannot be used together in the same study (Howe, 1988). By doing so, in this research, the researcher shares a view that the careful combining of different data types, interpretation and analysis tools can reveal contrasting and interesting dimensions of given social and economic phenomena, thereby increasing the depth of understanding significantly.

With the increase globally in the complex nature of contemporary social problems, the solutions of researchers have been ever more multifaceted. Investigators are timeously expected to respond to the research context innovatively and use any possible data types and analysis techniques necessary to address their research questions. Owing to this, there has been a surge in demand to be equipped with appropriate skills to conduct different types of research. Mixed-methods designs have been in an expanding mode in regarding scholarly attention, though the use of different methods together in the same study is not new (Olsen, 2004).

### **3.3 Research Design**

The research design is a general orientation on how to conduct a business/educational research (Saunders, Lewis & Thornhill, 2012). Research designs are defined as procedures and processes for collecting, analysing, interpretation and presenting/reporting data in

research studies. Research designs represent the different models for carrying out research and the models have distinct names, procedures associated with them. Research designs are very important since they help guide the methods that researchers must use during their studies, what the researcher wishes to achieve, what you intend to do and offers guidance in terms of how the researcher makes interpretations at the end of the research study (Creswell, 2003; Creswell & Plano-Clark, 2007).

Durrheim (1999) defines research as the conceptual framework in which research is conducted by providing the blueprint in which collection, measurement and analysis of data should be done by specifying what needs to be done and how to answer the research questions. It is often referred to as the strategic framework that acts as a link between the defined research questions and the implementation of the actual research. The aim of a research design is the planning, structuring and executing the study in a way that ensures maximisation of the validity of its findings. In that regard, the selection of the research method and design for the study is very crucial since it leads to the determination of the routes in which the research outcomes will be achieved and also influences and sets the anticipated outcomes.

May (2001) argues that there are several methodologies that are used to collect data in social sciences, usually as a function of the nature, aims and objectives of the study. Tashakkori and Teddlie (1998), Creswell (2003), Creswell and Plano-Clark (2007), and Teddlie and Tashakkori (2009), on the other hand, observe three methods to conducting educational/business research which is qualitative, quantitative and mixed-methods. May (2001) observes the scientific tools for investigating and addressing social problems are varied. However, each approach to research has its strengths and weaknesses. The strength associated with quantitative research is that the method produces reliable and meaningful/quantifiable data that has potential to be generalised to a large population. On the other hand, quantitative methods are always criticised for not addressing the 'why' of a phenomenon. In most cases, the method can de-contextualise the important role of the human behaviour and in that regard, variables that could help explain an important phenomenon are then omitted from the statistical model.

Creswell and Plano-Clark (2007) argue that the quantitative research method is very weak in ensuring understanding the context or setting in which the research participants talk and also, personal biases and interpretations are seldom discussed in the findings.

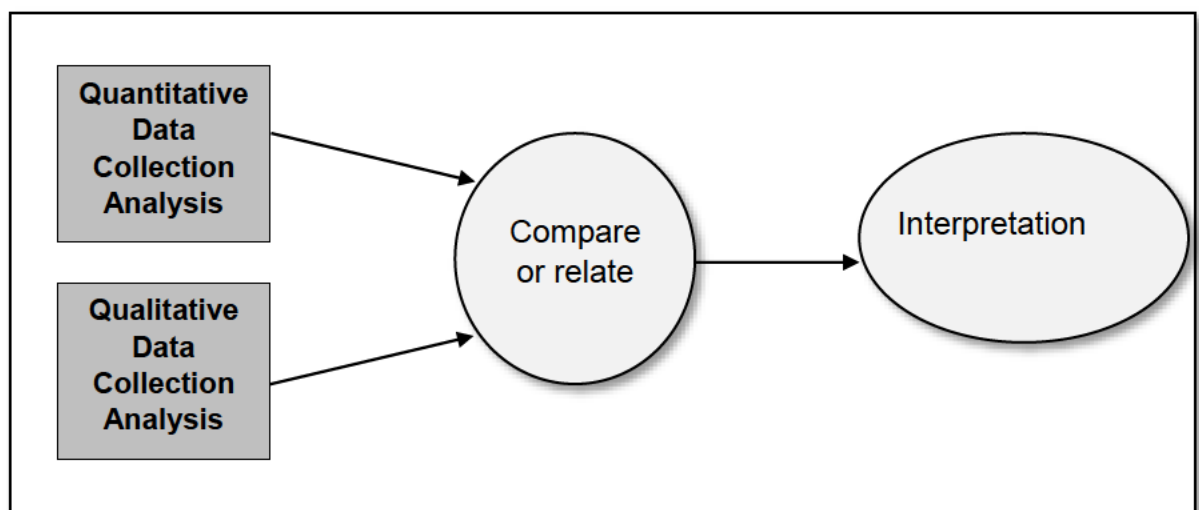
Qualitative research methods, on the other hand, are purely grounded in the theory that reality is constructed by an individual during the process of interacting with the social environment. Qualitative researchers have an interest in exploring and explaining the phenomenon as they happen in the natural setting and provide researchers with a deep understanding of a social phenomenon by observing or interacting with the participants of the study (Denzin & Lincoln, 2008). As Denzin and Lincoln (2008:4) define it: *'qualitative research involves the studied use and collection of a variety of empirical material – A case study, personal experience, introspection, life story, interview, artefacts, cultural texts and productions, observational, historical, interaction and visual texts that describe routine and problematic moments and meanings in individuals' lives.'*

The researcher in qualitative research becomes the important instrument of data collection, and its strength is that it has the potential to generate rich descriptions of the participants' thought processes and tend to focus on the reasons *'why'* a particular phenomenon has occurred. However, Creswell and Plano-Clark (2007) highlight that qualitative research is seen as deficient in that the personal interpretations and analysis are made by the researcher. Therefore, bias is created in the process and the difficulty and problems in generalising findings to a large group attributed to the limited number of participants studied. It is in this regard that combining qualitative and quantitative methods ensures the weaknesses in one method are minimised by the strengths in the other research design (Creswell, 2003, Creswell and Plano-Clark, 2007). In simple terms, adopting a mixed-method research helps find answers to questions that cannot be answered using qualitative methods only. Mixed-methods have advantages of providing a *'more complete picture by highlighting trends and generalisations as well as in-depth knowledge of research participants' opinions.* This method of inquiry was the most suitable for addressing the research objectives and questions for this study.

In addition, Mead, Sverrisson and Levy (as cited by Nganga, 2003), argue that most researchers on leadership have traditionally adopted a variety of research designs, research

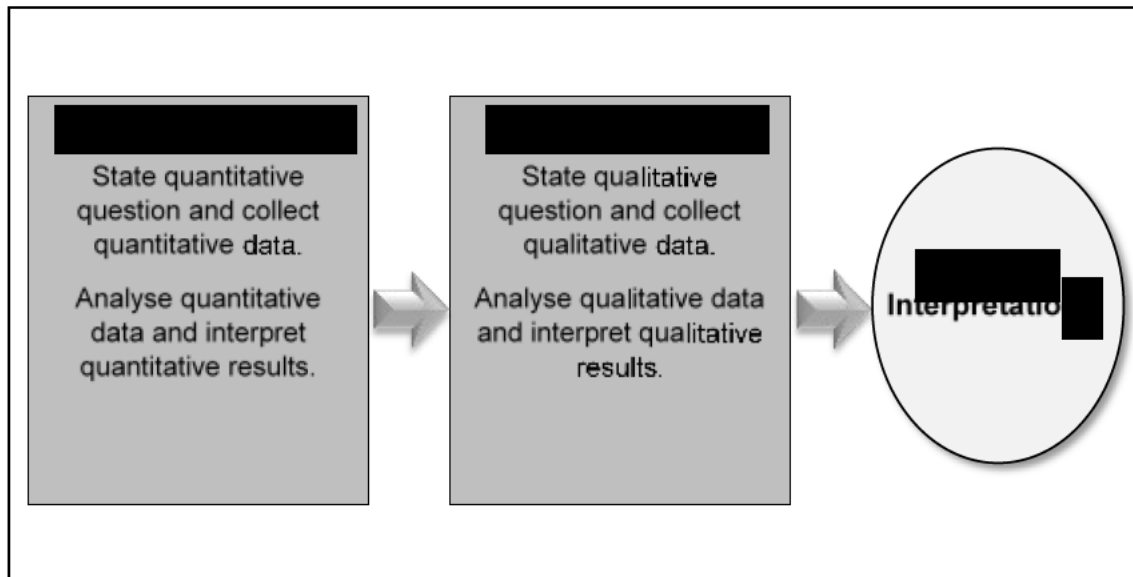
methods and collection strategies, such as survey methods combined with open-ended discussions (interviews/focus group interviews).

Once the study was exploratory research, a mixed-method approach was the best to address the research questions, and therefore, this research study is premised on a mixed-methodology that involves collecting and analysing both quantitative and qualitative data. This stems from a personal dissatisfaction at the prospect of choosing between a quantitative-qualitative dichotomy, and this research welcomes a mixed-method approach. For this study, it was thought through the decision points to choose a design that reflected on interaction, priority, mixing and timing. The research approach was carefully selected to best match the research problem and the reasons is to make the study more manageable, simple and easy to describe. In this case, the best option was the convergent parallel design. The prototypical version of the convergent parallel design is shown in Figure 3.1.



**Figure 0.1: Prototypical Version of the Convergent Parallel Design**  
**Source: Creswell, Plano and Clark (2011:69)**

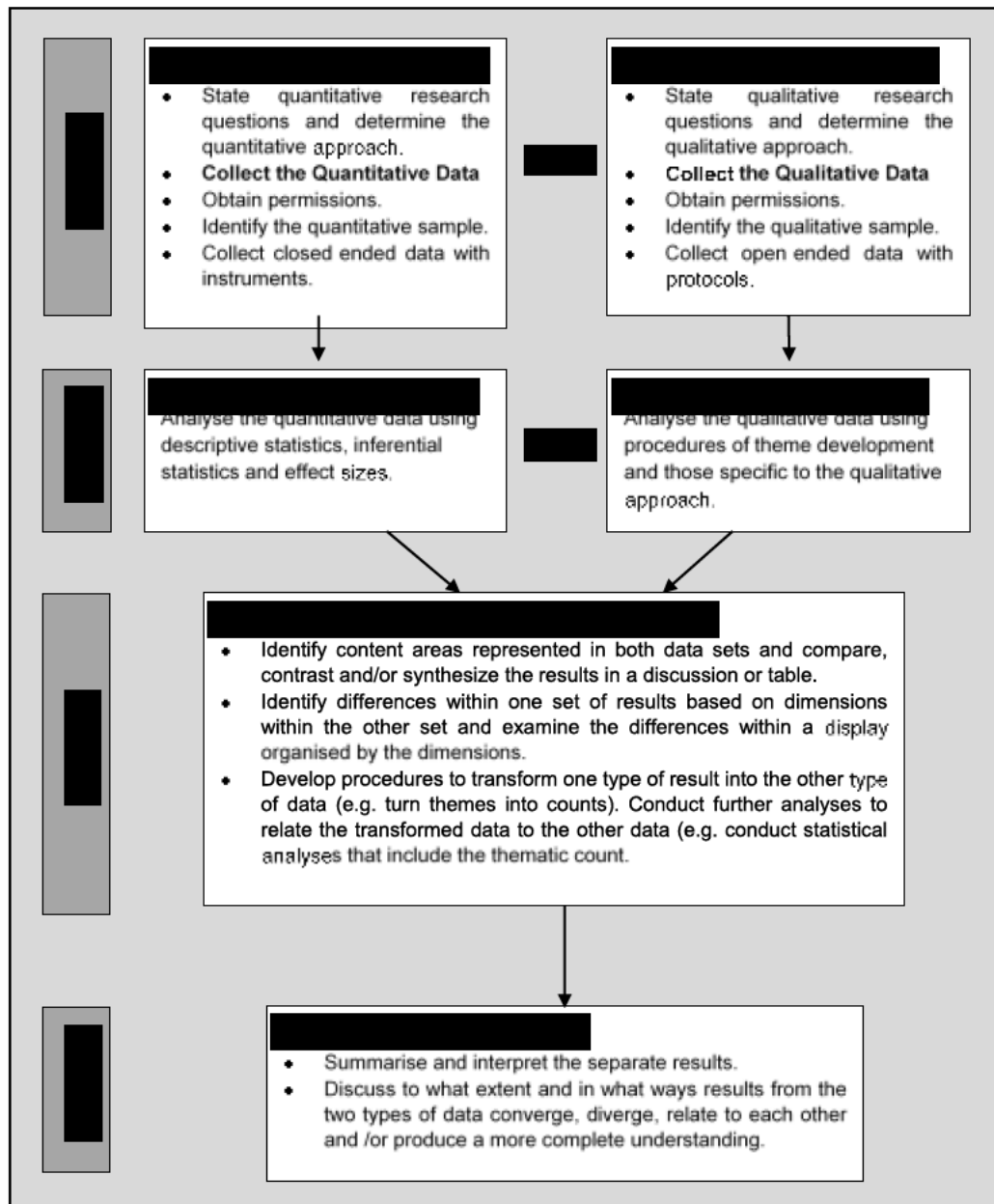
The convergent parallel design, also known as the convergent design, is defined as a situation that occurs where the research uses concurrent timing to implement both quantitative and qualitative strands in the same phase of the research process thereby prioritising both methods equally and keeping the strands independent during the analysis process and then mixes the research results during the overall interpretation as shown in Figure 3.2.



**Figure 0.2:: Research Design Implementation – Quantitative and Qualitative Strands in a Mixed-method Convergent Research Design**  
**Source: Creswell, Plano and Clark (2011:64)**

The researcher used a convergent parallel design to develop a complete understanding of the roles and challenges being faced by women in leadership in the petroleum industry.

This research design implementation used the mixed-methods research notation developed by Morse (1991), and that is still widely used today. This research used the parallel mixed-method design that allows for QUAL and QUAN data to be collected at the same time or at slightly different phases or times (Teddlie and Tashakkori, 2009). The parallel mixed design had equal orientation for both phases as depicted by the QUAN + QUAL notation. In this case, research was conducted in two phases con-currently in line with keeping with the formulation of this kind of research design as explained above. The convergent parallel mixed-method involved two phases: phase one involves QUAN and the other QUAL. It was the quantitative Phase One happening on the one hand, and qualitative Phase Two on the other hand, with a slight time difference between each phase. The two parallel phases were somewhat independent of each other. The diagram below shows the procedures for implementing the convergent parallel research design in the procedural flowchart in Figure 3.3:



**Figure 0.3: Flowchart of the Basic Procedures used in implementing a Convergent Parallel Design**

**Source: Creswell, Plano and Clark (2011:79)**

As shown in Figure 3.3 above, four (4) major steps in the convergent design were used for this research. The collections of the two (2) as types of data sets were concurrently but

separately done, that is, the collection of qualitative data did not depend on the results of the quantitative data or vice versa. For this, both qualitative and quantitative research methods had equal chances for addressing the study's research questions.

The researcher analysed the two (2) data sets separately and independently from each other in

- Chapter 4: Data Presentation, Analysis and Interpretation: Quantitative Data and Qualitative Data using typical quantitative and qualitative analytic procedures respectively. After the analyses of the two initial results the researcher reached the point of interface and worked to merge the results of the two (2) data sets in
- Chapter 5: Discussion, Analysis and Interpretation

The merging step included directly comparing the separate results and transforming the results to facilitate proper relating of the quantitative and qualitative data types during the additional analysis. In addition, in Chapter 5, the researcher interpreted the extent and in what ways the two (2) data sets results converged, diverges from each other, relate to each other and combine to create an in-depth and better understanding in response to the study's overall purpose and the research questions.

### **3.4 Study area**

The study area for this research was selected companies within the Petroleum industry, and those are Engen Petroleum Limited in South Africa, Shell South Africa and Vitol Tank Terminals International (VVTI). The researcher interrogated some of the challenges that are faced by women in leadership, particularly mothers as leaders in the petroleum sector, sampling the three companies, with the aim of exploring an alternative model to the usual notion of a Western male as the prototypical leader in order to ensure equality and justice towards women, especially mothers. The study interrogate the challenges by exploring the lives of executive managers in the petroleum industry, in order to identify how being a women and a mother has affected their career paths and how their experiences shaped them into the leaders they are today.

### **3.5 Target population**

The population is defined as a group of individuals, events or objects having common identifiable and observable characteristics (Mugenda and Mugenda, 1999). Neuman (2003) observes that to define a population specifically, the researcher should specify the units being sampled, boundaries and the geographical location, thereby giving the researcher a target population representing a pool of cases that the researcher wants to study. In coming up with the target population for this study, the researcher considered appropriateness and practicability. Flick (2010), argues that the appropriateness of target population implies the degree of suitability in achieving the study objectives.

The population targeted for this study involved all women in management level in Petroleum industry in South Africa. In addition to this, a senior level women leaders will be sampled across different departments to get their perspective on this matter of the study.

The population under study included all women who are in executive level, senior level and well as middle level of leadership in petroleum industry in South Africa, with Engen, Shell and VVTI are the target companies. The sampling frame was produced by getting a list from each division HR Manager from these companies. The individual lists were then collated into the sampling frame which consisted of all women leaders.

### **3.6 Sampling Strategy**

Sampling refers to the selection of individual units and/or settings to be studied (Creswell, 2013). Kothari (2003) also refers to sampling as a way of identifying some individuals for a study in a scientifically and systematically that the chosen individuals represent the large group from which the participants are selected. The main objectives of sampling in a study are to establish the representatives of what is being studied and therefore reduce subjectivity and bias, and secondly, it is to be able to make inferences from the findings based on a sample, to the larger target population used to derive the sample. Saravanel (1992) thus concludes that a sample is defined as a representative of the universe that yields desired results with the required reliability at a minimum possible cost.

The researcher developed the sample size based on a Cochran (1977) computation as shown below:

$$SS = (Z\text{-score})^2 * p * (1-p) / (\text{margin of error})^2$$

$$SS = (1.96)^2 * 0.5 * (1-0.5) / (0.05)^2$$

$$SS = 3.8416 * 0.25 / 0.0025$$

$$SS = 384.16$$

(Z-score is 1.96 for a 95% confidence level)

$$SS \text{ Adjusted} = (SS) / 1 + [(SS - 1) / \text{population}]$$

$$SS \text{ Adjusted} = (384.16) / 1 + [(384.16 - 1) / 137619]$$

$$SS \text{ Adjusted} = 384.16 / 1 + [383.16 / 137619]$$

$$SS \text{ Adjusted} = 384.16 / 1.00278420857$$

$$\mathbf{SS \text{ Adjusted} = 383.093388105}$$

Where SS = Sample Size

FP = Proportion where population is not known (Common to use 0.5)

SS Adjusted = Sample Size Adjusted

This is calculated at desired level of confidence of 5% margin of error with 95% confidence.

Based on the above calculation, in this study, the sample size of 383 was determined from an estimated population of 137 619.

The phenomenologist uses proportionate stratified random sampling to identify informants who can illuminate the phenomenon of interest and who can effectively communicate their experiences (Klenke, 2008; Bryman & Bell, 2011). Therefore, this sampling strategy ensured that all the population of the women in leadership was fairly represented in an attempt to achieve the aim and objectives of this research.

### **3.7 Research Instruments.**

In this phase, a qualitative research questionnaire was developed. This took the form of a semi-structured questionnaire with open end exploratory type of questions. According to the National Institute for Health Research (2009), face to face interviews is very labour intensive, however they are the best method in achieving high quality data. Respondents was given the opportunity to interpret the questions in their own way. A sample of all women in most senior and executive positions at Engen, Shell and Vitol Tank Terminals International (VVTI) will be solicited from the following occupational employee groups:

- Executive Managers      L1
- Senior Managers        L2

The strategy was that individuals were interviewed in a single time frame due to the restricted time and labour intensity of the interview process. The other participants who were unavailable were scheduled for another session. A total of 3 sessions were sufficient to complete all the interviews. Thematic analysis was used as a method for data analysis as it is the most commonly used method for the analysis of qualitative data.

#### **3.7.1 Questionnaires**

De Vaus (2002) defines a questionnaire as a general term that is used to include all the methods of data collection in which each participant is asked to respond to a given set of questions in a predetermined order. According to Zohrabi (2013), questionnaires are doubtless one way of obtaining primary data in any research. Richards and Schmidt (2002), observe that the critical point when designing a questionnaire is for the researcher to ensure that it is '*reliable, valid and unambiguous*'. This research study used closed-ended questionnaires since they provide the researcher with quantitative or numerical data that is more efficient and easy to analyse (Seliger and Shohamy, 1989). The questionnaires were assigned the Likert-like scale scores from 1 to 5 (Likert, 1931; Schuessler, 1971). Loudon and Bitta (1993) observe that the Likert-scale involves the process of putting together a list of statements relevant to issues under consideration with disagreement to agreement

response scales. Sommer and Sommer (1997) further point out that the Likert-scale makes the scoring methodology user-friendly by using whole numbers from 1,2,3,4 and 5 from each variable in the questionnaire, rather than numerical averages (for example 1.5, or 2.4). In this case, the population being investigated is measured by the mean sum of the weightings provided by the participants through coming up with the summation of the numerically coded agree and disagree results of each item to derive the score that indicates the extent to which the respondents agree or disagree with the variables being studied.

To ensure a better response rate and reliability and validity of the collected data, the researcher ensured that there was careful design of the structured questionnaire, clear, concise and good layout of the structured questionnaire and that pilot-testing was done.

Exploratory factor analysis was performed. Initial extraction was performed on the questionnaire to determine and identify any irregularities in the data. Certain items were dropped. However, an examination of the integrity of the construct was conducted to ensure that items removed and dropped did not restrict the range of the concepts to be captured in the study.

In this study, the questionnaire that was used as a survey research instrument sought to collect information on the following six (6) sections and sub-themes that were developed based on the aim and study objectives.

- i. Part I: Section A: General Biographical Information,
- ii. Part II: Section B: Challenges Faced by women in leadership with five (5) themes.
  - Section B1: What are the challenges faced by women in leadership within petroleum industry?
  - Section B2: What are the lived experiences and perceptions of women in all levels of leadership positions in the petroleum industry?
  - Section B3: What are the factors that affect woman participation in leadership positions in the petroleum industry?

- Section B4: In what ways do you think your personal attributes, skills, and experiences as a women and a mother relate to your personal attributes, skills, and experiences as an executive managers?
- Section B5: What are the work-family interface model and women's style of leadership that will assist women to unlock their full potential leadership? and

Initial extraction was performed on the questionnaire to determine and identify any irregularities' in the data with the advice of an expert. Certain items were dropped. However, an examination of the integrity of the construct was conducted to ensure that items removed and dropped did restrict the range of the concepts to be captured in the study (Appendix 9: Survey - Structured Questionnaire).

### **3.7.2 Group Interviews**

One group interview of between 45 to 60 minutes were done. The average time was supported by literature (Rabie, 2004). It is important to note that 5 focus group interviews were supposed to be conducted but the turnout was poor due to lockdown restrictions therefore the researcher decided to combine all those ten participants who showed interest in participating to one focus group. To compensate for that, the researcher used purposive sampling to select 13 questionnaires to analyse them together with the interview responses she got from the participants. The questionnaires to be used for qualitative methodology were selected based on the following criteria:

- I. The responses from the open-ended questions were comprehensive and more views were given.
- II. Then from that list the questionnaires were grouped to different levels that is L1, L2, L3, L4, L5
- III. The researcher then randomly picked 5 questionnaires from L1 and 2 questionnaires from each of the remaining Levels to make the total number to 13.

### **3.7.3 Focus Group Interviews**

Bryman and Bell (2011; 2014) lament that interviews and observation are the most effective method of data collection in qualitative research. Focus group interviews questions were

presented in a semi-structured interview guide guided by the research objectives and research questions (Appendix 10: Focus Group - Questionnaires and Appendix 11: Interview Guides - Semi-structured questionnaires).

The study used open-ended questions same as the one used in the questionnaire used for quantitative research method in conducting focus group interviews. Yin (2009) argues that this should allow constructing validity owing to the use of multiple sources of evidence that allows for multiple measurements of the same phenomenon in this study. Focus group interviews go beyond the simple collection and gathering of data and an attempt to construct meaning and interpretation in the context of the given conversations. Focus group interviews provide access to critical analysis of the research participant's behaviour and afford the researchers the opportunity to understand the meaning of that behaviour (Klenke, 2008).

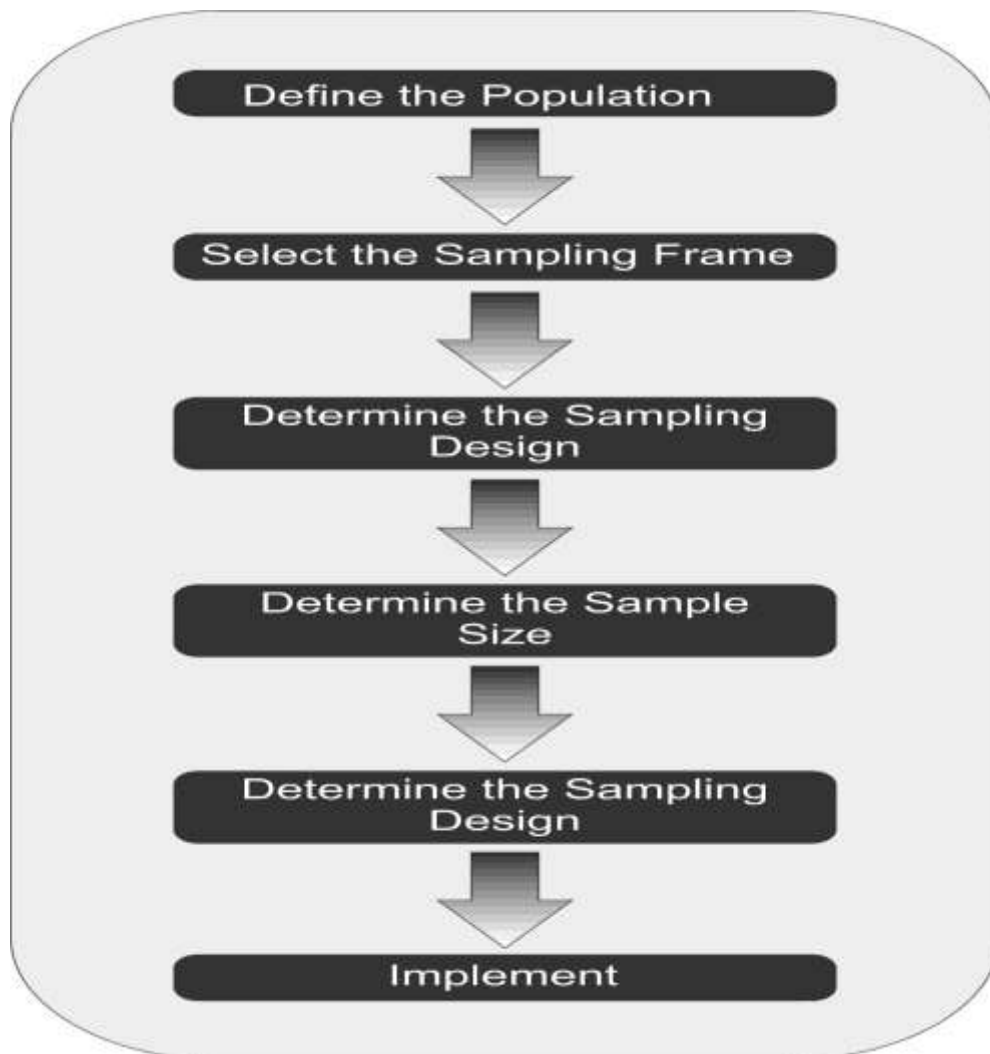
Participants for the focus group interviews were characterised by homogeneity though the researcher ensured representativeness among the participants to allow different and contrasting opinions. Participants were recruited from the wider sample used for the structured questionnaire study in the survey discussed in phase one above but ensuring that all informal sectors were fairly represented. Respondents who answered the structured questionnaire under the quantitative research methodology were not involved in the focus group interview discussions. Participants in the focus group interviews were purposively selected and grouped for fair representation of all the women in leadership for this study.

The three (3) parts of the focus group interviews were:

- Research participants are completing the consent form for agreeing to attend the focus group for discussion. Explanation was given by the researcher for participants' right to decline to be involved.
- Completion of the short focus group-questionnaire by all the participants.
- For this study, the entire in-depth focus group interview was digitally recorded and transcribed verbatim and labelled in preparation for qualitative data analysis in Chapter 4. The process of transcribing the data is laborious and useful for screening the data and indicating early the key issues and raised themes. All focus group interviews were going

to be audio-recorded using a digital voice recorder and also the researcher kept written notes for the interview. The take-up was poor due the lockdown restrictions, Only 10 participants managed to come and attend the focus group interview. Therefore, 10 people were interviewed. It is also important to highlight that for the qualitative methodology the sample size used is 23 that is 13 questionnaires selected from participants and 10 from those who attended the interview.

**The sampling process used as illustrated below.**



**Figure 0.4: The Sampling Process**  
**Source; Author 2021**

### **3.7.4 Measures to ensure higher response rate**

To counter the effect of the above weaknesses the researcher took the following precautions in designing the questionnaire:

- The structured questionnaires were made user-friendly by use of clear, simple and straight forward English, in particular, the use of technical jargon was minimised.
- Careful attention was given to the designing and analysis of the questionnaire.
- The participants were given reasonable time to respond to the structured questionnaires. The lead researcher and assistants collected completed questionnaires from the premises of the respondents (informal manufacturing SMEs) and in cases where this was not possible an agreed date to collect were reached between the research assistants and the respective informal SMEs.

### **3.7.5 Survey Response Rate**

Data collection in this mixed-method used the same strategies as those used by researchers engaged in only quantitative research. The response rate was 82.3%. A total of one thousand (1000) questionnaires were administered to the various respondents in the way shown in Table 4.4. The response rate per company were as follows: Engen (239) 29%; Shell, (83) 10%; VTTI, (153) 19%.

The survey used was a cross sectional survey and administered through electronic medium. “Survey Monkey” was the selected electronic medium as it allowed for a structured interface for the statistical analysis of the data. Various statistical calculations and analyses of the data was undertaken using SPSS statistical software package.

The output of the statistical data analysis was peer reviewed by an independent statistician, to ensure credibility and quality of the data set. The information was then be assembled into graphical representation and then inferred and discussed under Chapter four of this thesis. The validity and reliability of the data was established through triangulation

### 3.8 Data Analysis Approach

The fundamental objectives of any research study are that the researcher should have accurate data analysis that ensures that research questions are effectively answered. In Phase One Exploratory Factor Analysis (EFA), descriptive and inferential statistical techniques using the Statistical Package for the Social Sciences (SPSS) version 22.0 software were used. Descriptive statistics were mainly used to screen, clean and describe the characteristics of the sample (Moses and Knutsen, 2007). With inferential statistics also being used in this research to draw main conclusions about the characteristics of the population from which the main sample is derived (Brase & Brase, 2016).

Data from the structured questionnaires were transferred to an SPSS spreadsheet and double-checked by comparing with another spreadsheet keyed by the researcher. Data cleaning was done and using a statistical package from SPSS all descriptive statistics such as frequency, mean and standard deviation were generated for all the variables and analysed further. Table 3.1 shows the method that was appropriate for the analysis of the quantitative data.

**Table 0.1: Method of Data Analysis for Quantitative Research Method**

<b>Research Method</b>	<b>Nature of Data</b>	<b>Method of Analysis</b>
Questionnaire (closed question responses)	Nominal, ordinal and continuous quantitative data	Statistical tests including descriptive statistics, T-test, Analysis of variance (ANOVA) and Spearman's correlation,

**Source; Author 2021**

#### 3.8.1 Phase Two Data Coding and Analysis

Data analysis in phase two adopted a Framework Approach. Ritchie and Lewis (2005) observe qualitative data analysis techniques are traditionally applied in policy and economic research. The Framework Approach states the research objectives in advance based on the research requirements (Pope *et al.*, 2000) that's why it starts deductively and

concludes with the generation of inductive knowledge as it seeks to precisely and accurately reflect original issues and observations. Table 3.2 summarises the analytical methods that were appropriate for the qualitative data.

**Table 0.2: Method of Data Analysis for Qualitative Research Method**

<b>Research Method</b>	<b>Nature of Data</b>	<b>Method of Analysis</b>
Focus Group Interviews	Transcribed text	Thematic content analysis

**Source; Author 2021**

Focus group interview data were analysed thematically by annotating printouts of transcribed text and highlighting the key descriptive themes. This involved the construction of thematic matrices that systematically analysed the data with an object to higher levels of abstraction being achieved (Braun and Clarke, 2008). During data gathering in the fieldwork, the researcher reviewed all the qualitative data that was collected. Also, data gathered from observation, focus groups interviews were summarised and clarified to research participants and where necessary respondent validations were sought.

Focus group interviews were audio-taped and then transcribed. Verbatim transcriptions of all the audio-recordings were made using Microsoft Word by the researcher with the assistance of a highly specialised qualitative research specialist. Transcription creation for this study focused on capturing both interviewer and the interviewee statements. Transcribed data were prepared for analysis by the researcher with key descriptive themes in the texts being highlighted and preliminary coding categories assigned in each case. The researcher coded the collected data and categorised it regarding differences, similarities and patterns (Potter & Wetherell, 1987 in Suominen & Mantere, 2010; Bryman & Bell, 2016. Bryman’s earlier research (2001) lamented that a framework for the qualitative researcher is provided to ensure copying with the unstructured complexities of social realities and to render it manageable. Furthermore, it allows for the theories and categories to be developed which are meaningful to the subject of research.

In this study, the data was coded manually resulting in the creation of code families and code quotations. These themes/code families were then combined to produce more specific

abstract categories through repeated reflection and discussion with the qualitative data expert.

Elliger (as cited by Spens and Kovas, 2006) points out that content analysis is a ‘‘*method for the objective, systematic, quantitative and reliable study published information or data*’’. Cullinane and Toy (also in Spens & Kovacs, 2006) observe that it is an effective method for it can be used as an instrument for determining key ideas/concepts and themes in publications and for comparative measuring of positions and trends in reporting. The content analysis makes it easier for researchers to sift through large volumes of data with relative ease in a systematic way. In this study, a lot of data was generated through the focus group interviews, and this had to be sifted thoroughly to generate themes on how the potential of women in leadership can be unlocked.

For the coding process and analysis, the researcher used team-based analysis of the in-depth data despite also considering using the computer software to assist with the analysis. The researcher felt that adopting a human-based coding system as being more effective and useful in order to avoid the possibility of richness, meaning and detail in the in-depth texts being minimized (Davidson, Fielden and Omar, 2010).

### **3.9 Reliability**

Reliability refers to consistency and is therefore concerned with the robustness of the questionnaire (Saunders, Lewis and Thornhill, 2012). In other words, whether it will produce consistent findings at different times and under different conditions such as in the case of different samples or interviewers. The researcher ensured that reliability was achieved by ensuring that at design stage, they are assessed for test re-test, internal consistency and alternative form. Reliability is centred on the question of whether the results of a study are repeatable (Bryman *et al.*, 2014). It is also very close to the criterion of replication and replicability.

Onwuegbuzie and Johnson (2006) argue that without rigour, any research is worthless and becomes fiction and loses its utility and value. Reliability which is the ability of a research instrument to produce consistent results similar to what will have been produced for the same phenomenon in other related studies (Hammersley, 1992; and Wegner, 2000). So, put in simple words, reliability is revealed by the tendency of a study, experiment, test or

any measuring procedure to result in the same outcomes on different repeated trials. Four broad categories of reliability estimation in research have been identified, with each of the estimating the degree of reliability in a uniquely. These are:

- Test-retest reliability-mainly used in assessing the consistency of a measure from one period to the other.
- Parallel-forms reliability-useful in assessing the consistency of the outcomes of the results of two tests developed similarly from the same content domain.
- Interpreter or inter-observer reliability-useful in assessing the degree to which different observers provide a consistent estimation of the same phenomenon.
- Internal consistency reliability-useful in assessing the consistency of outcomes across variables within a test.

In ensuring that the reliability of the research instrument was maintained, a pilot study was conducted for both the quantitative research design and qualitative research design. A pilot study has two different uses in social science research; as it can be used to refer to the feasibility studies that are ‘small-scale version(s) and also trial run(s) that are normally done in preparation of the main study (Polit *et al.*, 2001). According to Baker (1994), a pilot study is the trying out or pretesting of a research instrument to be used for the major study. A pilot study has some merits in that it indicates the key areas of the main research project that could be unsuccessful or complicated therefore doing a pilot study ensures that the researcher reduces the risk (De Vaus, 1993).

A pilot study was important for this study since it helped the researcher in the process of judging the reliability of the instruments through estimation of the degree to which the variables reflected the same construct obtained in similar results. To ensure minimisation of risk, the reliability of the final structured questionnaire was calculated using the Cronbach Alpha coefficients, which measures internal consistency among a set of variables by assessing the extent to which the same set of respondents provide similar consistent responses to similar items (Diamantopoulus and Schlegelmilch, 1997). Through computation, the calculated Cronbach Alpha for this research was on average above 0.7 and deemed acceptable (Field, 2009).

### **3.10 Validity**

Validity implies research study, its parts and the conclusions thereof and application based on it can be of high or low quality and/or in between. Validity pertains to the integrity of the conclusions that are generated from research. Saunders, Lewis and Thornhill (2012) refer to the ability of the questionnaire to measure what the researcher intends it to measure in any research. It is sometimes called measurement validity, as it concerns that what the researcher finds with the questionnaire representing the reality of what the researcher is measuring.

Blumberg, Cooper and Schindler (2008) argue that when discussing the validity of a questionnaire, researchers often refer to content validity, criterion-related validity and construct validity. Content validity is the extent to which the measurement device, in this case, the measurement questions in the questionnaire provides enough coverage of the investigate questions. The researcher ensured that enough/adequate coverage was achieved through careful definition of the research in the literature review and prior discussion with experts in the field. In this case, the study, findings by the researcher were genuine after due consideration of all the participants to be involved, and their data and usage of the right sampling strategies and the fact that findings were not based on a few subjectively chosen respondents solved the problem of anecdotalism (Silverman, 2004). To limit the anecdotal problem, various methods were used by the researcher as explained in the earlier sections and data triangulation was also used.

The validity of the research instrument was also largely determined by seeking expert advice from the statistician and the supervisor who thoroughly assessed the extent to which the instrument represented and connected logically to the underlying theory, research objectives and the phenomena under study.

### **3.11 Ethical Considerations**

Sekeran and Bougie (2013) observe ethics in research as referring to a code of conduct or expected societal norm of behaviour during the process of research. They further argue that ethical conduct applies to institutions, organisation, companies and the individual

members that fund the research, the researchers who undertake the research and the participants who provide them with the necessary data.

Ethical issues harming the research participants by, sensitive question, issues of confidentiality and anonymity of the interviewee, the legal issue of holding research data were considered by the researcher.

Even though the research was not life-threatening, did not involve doing any intervention with research participants, the researcher did not ignore ethics and governance in doing research. The researcher had to gain confidence, trust and respect of the research participants and to be a genuine person interested in the problems of women in leadership.

This research was also conducted in line with the ethical clearance guidance of the University of KwaZulu-Natal. Ethical clearance was obtained from the University of KwaZulu-Natal Research Office. The study ensured that appropriate steps were taken to protect the rights of individuals acting as subjects in the research by observing ethical procedures and principles governing research with humans. These included, among many others: confidentiality, ownership of information and respect of respondents' autonomy and consent in participating in the study.

To this end, the researcher made sure that all participants were informed about the research through the informed consent letter researcher and participant (Appendix 5: Informed Consent letter - Researcher and Appendix 6: Informed Consent - Participant) and made clear it was voluntary to participate in the research. Also, permission for audio recording was sought as well on a voluntary basis. In other words, the researcher made use of recommendations from Creswell (2006) in this study which included:

- Non-disclosure of confidential information about the research participants (respect for privacy) - code names were used for the focus group interviews.
- Usage of numbers to reflect the respondents in the study.
- Informed consent in the form of a part where the participant would sign as agreeing to participate in an interview voluntarily.

- Freedom of choice or the right to decide whether to continue with the interview or not.

In that regard, during the focus groups interviews, the researcher was sensitive at all times to the possibility of allowing research participants who felt uncomfortable or distressed or reluctant to participate to be excused from participation in the group. However, the majority of the research participants seemed to enjoy the focus group interviews and used them as an opportunity to share their experiences and ask questions.

### **3.12 Summary of Chapter**

This chapter summarised the philosophical issues about the research methodology, research design and the justification thereof, research instruments, as well as data collection procedures. The next chapter will be presenting the data that was collected from research participants using the research tools explained in this chapter.

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## CHAPTER 4

### DATA ANALYSIS AND PRESENTATION OF RESULTS

The results are presented in two major components, namely the quantitative and qualitative. Further, due to the voluminous nature of the variables involved in the quantitative results, visual displays were instrumental and these were panelled to enable an overview of the descriptive patterns. In addition, some of the graphs are annotated with statistical tests to ascertain if there were any significant differences in the responses.

#### 4.1 Quantitative Results

##### 4.1.1 Demographics

Recalling that the study was based on women only, of which out of the  $n = 315$  women that participated, the majority 59.0% ( $n=186$ ) were married and almost a third, 34.0% ( $n=107$ ) were single (Figure 4.1). The results further revealed that many had two children 38.4% ( $n=121$ ) and single child 29.5% ( $n=93$ ). More so, the children were mostly under the age of 11 years old, 49.2% ( $n=130$ ) and followed by those in the 11-20 years age group, 36.4% ( $n=96$ ). On the other hand, these women leaders were mostly aged between 35-45 years old, 44.8 % ( $n=141$ ). These were flanked by considerable proportions in the age groups 25-35 years and 45-55 years consisting of 27.0% ( $n=85$ ) and 22.2% ( $n=70$ ) respectively. The results also reflected the demographic profile of the region with black female dominance constituting 53.0 % ( $n=167$ ) of the participants, followed by 20.3 % ( $n=64$ ) Indians.

Bearing in mind that these female leaders were fairly young, and mostly under the age of 45 years, it explains why many have been with their companies for at most 20 years. Their distribution within these time frames indicated that 35.6 % ( $n=112$ ) of them had 5-10 years with their current employer, whilst those fairly new, that is, 0-5 years of joining the company constituted 29.2 % ( $n=92$ ) and those who have stayed for quite a long time, had a share of 28.3 % ( $n=89$ ). Of the  $n = 304$  that provided their level of leadership, the results revealed that there was an increasing pattern on the proportions of women occupying higher levels. The pattern was characterised by under 15% in each of L1, 13.8% ( $n=42$ ) and L2,

14.1%(n=43) whilst 25% in each of the levels L4 and L5 with 25.0%(n=76) and 26.0%(n=79) respectively.

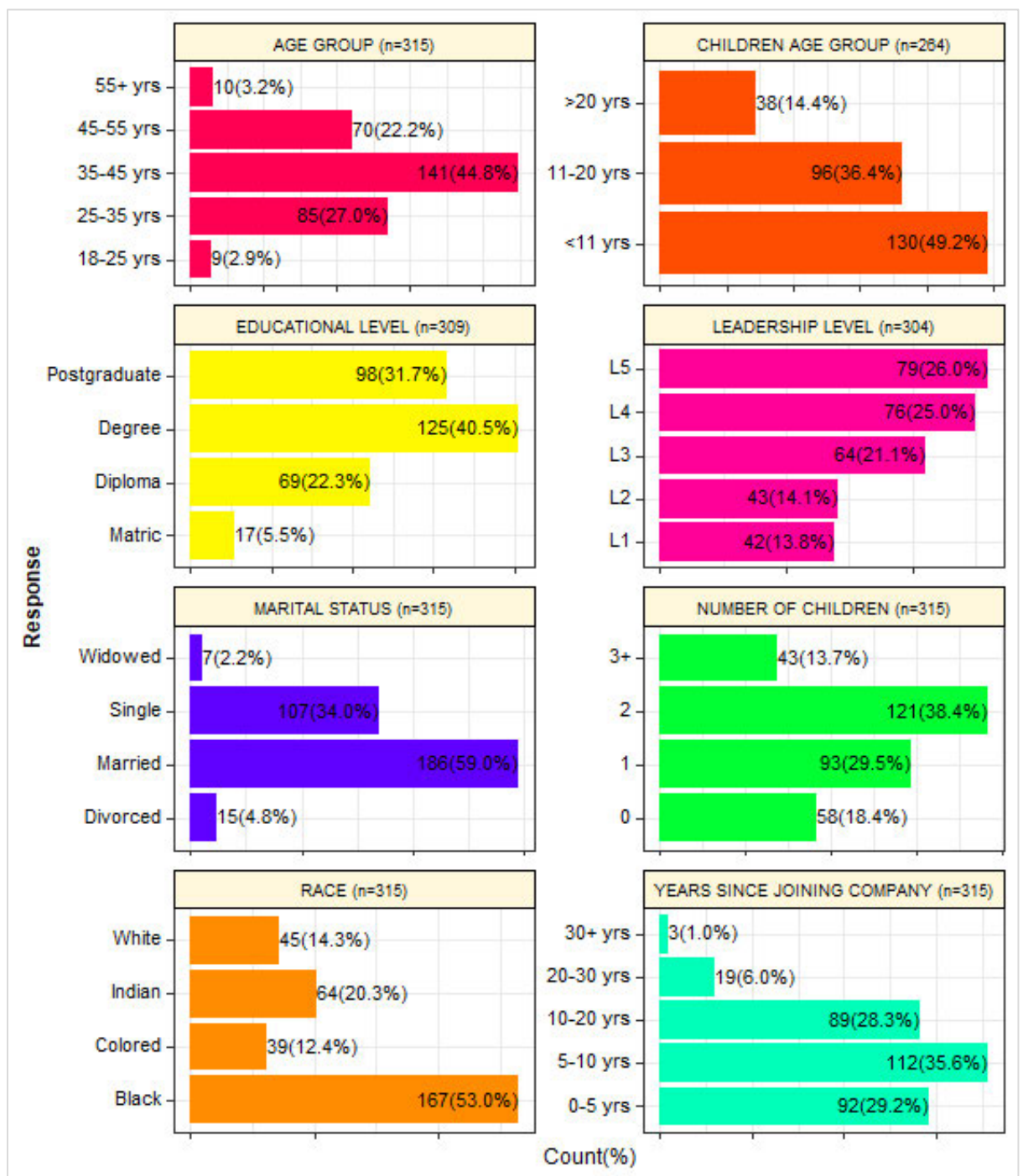
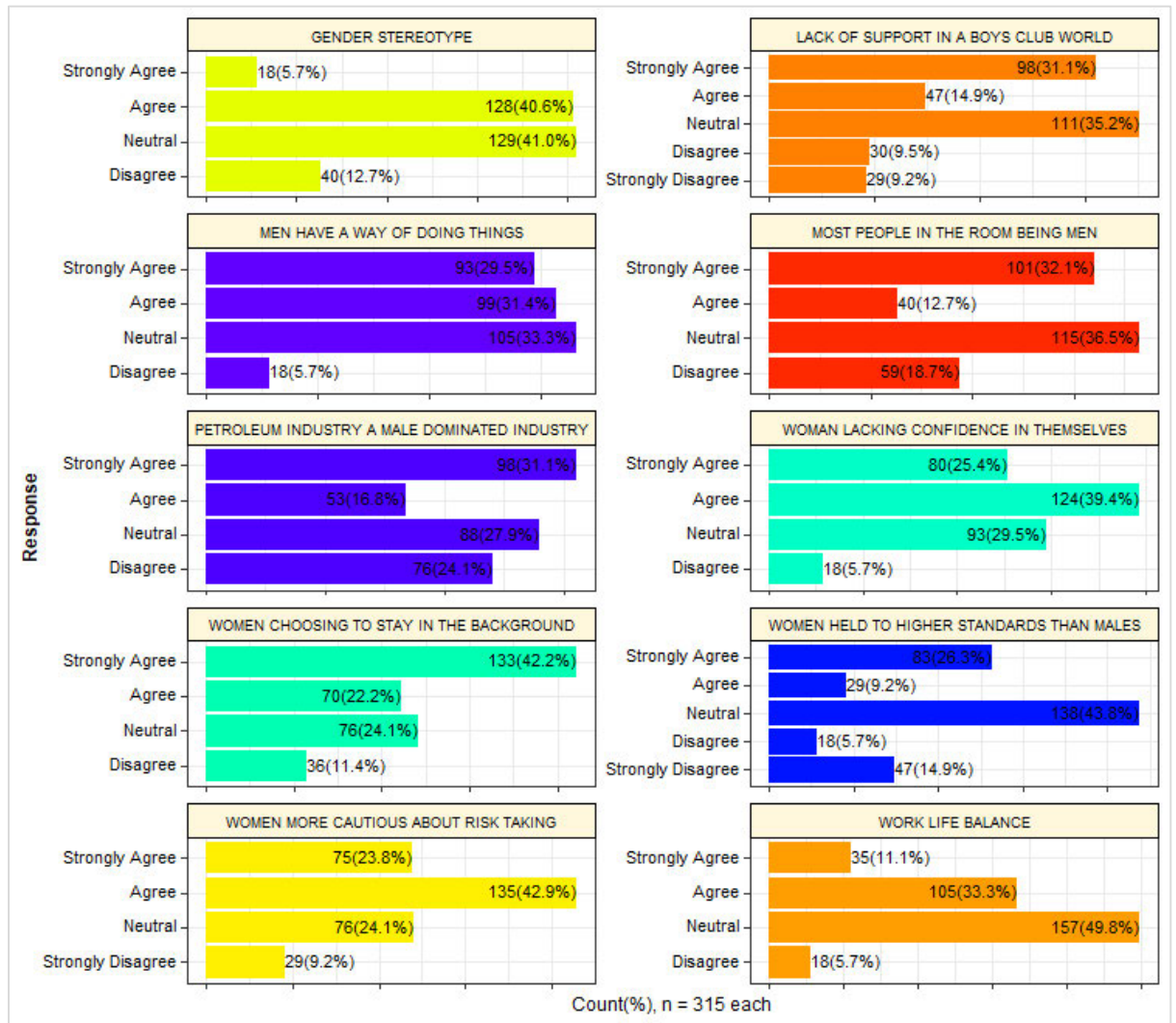


Figure 0.1: Demographic profile of the participants

#### **4.1.2 Challenges faced by the participants**

An overview of the findings on the challenges showed that they were sprinkled with some “Strongly Agree” (Figure 4.2) responses and that will be the focus of interpretation. The study aimed at uplifting women to higher levels of leadership, but what the findings showed was quite disturbing. That is, one would have assumed that the women were putting effort to shove their way up the ladder but facing obstacles in the process. Instead, it was revealed that an astounding 42.2%(n=133) strongly agreed that it was the women themselves that were choosing to stay in the background, probably explained by greater proportions that lacked confidence as confirmed in their responses, “Strongly Agree” and “Agree” constituting 25.4%(n=80) and 39.4%(n=124) respectively. In addition, only and disturbingly 5.7%(n=18) strongly believed in gender stereotypic behavioural patterns in their work places. Paradoxically, a fair share of 29.5%(n=93) were in strong affirmation on the fact that men had their own way of doing things. Looking at the other aspects where considerable proportions of the women vehemently agreed (that is, “Strongly Agree” response), the painted picture showed that these women were of the view that the petroleum industry was male dominated and that they lacked support in the “boys club” with each of these statements having 31.1%(n=98) of the participants responding with a “Strongly Agree”. This was also echoed by 32.1%(n=101) of the participants who strongly felt that they find most people in the room tending to be men. Despite all these revelations, about a quarter, 26.3%(n=83) of the women strongly believed in their standards being higher than those of their male counterparts. However, their failure to showcase could be attributed to their cautiousness about risk taking that they demonstrated, 66.7%(n=210). It was interesting to note that almost half of the women were sceptical about work-life balance as a challenge in their career, since they decided to remain neutral.



**Figure 0.2: Descriptive statistics on the items on challenges**

Viewing the responses from a different angle, a heatmap helps to provide a bird’s view of the behavioural patterns of the women’s understanding of the challenges they were facing. With a heatmap, the darker the colour, the higher the concentration of responses (hotspot) on that particular response. Consequently, this becomes a centre of attention as to why they all tended to allude to the statement in a similar manner. Figure 4.3 shows that the greatest hotspot was the “Neutral” response (49.8%) on the work-life balance and a suggestion that the women leaders were mostly likely feeling the motherhood demands alongside their work routines. The second largest (43.8% “Neutral”) hotspot also revealed that the women were not confident enough to provide a clear-cut answer on whether their standards were higher than those of their counterparts. On a negative note, the third largest (42.2%,

“Strongly Agree”) hotspot suggested that most of the women were actually lacking the zealous to propel themselves to greater heights.

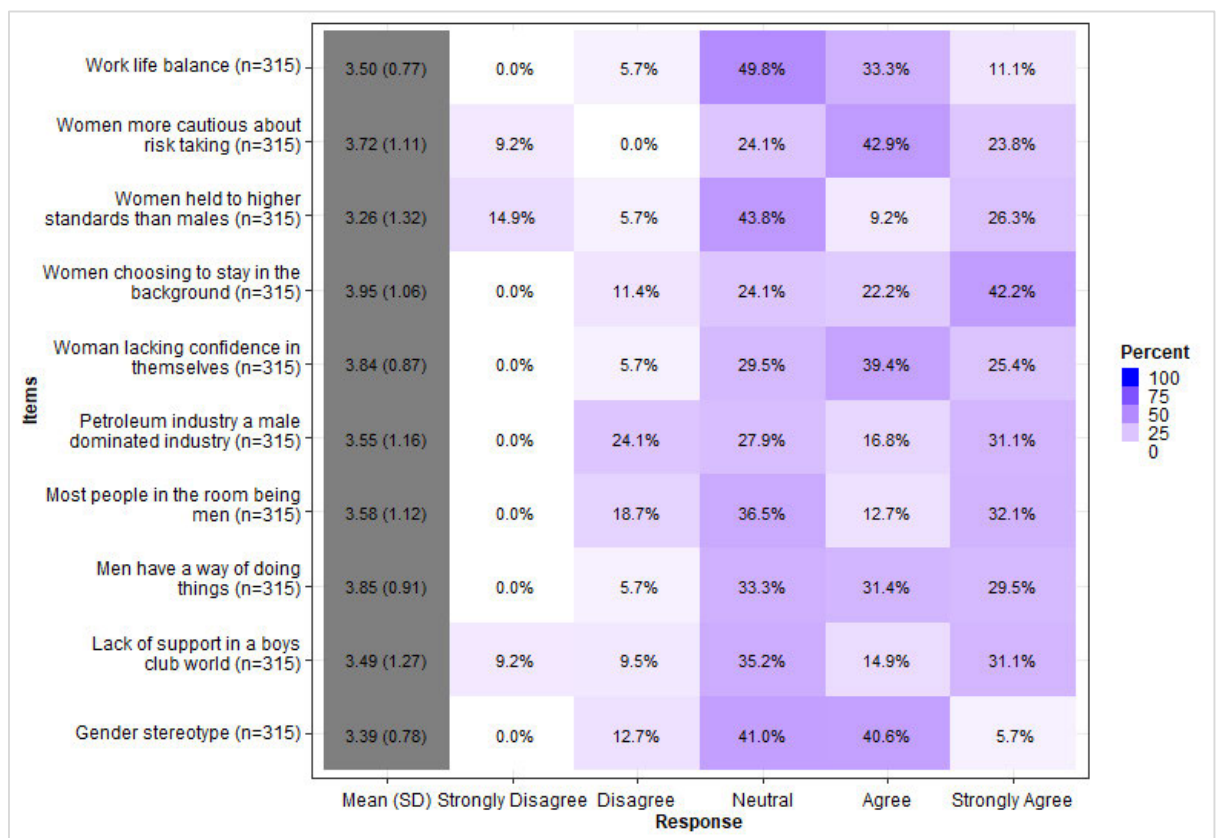


Figure 0.3: Heatmap of the items on challenges

Of the 10 items that were used to assess the challenges faced by women in their leadership roles, three of them were found not to really capture the essence of the challenges. In other words, they were not consistently agreeing with the other items and dropping these from the list improved the reliability of the items in understanding the challenges faced by the women (Table 4.1). A generally acceptable level of reliability should have a Cronbach alpha value of at least 0.7 and the remaining seven had a Cronbach alpha of 0.703. It is also important to note that the Cronbach alpha is also improved by reversing the scale of the responses in cases where the questions are negatively constructed compared to the rest. Two of the questions on the challenges were also scale reversed but nevertheless, they were eventually dropped due to them being unfit for better understanding of the challenges.

**Table 0.1: Reliability analysis of the items on challenges**

Items	Mean	Item-rest correlation	Alpha-if-deleted
Petroleum industry a male dominated industry	2.549	0.399	0.679
Gender stereotype	2.394	0.587	0.634
Work life balance	2.498	0.628	0.626
Men have a way of doing things	2.848	0.676	0.600
Women more cautious about risk taking	2.813	0.348	0.686
Woman lacking confidence in themselves	2.156	0.274	0.703
Most people in the room being men	2.419	0.160	0.746
Overall	2.525	-	0.703

ITEMS DROPPED	Improvement	ItemsMaxAlpha	OverallAlpha
Lack of support in a boys club world	2	0.642296	0.587424
Women held to higher standards than males	3	0.671853	0.642296
Women choosing to stay in the background	4	0.703452	0.671853

ITEMS SCALE REVERSED	-	-	-
Women held to higher standards than males			
Woman lacking confidence in themselves			
Most people in the room being men			

Although the responses allowed the categories to run from “Strongly Disagree” to “Strongly Agree”, this is usually useful in the case of identifying the hotspots. Better decisions would then be more meaningful if based on clear-cut responses of which the “Neutral” category would suffice to be considered as “Disagree”. Hence, Figure 4.4 shows the responses in just two categories, “Disagree” and “Agree”, with the items in decreasing order of the right-hand side, the “Agree” responses. Bearing in mind that the reliability analysis has detected some negatively worded questions, caution should be taken not to assume that the “Agree” responses are always for the better.

The Figure 4.4 results showed that there were some statements with a significant ( $p < 0.05$ ) proportion of the women either in agreement or disagreement, whilst other statements had similar ( $p > 0.05$ ) proportions of women from both ends (“Disagree” and “Agree”). It turned out that significantly higher proportions of the women alluded to being cautious about risk taking (67%,  $p < 0.001$ ), lacking confidence (65%,  $p < 0.001$ ), choosing to staying in the background (64%,  $p < 0.001$ ) and believing that men have their way of doing things (61%,  $p < 0.001$ ). According to the findings, there was no statistically significant difference in the

groups that were either supporting or against male dominance (p-value = 0.464), gender stereotype (p-value = 0.195), lack of support in the “boys club” (p-value = 0.159) and men being mostly in the room (p-value = 0.063). It was interesting to note that a significantly higher proportion (56%, p=0.049) of the women confirmed that work-life balance was not a major issue in leadership mix. On a closing note to all the statements used to assess the women challenges, the findings also revealed that the women were denying themselves the opportunities to move up the ladder, as evidenced by a significantly higher proportion (64%, p<0.001) that were of the view that their standards were below par when compared to males.

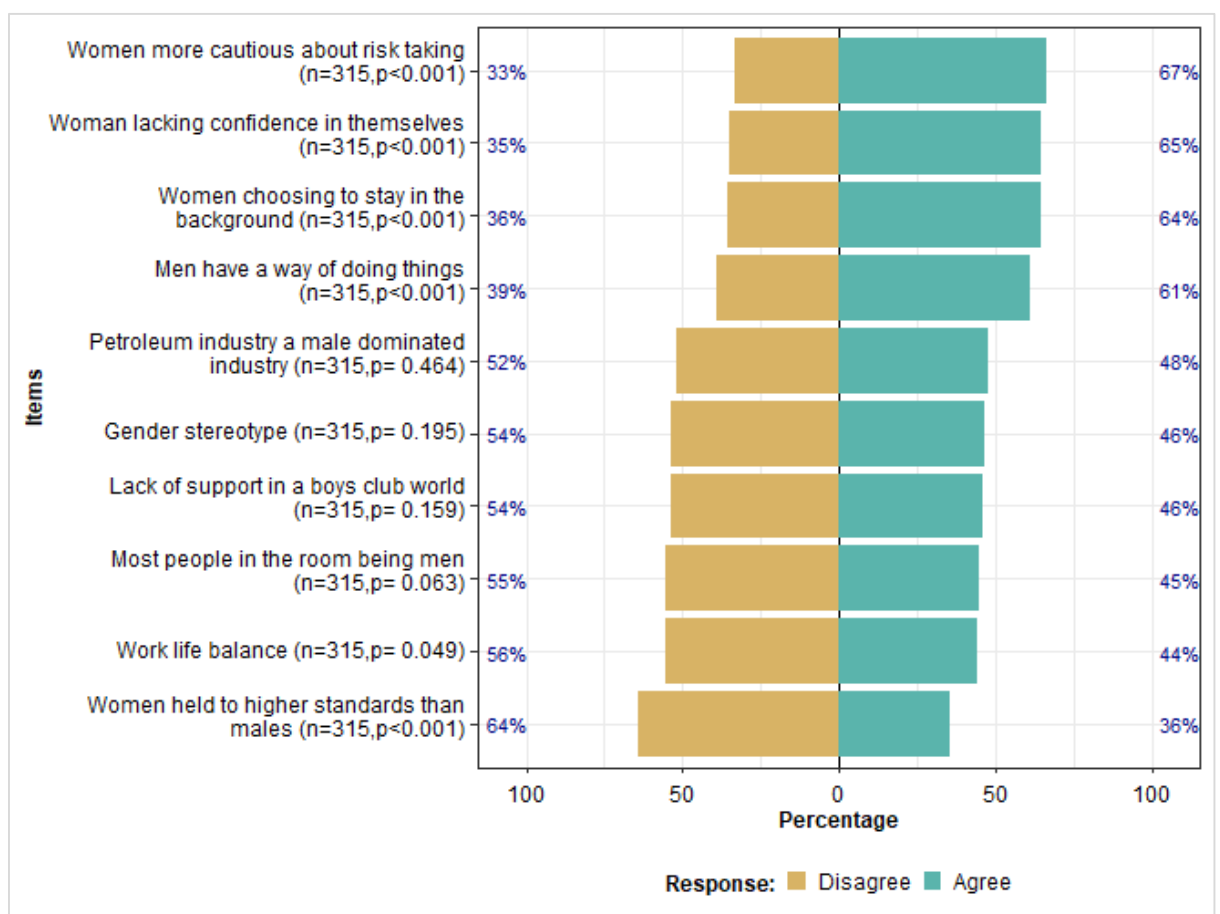
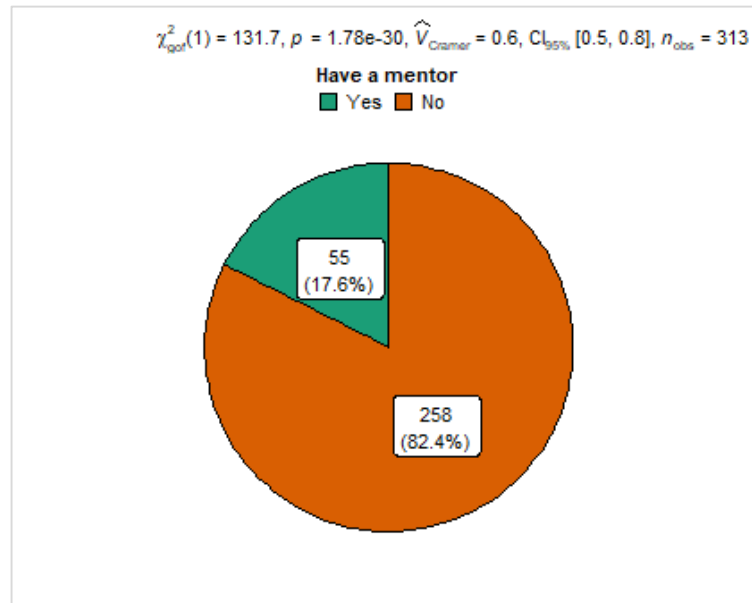


Figure 0.4: Likert plot of the items on challenges

### 4.1.3 Mentorship, confidence and sacrifice

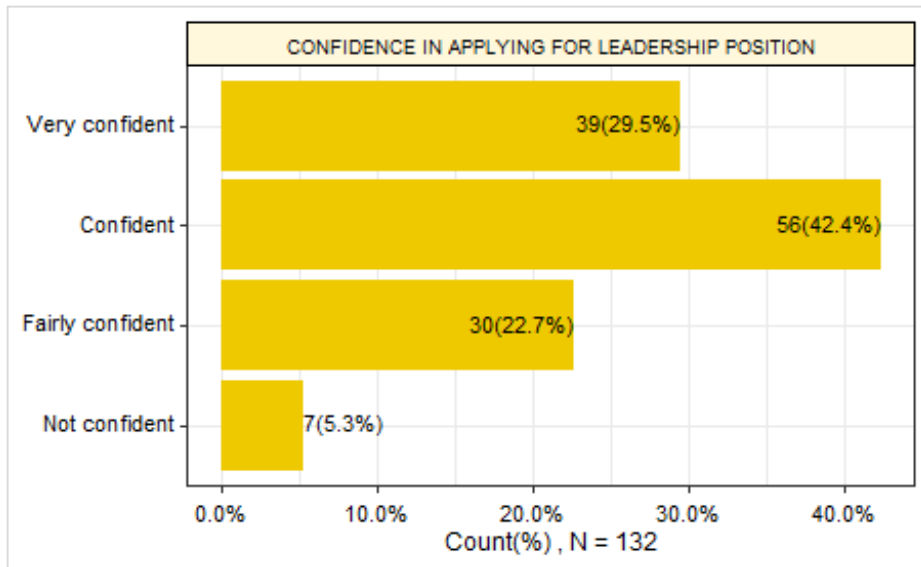
Typical of any journey to become an expert, some form of mentorship may be necessary.

Figure 4.5 showed that a much proportion (17.6%(55/313), p<0.001) of the women have been receiving guidance. This is also likely to explain some challenges reported earlier.



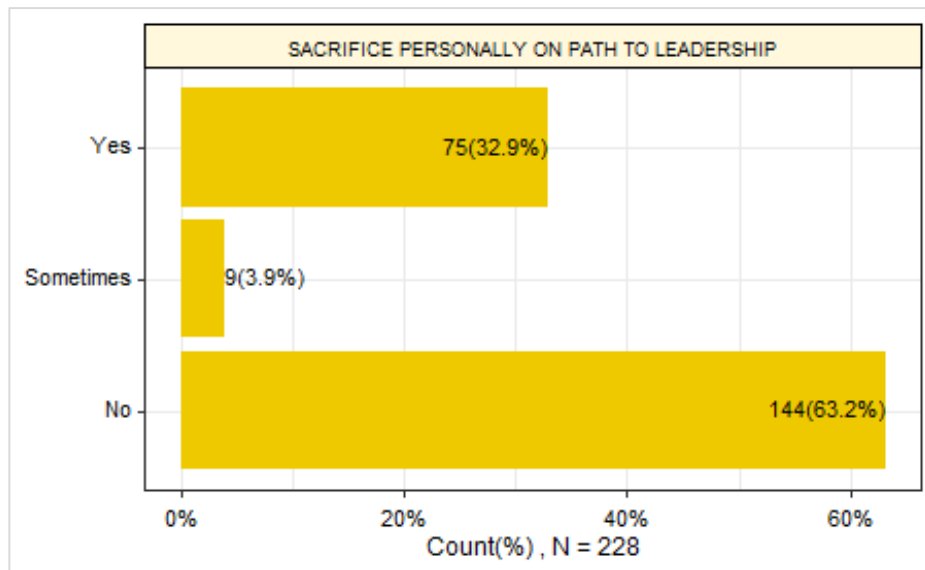
**Figure 0.5: Have a mentor**

Of the  $n = 132$  that provided responses on their confidence statuses, majority 71.9% (95/132) indicated that they possessed attributes that were a good recipe for potential candidates to be nurtured for great leaders. That is, similar ( $p = 0.097$ ) proportions of 42.4% (56/132) and 29.5% (39/132) were confident and very confident respectively in applying for a leadership position. It was quite promising that almost two-thirds, 63.2% (144/228) had made it to the top without hustle (Figure 4.7) and this was a significantly ( $p < 0.001$ ) higher proportion when compared to the other response categories. However, the other group that constituted a third, 32.9% (75/228) did not show a pleasant journey, for they reported having to sacrifice their personal lives on their way up the leadership ladder.



**Figure 0.6: Confidence in applying for leadership position**

P-values of frequency comparison	7	30	39
30	<0.001	-	-
39	<0.001	0.279	-
56	<0.001	0.008	0.097

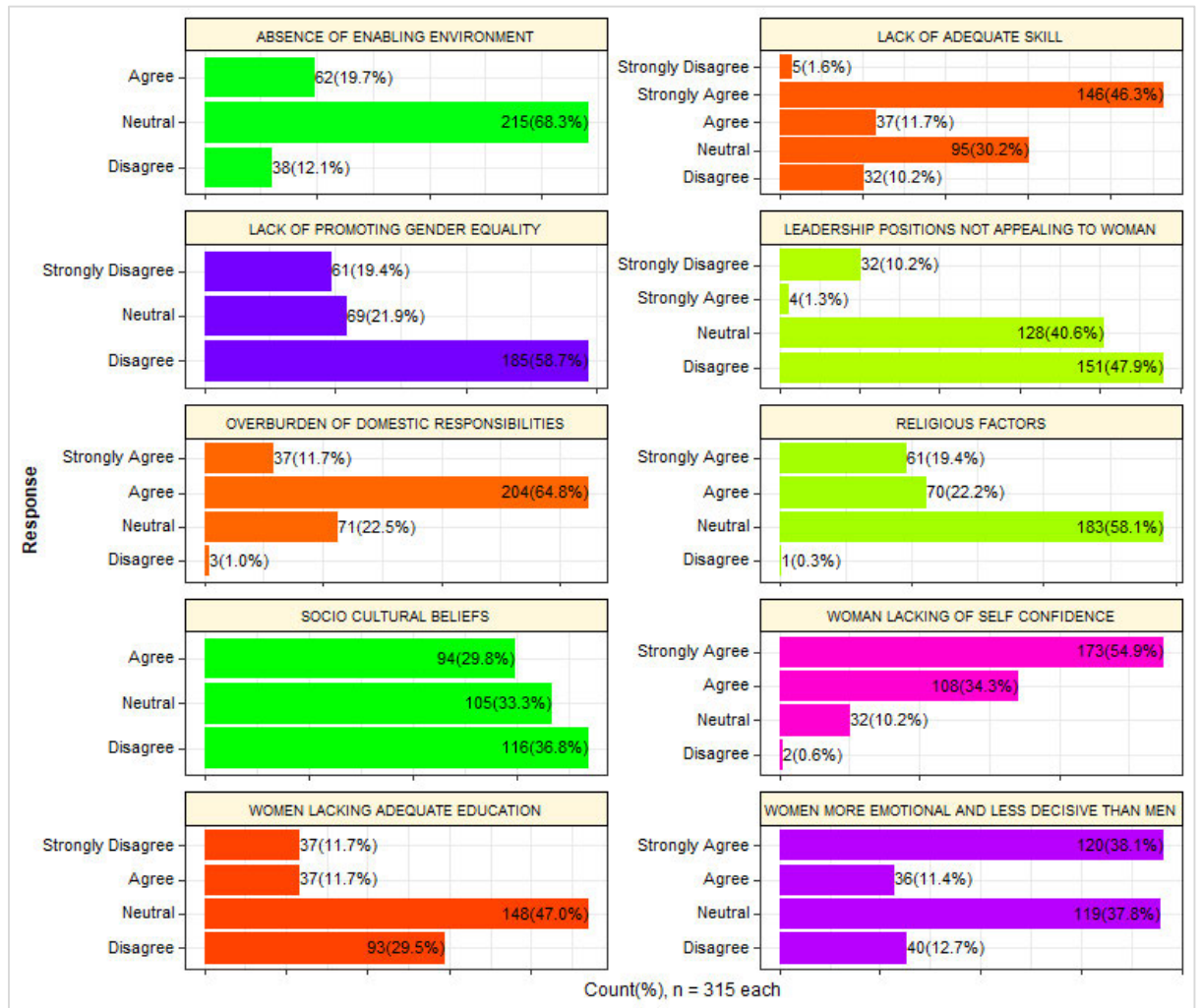


**Figure 0.7: Sacrifice personally on path to leadership**

P-values of frequency comparison	9	75
75	<0.001	-
144	<0.001	<0.001

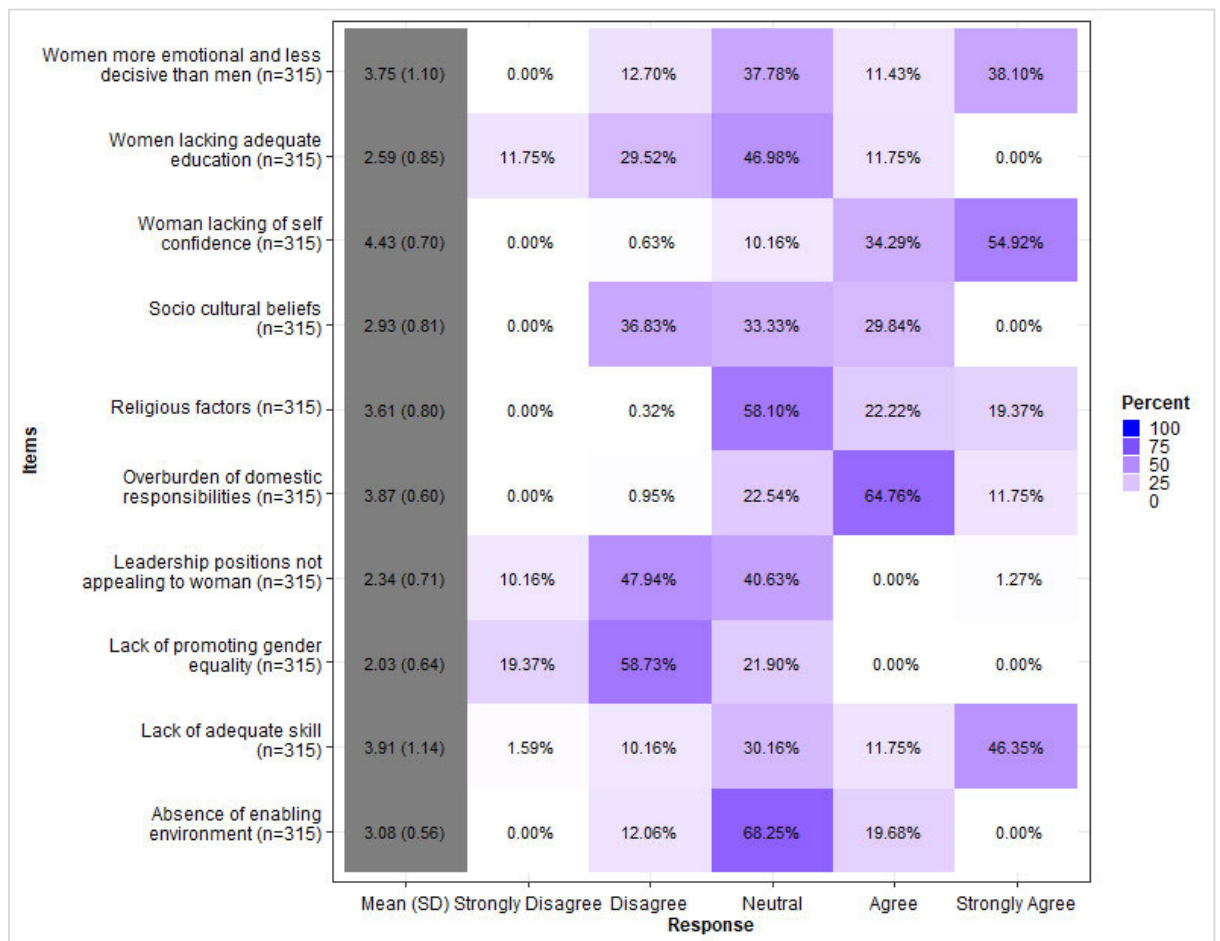
#### **4.1.4 Factors affecting women's journeys to the top ranks**

Figure 4.8 looked at the factors that were assumed to have played a role in the women's journeys to the top ranks. An overview of the response patterns suggested that the participants either confirmed the existence of the factors or the hypothesised situation was disapproved. To some extent, it was difficult for the women to tell whether some assumed factors were indeed playing a role in their struggle to stay afloat in the leadership roles. Of the 10 items assessed as the factors, three stood out to be the main hindrances and are characterised by strong confirmations ("Strongly Agree"). That is, the majority 54.9%(n=173) heatedly indicated that they were lacking self-confidence. This was followed by 46.3%(n=146) who strongly believed that the lack of adequate skills was a contributing factor to the performance in their leadership roles. The third major factor consisted of 38.1%(n=120) of the women who believed that the fact that they were more emotional and less decisive than men was also a drawback on their success in the leadership arena. Although not hotly contested as key factors ("Agree" responses), two more negative factors emerged and one of them was related to the women being overburdened with domestic responsibilities, 64.8%(n=204). In addition to the mix was the problem of sociocultural beliefs were 29.8%(n=94) of the responses were "Agree". It was also worth noting that the "Neutral" responses sprouted in several statements as the dominant answers. As such, the chances are good that the women were likely not prepared to discuss on these statements since may not have been irritating them. These are the absence of an enabling environment 68.3%(n=215), the religious factors 58.1%(n=183), and that the women were lacking adequate education 47.0%(n=148). On the other hand, the clear-cut responses such as "Disagree" were indicative of the fact that the aspect was not an issue and most likely at all. This was noticed in statements concerning the lack of promoting gender equality 58.7%(n=185), followed by the leadership positions not appealing to woman 47.9%(n=151) and to some extent, the idea of socio-cultural beliefs 36.8%(n=116).



**Figure 0.8: Descriptive statistics of the items on factors**

The major hotspot was a “Neutral” response that was composed of 68.3% of the participants who decided not to take sides regarding the issue of an enabling environment (Figure 4.9). The second largest hotspot pertained to the overburden of the domestic responsibilities where an astounding 64.8% provided an “Agree” response. Some notable hotspots included the “Disagree” response 58.7% on the lack of promoting gender equality and 58.1% was unsure of the effects of the religious factors on their leadership roles.



**Figure 0.9: Heatmap of the items on factors**

Five of the factors were negatively worded and their scales were thus reversed in order to assess their suitability among others (Table 4.2). However, despite the scale reversal, two of them were found not fit to consistently measure the same construct and were dropped. These were “Women lacking of self-confidence” and “Leadership positions not appealing to woman”. In addition to the dropped list, the item “Women more emotional and less decisive than men” was also found not reliable enough to consistently agree with the other items. The remaining items showed a Cronbach alpha of 0.731 and above the generally acceptable 0.7.

**Table 0.2: Reliability analysis of the items on factors**

Items	Mean	Item-rest correlation	Alpha-if-deleted
Lack of promoting gender equality	1.975	0.728	0.645
Women lacking adequate education	2.413	0.654	0.644
Absence of enabling environment	2.076	0.335	0.723
Socio cultural beliefs	1.930	0.580	0.665
Overburden of domestic responsibilities	2.127	0.069	0.765
Religious factors	2.606	0.497	0.687
Lack of adequate skill	3.911	0.362	0.743
Overall	2.434	-	0.731

ITEMS DROPPED	Improvement	ItemsMaxAlpha	OverallAlpha
Women more emotional and less decisive than men	2	0.673154	0.605991
Leadership positions not appealing to woman	3	0.696368	0.673154
Woman lacking of self confidence	4	0.731108	0.696368

ITEMS SCALE REVERSED	-	-	-
Woman lacking of self confidence			
Lack of promoting gender equality			
Leadership positions not appealing to woman			
Women lacking adequate education			
Overburden of domestic responsibilities			

By grouping the response categories into just two (Figure 4.10), a more defined pattern of the contributing factors is shown. The top three contributing factors to the challenges faced by the women in the leadership roles included the lack of self-confidence, where a significantly higher proportion (89%,  $p < 0.001$ ) supported this notion. This was followed by domestic overburden (77%,  $p < 0.001$ ) and the lack of adequate skill (58%,  $p = 0.004$ ). There was no statistically significant difference in the proportion of the participants that believed or not on the idea that the women were emotional and less decisive than men (50%,  $p = 0.866$ ). On the other hand, almost all 99% of the women who took part in the study were happy with the leadership positions being appealing. About 88% did not agree with the fact that they were lacking adequate education, whilst 80% were of the view that the environment was enabling for them to achieve their leadership roles.

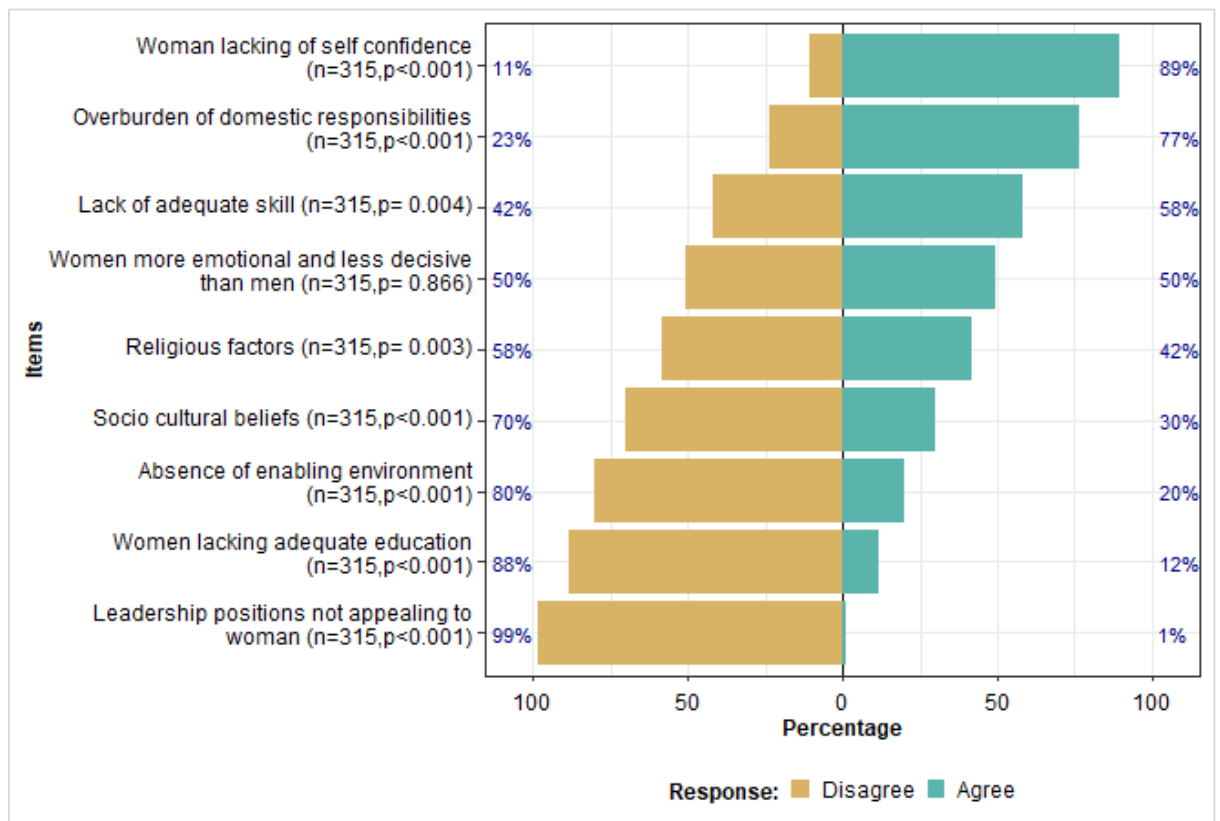
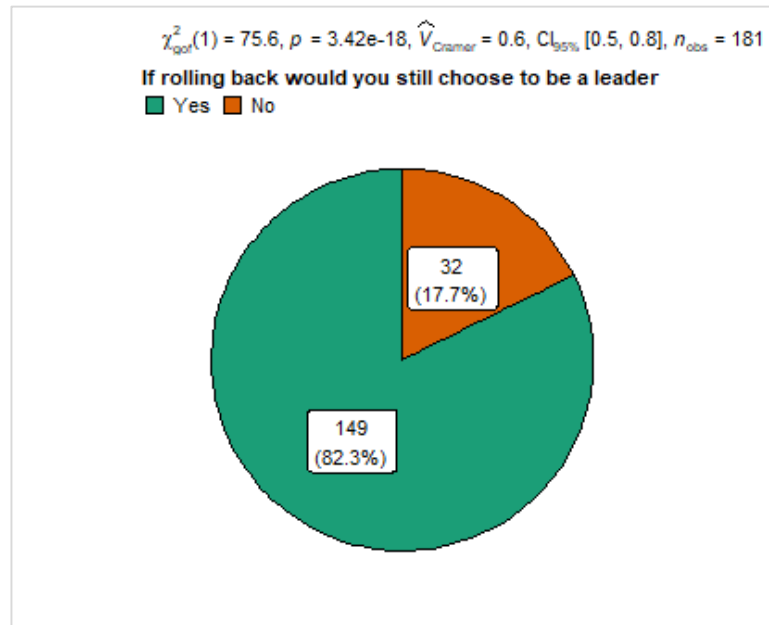


Figure 0.10: Likert plot of the items on factors

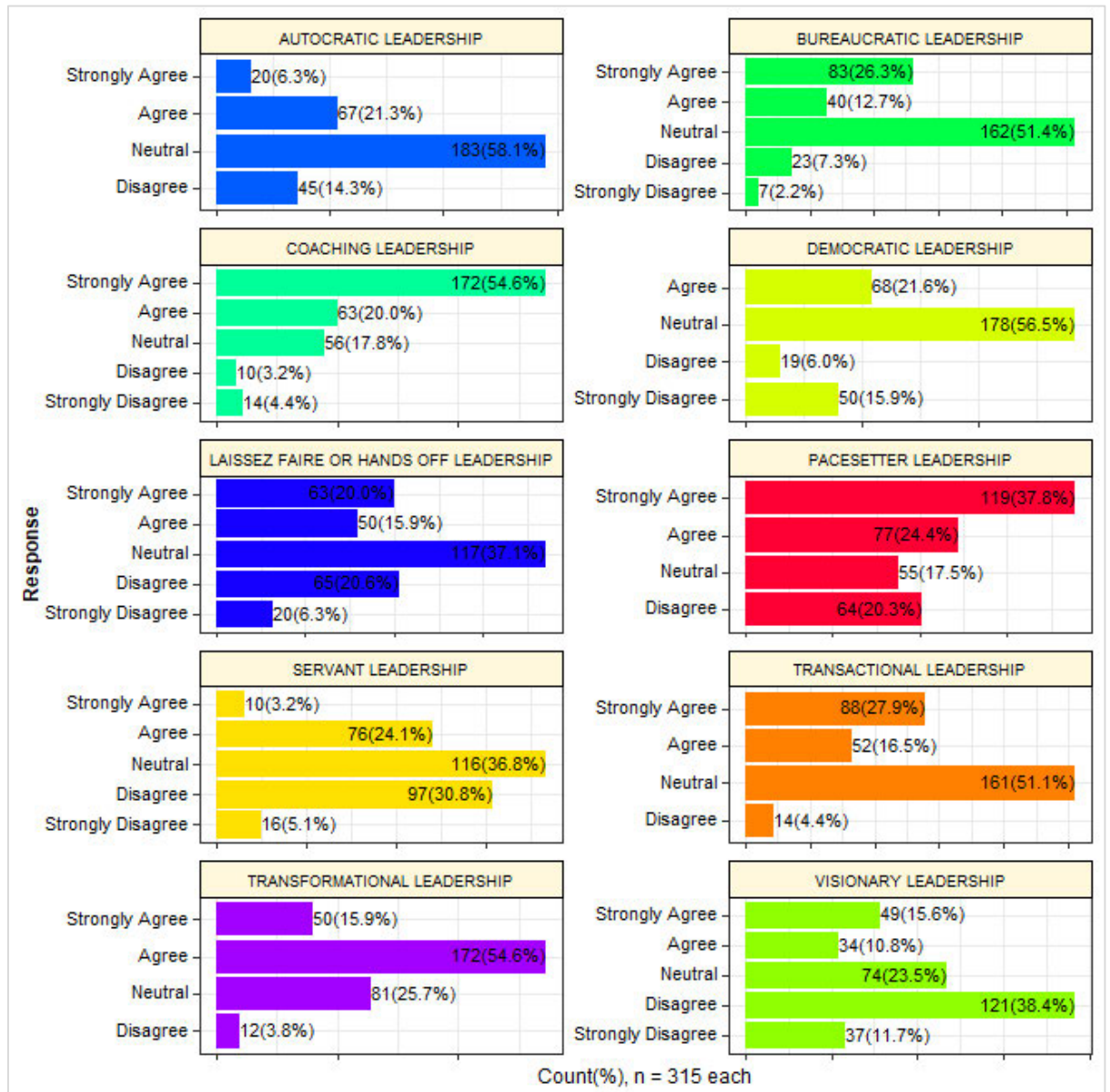
#### 4.1.5 Leadership styles

Given all that the women experienced in their leadership career, the findings (Figure 4.11) showed that there was not much to regret. Of the 181 participants that responded to this question, 82.3 % ( 149/181) were still willing to be leaders even if the whole situation was going to be rolled back to the point in time they started the leadership career.



**Figure 0.11: If rolling back, would you still choose to be a leader**

An attempt to learn more about the women’s leadership styles is presented in Figure 4.12. Probably due to the inherent motherly skills, the most outstanding leadership styles that had resounding “Strongly Agree” responses were coaching, 54.6%(n=172) and pacesetter, 37.6%(n=119). Although not receiving very strong affirmations, the transformational leadership was also another characteristic of the women in the petroleum industry, where more than half, 54.6 % ( n=172) provided an “Agree” response. It was quite disturbing to note that the women who believed that they were not visionary was the greatest proportion of 38.4 % ( n=121). Another notable leadership style that the women tended to have mixed feelings about was that of servanthship, with considerable proportions in both the “Agree”, 24.1 % ( n=76) and “Disagree”, 30.8 % ( n=97). “Neutral” responses were also dominant in a couple of the leadership styles and one would likely believe that the chances are too high that the women leaders in the petroleum industry did not have a taste for such approaches. At least half of them were not sure whether the following leadership styles were appropriate for them: autocratic, 58.1 % ( n=183), democratic, 56.5 % ( n=178), bureaucratic, 51.4 % ( n=162) and transactional, 51.1 % ( n=161).



**Figure 0.12: Descriptive statistics of the items on leadership styles**

According to the reliability analysis of the leadership styles, the transformation and bureaucratic leadership styles were deemed not fit to provide a good measure of the leadership styles of the women in the petroleum industry (Table 4.3). The remaining eight showed an acceptable Cronbach alpha of 0.719. However, the responses on coaching and democratic leadership styles showed similar patterns and opposite of the rest.

**Table 0.3: Reliability analysis of the items on leadership styles**

Items	Mean	Item-rest correlation	Alpha-if-deleted
Coaching leadership	1.829	0.193	0.737
Visionary leadership	2.800	0.496	0.671
Servant leadership	2.895	0.587	0.657
Autocratic leadership	2.197	0.560	0.672
Laissez faire or hands off leadership	3.225	0.690	0.621
Democratic leadership	2.162	0.536	0.667
Pacesetter leadership	2.797	0.170	0.744
Transactional leadership	2.321	0.192	0.731
Overall	2.528	-	0.719

ITEMS DROPPED	Improvement	ItemsMaxAlpha	OverallAlpha
Transformational leadership	2	0.698294	0.680693
Bureaucratic leadership	3	0.718922	0.698294

ITEMS SCALE REVERSED			
Coaching leadership			
Democratic leadership			
Transactional leadership			
Bureaucratic leadership			

Combining the responses into clear-cut answers (“Agree” or “Disagree”), the findings showed that the women leaders in the petroleum industry were characterized mostly as coaches (75%,  $p < 0.001$ ), having the zeal for transformation (70%,  $p < 0.001$ ) and pacesetters (62%,  $p < 0.001$ ). The bottom three and least leadership styles possessed by the women leaders were democratic (22%), visionary (26%) and servant (27%).



Figure 0.13: Likert plot of the items on leadership styles

Asked if they knew of any female leaders, almost all, 91.4% (n=288) indicated that they did not know (Figure 4.14). That may speak to the lack of confidence reported earlier.

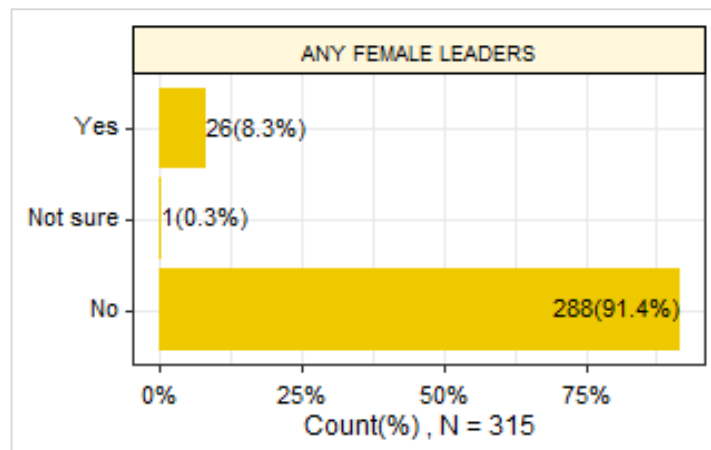


Figure 0.14: Know any female leaders

P-values of frequency comparison	1	26
26	<0.001	-
288	<0.001	<0.001

#### **4.1.6 Factors associated with reaching higher levels (L4+) of leadership**

Having understood that the women have managed to reach the higher levels of leadership, with few still struggling, it was necessary to look at the driving forces towards the achievements. That is, given a situation, how likely is a female leader likely to reach Level 4 and above. The results in Table 4.4 are in three parts, namely the unadjusted, which provides the effect of a factor on its own, whilst the adjusted is the effect of a factor, taking into consideration that there are also external factors at play. These external factors are basically either some factors included in the study or not. Lastly, the stepwise odds ratios (OR) prunes the factors that mask the understanding of the relationship between attaining a higher level. Hence, the interpretation will be focused on the stepwise regression, for the unadjusted and simply adjusted are run up steps to the stepwise regression results.

The findings showed that Coloured females were 5 times more likely to reach Level 4 and above (L4+), compared to their Black counterparts (OR = 5.28,  $p=0.006$ ), whilst a white female was almost 3 times as likely (OR = 2.90,  $p=0.029$ ). A Black and Indian lady had similar chances of reaching L4+ (OR = 0.76,  $p=0.514$ ). The results also showed that widowed women leaders were 97% less likely to reach L4+ when compared to those divorced (OR = 0.03,  $p=0.029$ ) whilst those married (OR = 0.26,  $p=0.232$ ) and single (OR = 0.14,  $p=0.083$ ) stood a similar chance with the divorced. Having a higher qualification level was not really a driving force to reach the greater heights. Those with a degree ( $p=0.150$ ) and postgraduate ( $p=0.882$ ) qualification were having similar chances to those with just matric. Ironically, the only significant difference was on the women in possession of a diploma who were found to be 94% less likely to be at L4+ when compared to those with just a matric. The findings also revealed that as long as the women were having a child, there were at least 3 times more likely to be at L4+ where compared to those with no child. Those who felt that they were lacking support in a “Boys club world” were the ones who were 94% more likely to have been at Level 4 and above (OR = 1.94,  $p=0.048$ ). Similarly, those who believed in socio-cultural beliefs were almost 3 times more likely to reach L4+ than those who were against them (OR = 2.96,  $p=0.004$ ).

Some leadership styles were also found to be driving forces to the top-level management. That is, visionary leaders were almost 7-fold likely to be at L4+ when compared to those without this skill (OR = 6.83,  $p=0.001$ ). So were the women with transformational and

bureaucratic leadership styles, who were shown to twice more likely to be at L4+ (OR = 2.57,  $p=0.033$  and OR = 2.33,  $p=0.030$  respectively). A servant leadership style was found to be a hindrance to L4+ and the results have shown that those in possession of this skill were 76% less likely to be at L4+ (OR = 0.24,  $p=0.014$ ). Of all the studied potential driving forces to reach L4+, knowing another female leader was found to have the greatest impact as the increased the chances of being in Level 4 and above by 17-fold (OR = 17.76,  $p=0.002$ ).

**Table 0.4: Factors associated with reaching higher levels (L4+) of leadership**

Explanatory	OR(CI,p-value)Unadjusted	OR(CI,p-value)Adjusted	OR(CI,p-value)Stepwise
Race [Colored vs Black]	3.51 (1.54-8.81, p=0.004)	4.98 (1.55-17.91, p=0.010)	5.28 (1.70-18.26, p=0.006)
Race [Indian vs Black]	0.99 (0.54-1.81, p=0.970)	0.77 (0.32-1.83, p=0.560)	0.76 (0.33-1.73, p=0.514)
Race [White vs Black]	2.52 (1.24-5.38, p=0.013)	3.10 (1.15-8.76, p=0.028)	2.90 (1.13-7.70, p=0.029)
Marital status [Married vs Divorced]	0.33 (0.05-1.37, p=0.170)	0.25 (0.02-2.01, p=0.214)	0.26 (0.02-2.12, p=0.232)
Marital status [Single vs Divorced]	0.18 (0.03-0.78, p=0.038)	0.13 (0.01-1.08, p=0.073)	0.14 (0.01-1.15, p=0.083)
Marital status [Widowed vs Divorced]	0.17 (0.01-1.63, p=0.138)	0.04 (0.00-0.87, p=0.048)	0.03 (0.00-0.62, p=0.029)
Educational level [Diploma vs Matric]	0.10 (0.02-0.39, p=0.002)	0.06 (0.01-0.42, p=0.007)	0.06 (0.01-0.35, p=0.003)
Educational level [Degree vs Matric]	0.30 (0.06-1.07, p=0.083)	0.28 (0.04-1.67, p=0.185)	0.27 (0.04-1.50, p=0.150)
Educational level [Postgraduate vs Matric]	1.10 (0.23-4.07, p=0.898)	1.29 (0.17-8.11, p=0.790)	1.15 (0.16-6.79, p=0.882)
Number of children [1 vs 0]	1.76 (0.84-3.82, p=0.140)	3.17 (1.10-9.95, p=0.038)	3.16 (1.14-9.47, p=0.032)
Number of children [2 vs 0]	5.21 (2.53-11.25, p<0.001)	10.22 (3.60-32.12, p<0.001)	9.61 (3.48-29.12, p<0.001)
Number of children [3+ vs 0]	3.79 (1.59-9.41, p=0.003)	5.35 (1.55-19.78, p=0.009)	5.33 (1.62-18.70, p=0.007)
Women held to higher standards than males [Agree vs Disagree]	0.91 (0.56-1.49, p=0.716)	1.27 (0.57-2.84, p=0.557)	-
Petroleum industry a male dominated industry [Agree vs Disagree]	0.78 (0.49-1.25, p=0.306)	0.62 (0.20-1.84, p=0.392)	0.53 (0.25-1.12, p=0.102)
Gender stereotype [Agree vs Disagree]	1.08 (0.68-1.72, p=0.753)	2.08 (0.88-5.08, p=0.100)	2.13 (1.00-4.65, p=0.054)
Men have a way of doing things [Agree vs Disagree]	1.08 (0.67-1.74, p=0.763)	0.50 (0.19-1.27, p=0.149)	0.51 (0.24-1.06, p=0.075)
Women more cautious about risk taking [Agree vs Disagree]	0.87 (0.53-1.43, p=0.576)	0.51 (0.18-1.37, p=0.186)	0.54 (0.25-1.14, p=0.113)
Women choosing to stay in the background [Agree vs Disagree]	0.88 (0.54-1.43, p=0.608)	1.04 (0.35-3.09, p=0.947)	-
Woman lacking confidence in themselves [Agree vs Disagree]	1.13 (0.69-1.84, p=0.629)	1.27 (0.36-4.49, p=0.711)	-
Lack of support in a boys club world [Agree vs Disagree]	1.43 (0.90-2.29, p=0.135)	1.91 (0.92-4.04, p=0.084)	1.94 (1.01-3.78, p=0.048)
Women more emotional and less decisive than men [Agree vs Disagree]	1.03 (0.65-1.64, p=0.896)	1.07 (0.55-2.10, p=0.840)	-
Women lacking adequate education [Agree vs Disagree]	0.95 (0.47-1.95, p=0.896)	1.66 (0.60-4.66, p=0.330)	-
Absence of enabling environment [Agree vs Disagree]	1.85 (1.00-3.53, p=0.055)	1.47 (0.54-4.09, p=0.454)	-
Socio cultural beliefs [Agree vs Disagree]	2.02 (1.19-3.46, p=0.009)	2.47 (1.00-6.24, p=0.052)	2.96 (1.45-6.27, p=0.004)
Overburden of domestic responsibilities [Agree vs Disagree]	1.55 (0.90-2.70, p=0.115)	1.07 (0.46-2.50, p=0.878)	-

	<b>Explanatory</b>	<b>OR(CI,p-value)Unadjusted</b>	<b>OR(CI,p-value)Adjusted</b>	<b>OR(CI,p-value)Stepwise</b>
	Lack of adequate skill [Agree vs Disagree]	1.33 (0.83-2.14, p=0.230)	1.19 (0.57-2.47, p=0.648)	-
	Coaching leadership [Agree vs Disagree]	1.10 (0.64-1.89, p=0.739)	0.67 (0.22-1.98, p=0.466)	-
	Visionary leadership [Agree vs Disagree]	1.84 (1.06-3.26, p=0.032)	8.14 (2.32-31.05, p=0.001)	6.83 (2.32-21.65, p=0.001)
	Servant leadership [Agree vs Disagree]	1.09 (0.64-1.86, p=0.750)	0.18 (0.05-0.68, p=0.013)	0.24 (0.07-0.73, p=0.014)
	Autocratic leadership [Agree vs Disagree]	1.21 (0.71-2.07, p=0.475)	1.07 (0.28-4.17, p=0.922)	-
	Laissez faire or hands off leadership [Agree vs Disagree]	1.36 (0.84-2.23, p=0.214)	1.86 (0.78-4.57, p=0.165)	1.83 (0.79-4.31, p=0.160)
	Democratic leadership [Agree vs Disagree]	0.81 (0.45-1.44, p=0.474)	0.92 (0.30-2.81, p=0.883)	-
	Pacesetter leadership [Agree vs Disagree]	0.95 (0.59-1.54, p=0.832)	0.77 (0.32-1.84, p=0.562)	-
	Transformational leadership [Agree vs Disagree]	0.97 (0.58-1.62, p=0.895)	2.72 (1.06-7.26, p=0.041)	2.57 (1.09-6.28, p=0.033)
	Transactional leadership [Agree vs Disagree]	0.84 (0.52-1.34, p=0.464)	0.46 (0.18-1.15, p=0.102)	0.48 (0.22-1.02, p=0.058)
	Bureaucratic leadership [Agree vs Disagree]	1.22 (0.75-1.97, p=0.423)	2.99 (1.25-7.48, p=0.016)	2.33 (1.10-5.11, p=0.030)
	Know any female leaders [Yes vs No]	9.72 (2.75-61.78, p=0.003)	20.37 (3.73-171.93, p=0.001)	17.76 (3.52-140.69, p=0.002)

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## 4.2 Qualitative Results

This section presents the findings from open ended questions where the women leaders were given the opportunity to air their views.

### 4.2.1 Additional information on challenges

The other challenges that the women leaders were facing were related to the oppression by the other women who were basically supposed to be uplifting them. In some instances, some co-workers were viewing them as too aggressive. On the other hand, being a female demanded that they have to work harder to prove themselves among the men. Industry wise, they were also feeling the male dominance and some have been in the maritime industry which they noticed that the female challenges were similar to those observed in the petroleum industry. Males were seen as degrading the females. The fact that some duties demanded to go underground in the mines posed a challenge to the females. In addition, there were issues of some working arrangements that were reported as not friendly. Socially, the females were feeling that the job demands were taking much of their time away from the children. Below are the direct quotes from the respondents and grouped according to the themes that emerged.

#### Female

*"There is a perception that certain females in the head positions are often critical of other females and often will not assist in mentoring but to ensure they remain at the top."*

*"Having been in HR in this industry, and as a female mother, I have been referred to as being aggressive - due to having to push harder to get input from my male counterparts. "*

*"By virtue of being a female the challenge is that females have to work harder than their male counterparts to prove that they are capable or at times smarter than their male counterparts. "*

#### Gas industry

*"I have been in the oil and gas industry as well as the maritime industry for 10 years, and it's the same in both."*

*"Confirming to future daughters/sisters /women that the male dominance structure within the petroleum industry is what it is and it cannot be changed"*

*"The most real challenge is for women in the petroleum industry is when one is required to go underground in a mine when it is required for example. "*

*"men think they dominate women in the petroleum industry"*

*"The Petrochemical industry is also portrayed as a white industry especially in the Commercial space (Mining, Industry and Distributors)."*

*"The petroleum industry is very male dominant and it take quite a bit of convincing and having to do double the work for men to actually see a female as an equal or even give her the benefit of a doubt. "*

### **Leadership**

*"Gender and race in the corporate world are rife and women in high leadership ladder are not willing to lead those difficult conversations."*

*"Other challenge is, once you get to the leadership role."*

### **Mom**

*"an absent Mom"*

*"As a single mom, judgements are passed and assumptions made as to what i would or would not be able to handle."*

### **Woman to woman suppression**

*"There is a perception that certain females in the head positions are often critical of other females and often will not assist in mentoring but to ensure they remain at the top. "*

*"Woman in top positions do not hep another succeed."*

### **Roles**

*"I think women need to be more confident within themselves first before they think they can hold more senior roles."*

*"Another challenge is, once you get to the leadership role."*

### **Women**

*"The main challenge facing women is that men think they are better than women."*

*"The challenges are also associated with Management not trusting women enough to be*

*able to handle high positions as they have more responsibilities at home than men. ”*

### **Working arrangements**

*”I find the Silo working mentality also to be quite a challenge and taking credit without acknowledging other peoples involvement. ”*

*”Flexible working hours can be a solution to this.”*

*”Males still ensuring that women are oppressed and the working arrangements are not favourable”*

*”I have only ever found being a woman, with our natural gifts, to be helpful in my leadership and work journey.”*

### **4.2.2 Participants’ perceptions of their identity**

The women were also given the opportunity to have an introspection and their description of themselves included some comments from Black females being proud of who they were and having the belief that they were capable of achieving the same goals as their counterparts. They went on to argue that they were also intelligent and professionals. They believed in themselves being leaders who were strong, confident, resilient, hardworking and wanting to climb the ladder. They were of the opinion that they were key and influential people who were respected.

#### **Female**

*”I identify myself as a black female, able to do equally and more than male counterparts.”*

*”It’s my responsibility to lead and pay it forward to young females and males in how we tackle the perception of women at any level.”*

*”Being an African female is one thing I am very proud of.”*

*”I view myself as a South African female who grew up in Post-Apartheid.”*

*”I am an intelligent female”*

*”I am a young professional female full of potential with drive to be the best at all that i put my mind to”*

#### **Leader**

*”I am a very resilient leader who have to work ten times to prove her existence”*

*"I am a proud leader"*

*"I am a strong female leader"*

*"I am a women leader who want to climb the ladder"*

*"I am a good woman leader"*

*"Capable leader"*

*"Confident leader"*

### **Personality**

*"I believe myself to be a well-rounded person."*

*"As a grounded, influential, respected, quietly influential person."*

*"I see myself as a key person to others lives - my minor children in particular."*

### **Woman**

*"I'm a strong, competent African woman, mom, wife, sister, enabler of change,"*

*"I am a confident woman and grandmum, who can stand my own."*

*"I am a strong woman and I play in an operational role which is owned by men."*

*"Strong, confident woman who strives to do best in everything she does."*

*"I am African woman who is proud of who I am."*

*"I am an intelligence woman"*

*"I am a strong woman"*

*"I am a hard working woman"*

*"I am a passionate woman"*

*"Strong woman"*

*"Capable woman"*

*"Intelligent woman"*

*"African woman"*

### **Hard worker**

*"I am a daughter, wife, mum and working class."*

*"I'm a hard worker and I'm a positive person who tries her best to see the good in others."*

*"I am hard working and as a competent person I have a lot to offer."*

*"I am a hard working woman, smart and multi-talented young lady."*

*"I know I am capable of doing what men can do in a work environment."*

*"Strong and hard working woman, change maker and committed individual"*

*"I am a hard worker"*

*"hard worker"*

*"An example to others, especially my children, of what hard work looks like"*

*"I am a hard working woman"*

### **4.2.3 Participants' conception of woman leadership**

Echoing the transformational leadership styles reported earlier, the women at the top management in the petroleum industry wanted change and also believed in having strong ethics in order to lead. In addition, knowledge was one of the valuable tools that they wanted to be shared and embraced the key areas to success. A woman leader was also described as someone who stands for what she believes in, who empowers and is empathetic. However, it still remains that one has to work double the effort to be recognised as much as the males. On the other hand, a women leader was considered as someone who would uplift other young females.

### **Change**

*"Being a woman today means using my voice or position to empower others and to create positive change."*

*"It means creating change; making what otherwise would have not happened happen. "*

*"It means to be a game changer in terms of mind set in this man dominated industry and a going an extra mile in everything that I do within that stipulated time. "*

### **Ethics**

*"Capable, hard work, with strong ethics."*

*"Brings Flexibility, hardwork ethic and compassion to leadership."*

*"Capable, hard work, with strong ethics."*

*"Brings Flexibility, Hard work ethic and compassion to leadership."*

### **Knowledge**

*"To knowledge share, to empower, to grow and develop others."*

*"It's about knowledge transfer, the more you equip others with knowledge and skills the easier it is for you to lead fully capable and able team members"*

### **Key success**

*"I emphasize teamwork and authenticity, communication is a key success"*

### **Leader**

*"A woman leader is not there to simply manage the employee to ensure that KPA's have been met."*

*"Women are seen as harsh over male leaders but, for they are not harsh but firm, standing for what they believe in, and in doing the right thing."*

*"It means empowerment, femininity, nurturer and empathetic leader."*

*"A woman leader needs to not lose her true spirit of being as that is the value of being caring empathetic having a sense of community and looking at the big picture. "*

*"Being a woman leader has advantages in that I believe most woman have a higher EQ and nurturing side which works well when leading others."*

*"Being a woman leader to me is a means of empowering many other women who are in need of help and opening doors for women in general by making them see that anything is possible and making them believe in themselves. "*

*"Being a woman leader means I bring a different perspective to the table."*

*"Being treated as a leader and not as a women leader."*

*"It means being recognised not as an equal to men, but as an equal to the work I am expected to do in relation to men, but with the exception on being superior in balancing my motherhood with being a woman leader. "*

*"It's really difficult in this day being a women leader and having men as reportees as they do not view women in the way that they would with men."*

*"Woman leader means i have to work 120% more than man to be accepted as being competent"*

### **Male counterparts**

*"Getting the same support that my male counterparts receive and be held accountable for my responsibility."*

*"Being a leader like any other male counterpart but not letting go of your God given compassion and Love as a Woman Leader as this does not make one any weaker. "*

*"Women are capable to achieve the same or even better as leaders than their male counterparts."*

*"Pressure of socialising and being available to do so after hours and with male counterparts"*

### **Empowering others**

*"It means being fair and being kind and empowering others whether they be men or women"*

*"It means being able to excel in the job and helping others to perfect their skills"*

*"It's about opening doors for others and mentoring others so that they too can be leaders one day."*

### **Positive manner**

*"It means that I have the ability to influence others in a positive manner and continue to learn by doing so."*

### **Women**

*"It means using my women assets, intuition alongside mental capacity to make decisions, build and nurture relationships and get results"*

*"It means being able to balance work life balance and still fighting the stigma of the angry women Leader."*

*"Empowering others (especially women) to upskill themselves and assign projects to build their confidence and provide visibility regarding the critical role they play."*

*"I do not place too much emphasis on the word woman."*

### **Young females**

*"Serve through guiding and paying it forward to both young females and males."*

#### **4.2.4 Motivation to become a leader**

Although they were referred to as leaders, some women did not position themselves as such, simply because they were not having employees reporting directly to them. Some reasons that motivated the women to leaders included the fact that they felt that they were capable of being good leaders whilst others saw it as an awesome job. Others looked at it from a historical background that disadvantaged black people and wanted change. On the flip side, some of the women were raised by illiterate single parents and thought could do even better in business. Others had it on their wish list to achieve their career goals and part and parcel of this was hunger for change in both themselves and the society. The need to coach others was a driving force to become leaders for they wanted development and significant contribution. Although some indicated that getting to the leadership position was an inborn skill, others were acknowledging that male leaders they met in their earlier career days were instrumental since they also believed in the potential in women. As others alluded to, work experience gave them the opportunity, but there was also the bad experiences such poor management that they have observed and needed to change the situation.

#### **Not a line manager**

*"I am not a line manager- no direct reports"*

#### **Able**

*"I am able to impart my knowledge to others."*

*"Was able to share my knowledge with others so that they too can be future role models."*

#### **Awesome job**

*"It is an awesome job."*

#### **Black people**

*"First, it was a passion to serve and transform the landscape where growing up black people were never in leadership positions in corporate let alone women."*

#### **Business women**

*"I was raised by a single parent and my mother was a business women, who did not know even how to write her own name but she was able to send us to school and all 6 of us we are graduate. "*

*"Understanding the business goals and wanting to be a part of the business achieving its goals."*

### **Career goals**

*"I don't always feel like it was my choice, but just a natural next step in my career progress."*

*"My chosen career path asks of me to be a leader"*

*"my career goals"*

*"Of course, the choice IS to choose to accept that next step."*

### **Wanted change**

*"I wanted change and growth because I had stayed long enough in my position that i held then"*

*"We are change makers and future oriented."*

*"The satisfaction of driving change, learning from others and others learning from me."*

*"I feel the responsibility to bring change into our current societies."*

*"To be the driving force that instills change in a positive direction of the business"*

### **Coaching**

*"Coaching others"*

*"More than all mentoring and coaching others"*

*"I wanted the exposure of managing people"*

*Empowering others to be the best that they can be.*

*"Be it knowledge sharing, exposing other to new opportunities, giving guidance, being an expert in you field."*

*"Passionate and Working smartly, sharing knowledge, getting processes in place, success driven"*

*"And i do this through being at my best at work, taking opportunities to coach and mentor others at work and young people around me."*

*"A need to empower and develop others to succeed in their roles and prepare them for*

*their future roles.”*

**Development**

*”Mainly financial reasons at first and then later people development which I realized can't be done without self-development and awareness”*

*”My personal development goals”*

*”Because it's my personal development”*

*”I also enjoying developing people within the organisation.”*

*”I am a quick learner and accept new opportunities that come my way as it gives me more insight to different aspects of work and life.”*

**Significant contribution**

*”Very reliable, passionate about making significant contribution.”*

*”feeling passionate about making a more significant contribution”*

**Innate characteristic**

*”It's an innate characteristic.”*

**By a male leader**

*”I was motivated by a male leader earlier on in my career who believed in both man and women leaders”*

**Leadership skills**

*”Mostly in my career I worked alone, didn't have a team, but being a wife and a mom prepared and challenged my leadership skills.”*

*”A leadership role required the competent skills.”*

*”As well as my hard work and ability to deliver on all required skills.”*

*”A leadership role required the competent skills.”*

**Male dominance**

*”However, reporting to a manager that placed a large focus on male dominance forced me to consider my options and move laterally.”*

**Bad management**

*”Seeing bad management.”*

**Natural leader**

*"Leadership for me is inherent, I am a natural leader."*

*"I believe I am natural leader."*

*"I have the leadership qualities within me."*

*"The natural ability to lead and provide guidance and structure."*

#### **Committed person**

*"I am highly motivated and committed person."*

#### **Societal norms**

*"Societal norms and my folks wanting me to go to University."*

*"I also had a passion for being with people and making a tangible difference to society"*

#### **Young women**

*"Most of the time women are presented as followers or support systems."*

*"It is important to create that belief in young women to understand that they have the capacity to become leaders as well."*

#### **Working person**

*"I am generally an ambitious and hard working person."*

*"It makes the work environment so much friendlier."*

#### **Work experience**

*"The work experience that I have gained has granted me the opportunity to grow and become a leader."*

#### **Young age**

*"I think from a young age I have realized that my upbringing had so many challenges that the only way I can be control of my life was to lead it and empower myself. "*

### **4.2.5 Being leader and woman or mother meaning to you**

Of course, being a leader and a mother will only be commented by those with children and the participants without kids were honest enough not to comment on behalf of those with the kids. For those with the children, to be a leader and a mother was described as being all about having a nurturing ability. They believed that the motherly skills were unique to

women and were transferable to the work place. However, the work-life balance was highlighted as something that one should have to draw some boundaries. Despite this, that brings along with it the capability to lead big organisations whilst the challenges needed head-on, making correct decisions and encouraging others. That also entailed leading by example and be good in both roles of a leader at work and a mother at home. They revealed that some days could be hard but nevertheless, one has to put a smile on the face for the sake of the children and required strength, team playing, courage, multitasking for the workload to make tangible difference for the various roles involved. Overall, the women leaders and mothers embraced these positions as wonderful.

#### **No Children**

*"Not yet able to comment on motherhood as I have no children yet"*

#### **Nurturing ability**

*"Using my unique skill set to motivate my staff and colleagues as well as having the nurturing ability to care for their wellbeing."*

*"I spend a lot of time on the background nurturing and coaching the team achieve"*

*"It means my nurturing characteristics can be leveraged in leading teams, bringing out the best in people through my interactions in the workplace."*

*"The ability to show compassion when needed, being string when the situation demands it and the ability to grow our future leaders whilst nurturing and growing the skills and talent all's at our disposal"*

#### **Work-life balance**

*"Work life balance, being able to draw boundaries with balance time spent on all aspects of one self."*

*"I do not believe that there is a work-life balance however I believe that I create time for both"*

*"Trying to reach the unreachable balance."*

*"At the moment I'm not a mother so I have not had the privilege to try and navigate life and finding work life balance between these two"*

*"How I handle my personal life with her is not much different from my work life."*

#### **Big organisations**

*"it means that women are capable of leading big organisations while performing duties at home"*

**Challenges**

*"It also means addressing challenges head-on and never feeling sorry for myself."*

*"What I find as being important is the ability to be present and engage each of the task/activities as best as possible at the time, this always me to be able to do several things well, though multi-tasking or having a few things to jungle is always challenging. "*

**Correct decisions**

*"It gives woman the strength to be independent, open minded and make correct decisions that will result in a win/win situation in life and at work"*

*"It means leading with Selflessness, not only thinking of my own interests when making decisions but of the people."*

*"It means always doing the right thing, upholding values and principles."*

**Encouraging others**

*"You are more participatory, democratic, encouraging others to find their own sense of direction."*

*"To be always there for your Team and create a conducive environment for your team, so that the can perform well."*

*"It means I can contribute my skills that I use for parenting to the work environment"*

*"Serving others, and walking in their shoes to make a difference in the next generation."*

*"Uplifting and upskilling others."*

*"It is a way and means of empowering and encouraging other women to become the best version of themselves so that they can exceed even their own expectations and aim to achieve great things in life. "*

*"Growing up walking roads to school and not having a lot has pushed me to want only the best and to now share that with others. "*

**Example**

*"But, being a woman, leader and mother sets a great example for the youth of our future, and for my daughter to one day have whatever career she chooses without limitations or prejudice. "*

*"Being a consistent example"*

**Good**

*"It means attaining what I was meant to be which is multiplying, as being a leader you have to enlarge your territory, empower the one you lead, be a good listener and always be prepared to learn. "*

*"To be able to handle and be good at both roles is fulfilling."*

### **Credibility**

*"I do not believe that I have the same level of credibility with men in the workplace - however, I do have a daughter and a granddaughter."*

### **Busy day**

*"After a long/hard day at work you still have to put a smile to your children and pretend all is well."*

### **Important roles**

*"Being a mother is one of my most important roles, especially being a single mom, it is MY influence that will mould my daughter's view of the world and the people in it."*

*"Being a women leader means doing what we have been doing at the back end, but not in leadership with are in the forefront."*

### **Motherly expertise**

*"As a single mother raising a girl child, I am happy that I get to lead at home and give her life lessons that will make her a better woman one day. "*

*"I can interchange my leadership and motherly expertise both at home and at work depending on the circumstances"*

### **Various roles**

*"It means prioritizing, multi-tasking, a mother is a leader - it's how best to use all the skills, resources and assets I have from my various roles to be the best that I can be in each and every one of those roles"*

*"Being the person that is not only a role model but can be held accountable to support and strengthen the path for others to come."*

### **Developing skills**

*"it means a person is constantly learning and developing skills"*

*"Makes me realize anything is possible especially from the small farm town I come from."*

### **Strength**

*"It means I have the mental strength, the drive, leadership qualities and competence to lead."*

*"In order to lead I need to learn how to access and expand each person's unique contribution as individuals have different strengths, values and passions."*

### **Tangible difference**

*"A leader is someone who is able to make a tangible difference in the lives of people and allowing them to be the best version of themselves."*

*"A leader is someone who is able to make a tangible difference in his/her employees' lives."*

### **Task**

*"It means multi task and strength, work comes with its challenges and family too."*

*"we have a lot to juggle, and can multi task."*

*"Being Leader and mother means the ability to multi task in every situation."*

*"This is an extremely important task."*

*"multi task, love and adviser"*

*"It means constantly multi-tasking and having to prove myself daily."*

### **Team player**

*"Is to accept first that I do not know everything, I have a team reporting to me each person is unique, I need to embrace respect their talents, views. Be a team player and leader, provides direction. "*

### **Courageous**

*"Being 'me' is obviously important to me :) Not so much woman/mother/leader as exclusive. "*

*"Means it's possible woman it can be done"*

### **Wonderful role**

*"It means God sees the strength in women that is obviously so impeccable to give us such a big and wonderful role of motherhood."*

### **Work load**

*"more work load"*

## **4.2.6 Career goals**

Recalling that the study participants were currently in the petroleum industry, their career journeys were from various industries. From the explanations given, some of the women

navigated their way to the petroleum industry through the banking industry and other related such as the audit industry. The other mentioned industries included the liquor, paint, paper, pharmaceutical, transport and petroleum related such as the oil industry. As for the roles, they ranged from trainees, junior, senior and managerial levels. Some were specialist roles, administrative, analyst, whereas others could describe their roles as diverse or various.

### **Industry**

*"I mainly was in the petroleum industry my full career."*

*"I have worked for a banking institution which granted me the opportunity to career within the oil industry."*

*"In my 8 years of working 6 was in the petroleum industry."*

*"Petroleum industry was my first and will be my end."*

*"I have worked in various industries, I have been a leader for the past 7 years, and not long ago joined petroleum industry."*

*"it was my first job in the petroleum industry, I joined as an Administration clerk and that is where the passion for this industry was birthed."*

*"I have worked across different industries from Food, to tobacco, to alcohol, to petroleum."*

*"I landed in the petroleum industry by chance."*

*"I thought the petroleum industry would be boring, but boy, I was wrong."*

*"I have only worked in petroleum industry."*

*"I've worked in the paper industry for over 13 years and joined the Petroleum industry in 2014."*

*"I had worked in various industries, having kids changed my priorities."*

*"I have worked in the audit industry for 5 years as a trainee and then as assistant audit manager."*

*"When I oved to the petroleum industry I went back to being and HR consultant hoping to move up the ladder."*

*"I never thought I will work in the petroleum industry"*

*"I have been blessed with that job at petroleum industry, which is very fulfilling."*

*"Started my work career at petroleum industry on a very junior position and had to work hard to grow within to be where I am".*

*"I have always been lucky to indirectly work with women in the petroleum industry, though I never thought I would ever join this industry, I was fascinated about the leadership these women possessed and it was a dream come true having to work alongside them. "*

*"I worked for government and parastatal (part-government) before joining the petroleum industry"*

*"I started out in the chemicals/pharmaceutical industry before moving into the petroleum industry."*

*"My career life has mostly been in the petroleum industry."*

*"I have always worked in the petroleum industry."*

*"Worked a bit in the paint industry in the 90s."*

*"Before I joined Engen, I worked in the FMCG liquor industry."*

*"80% of my life I worked in the petroleum industry I started 2003 after 7 years I ventured into marketing business, then back in the industry 2014."*

*"Have always been in the Petroleum industry."*

*"Always in the petroleum industry."*

*"I worked 12 years in the American Space Program before coming to the petroleum industry."*

### **Manager**

*"My expectation was 5 years before seeing a manager position."*

*"Seasoned integrated marketing communication manager, my career goals were to climb to the top, improve my craft, make a difference in the world, and honour my parents by going beyond what they were able to. "*

*"From management trainee to current-through all ranks"*

*"Then in 6 months I got really bored with routine, I then approached the depot manager, for more exposure in the depot operations."*

*"2012, Moved to BP Langlaagte as a Transport Manager -Managing 72 Drivers and 24 Contracted BTO."*

*"2013 Terminal manager for BP Langlaagte, assisted with OMS system with the London team."*

*"2014 Jan, I joined Engen - Pretoria Terminal Manager - also at the time very Male dominated in Logistics and Distribution, successful performance from a 4 performer terminal to a 1."*

*"2016 June - Klerksdorp Terminal Manager"*

*"I have been a clerk, an analyst, a team lead and an assistant manager."*

*"I have had a variety of positions primarily within HR. My goal was to become a senior manager with the intention of contributing to value for the organization and employees."*

*"I have worked in the audit industry for 5 years as a trainee and then as assistant audit manager."*

*"Then moved into oil and gas as a group accountant, then senior analyst and now finance manager"*

*"I have been in management roles for the past 20 years, Started as a supervisor to the operations manager, and to my current role."*

*"Started as a clerk to a Terminal manager level"*

### **Role**

*"After 1.5 years, I did a lateral move into an analyst position in order to move into a more specialist role in the business."*

*"During this time, after 4 months in the analyst role, I was entrusted with the responsibility of standing in for my manager during her maternity leave."*

*"I have always wanted to hold more of a senior role."*

*"I have had one HR role where I worked as HR Manager."*

*"I have worked in IT and in various business roles as a senior manager."*

*"Worked in various industries including in hospitality sectors and held administrative roles."*

*"Career goals was to be in a fulfilling senior finance role."*

*"Have in front line positions as well as management roles."*

*"I have worked at 3 various Oil Companies within my career - 18 years with various roles."*

*"Currently I am not in a Leadership role I am aspiring to be in one in few years to come."*

*" (very diverse roles and character building)."*

*"Divisional leadership roles for most of my career."*

*"My expectation was 5 years before seeing a manager position."*

*"I have grown in my career considering that I have started as a Marketing support in the petroleum industry and now in a junior management position."*

*"Started my work career at petroleum industry on a very junior position and had to work hard to grow within to be where I am."*

*"My career started in the banking industry, followed by a number various positions in Retail, Audit Firms and as an auditor I have worked in major industries conducting verifications. "*

*"It is still very new to me, I have only ever filled a senior team member role."*

*"Then Business got in a journey of full potential-I then applied for Joint Venture Operations Facilities manager position -got successful -being in a role since December 2017"*

#### **4.2.7 Motivating factors to apply for leadership position**

With no doubt, all these women had some kind of driving force to thrust forward in their career. For some, it was their strong parents who made the decisions for them, whereas others chose the career paths for themselves. That is, for those who made it for themselves, their ambition was to develop their career and that entailed obtaining a leadership degree or leadership training. Exposure to the leadership positions was also found to be an instrumental driving force. As the women have already demonstrated the desire for change, it is not surprising that just seeing poor leadership triggered some to opt for taking the reigns for themselves and being in control of the situation. This was also coupled with the interest in coaching others as they were of the opinion that they had the necessary skills

and education to deliver.

### **Career path**

*"I had strong parents who influences my career decisions."*

*"That was part of my career growth when the opportunity came I applied and trust the process."*

*"It is my chosen career path"*

*"Taking a chance for my career progression."*

### **Growth**

*That was part of my career growth when the opportunity came I applied and trust the process.*

*Personal growth, development, needing a challenge (I hate mundane, boring tasks), and obviously the financial benefits.*

*Personal growth and knowing I could be a leader.*

### **Leadership**

*"I had obtained a leadership degree."*

*"Being given opportunities to be exposed to leadership positions, and what being a leader is about helped inspired me to be open to the possibility of ascending to a leadership position."*

*"I felt that I will be able to make positive changes in a leadership role and support and help people in their own growth and development."*

*"I was promoted to most of my leadership role."*

*"Seeing poor leadership in the people I have tried to coach over the years, made me want to learn from their mistakes, and make an impact."*

*"So, I asked questions, I asked for management and leadership training, and I grew my portfolio of expertise to make me almost indispensable."*

*"In other non-professional roles in my life, I was assuming a leadership role whenever it permitted."*

*"Application for leadership positions became a natural progression in my professional life."*

*"Leadership skills"*

### **Leadership positions**

*"Being given opportunities to be exposed to leadership positions, and what being a leader is about helped inspired me to be open to the possibility of ascending to a leadership position."*

*"Application for leadership positions became a natural progression in my professional life."*

### **Organisation**

*"Having the opportunity to be a leader in a massive organisation, and lead people and my team to betterness."*

*"Want to be at a strategic level to be able to shape an organisations future to be able to make a difference at a bigger level."*

### **Coaching others**

*"For me is simple Mentoring and coaching others that's a priority"*

*"Financial reasons at first and as I wanted to be good at being a leader I realized it is actually about serving others."*

### **Positions**

*"it was the next position in line at the facility, and I had acted on the position so many times that I could perform."*

*"I also acquired lots of experience in my previous positions and felt that I was ready for a senior post."*

*"Being given opportunities to be exposed to leadership positions, and what being a leader is about helped inspired me to be open to the possibility of ascending to a leadership position."*

*"Application for leadership positions became a natural progression in my professional life."*

### **Progression**

*"Taking a chance for my career progression."*

*"It seemed like a natural progression from the role I was filling at the time"*

*"Application for leadership positions became a natural progression in my professional life."*

**Role**

*"I had completed all the stages of a technician and had reached a ceiling and the only move I could make at that time was to move to my current role."*

*"I felt that I will be able to make positive changes in a leadership role and support and help people in their own growth and development."*

*"I was promoted to most of my leadership role."*

*"In other non-professional roles in my life, I was assuming a leadership role whenever it permitted."*

**Skills**

*"leadership skills"*

*"Because I have necessary skills and education"*

**4.2.8 Balancing leadership roles and being a mother**

Both the job and mother duties are important as they seem to be complementary. That is, it the job that provides for the children. Hence, one of the comments was related to some boundary requirement to create a work life balance since it was difficult to have family time. Some even went on to factor in the positive effect due to the recent COVID-19 pandemic where the work from home eased some arrangements required when one is away from home. Being organised was found to be helpful. Single mothers viewed their marital status as an advantage for they indicated that it prepared them for the leadership role. On the contrary, some praised their spouses for being supportive to their responsibilities. Some approaches used by these women included taking care of one's physical and mental well-being needs.

**Work life balance**

*"Work life balance, being able to draw boundaries with balance time spent on all aspects of one self."*

*"Work balance is very important. It starts with your wellness first and be able to have time also for your family and friends"*

*"I create a work life balance."*

**Organised**

*"So, generally everything is much easier, as I do not have any major responsibilities"*

*outside of work.”*

*”Making sure everything has its time and place.”*

### **Family**

*”it is difficult, you try and make time for your family but sometimes your role can be very demanding that even family plans made might be changed as the job requires attention.”*

*”There is working time and family time, each of these are being given its primacy that they deserve and accordingly.”*

### **Home**

*”It’s been very hard to balance but the work from home arrangement with Covid 19 has greater assisted with that.”*

*”I am single mother I have a stay home nanny/helper.”*

*”Don’t take stress from work home, and don’t take stress from home to work”*

*”Deadlines do take away home time but it’s not an everyday thing.”*

### **Mother**

*”My role as single mother prepared me for the role of leadership.”*

*”I am single mother I have a stay home nanny/helper.”*

*”Work is work and is death at the workplace and home is been the good mother and wife.”*

### **Person**

*”I’m an organized person and make use of reminders and diary.”*

*”I am a very structured person and strict about my role as a mother.”*

### **Responsibilities**

*”I have a very supportive husband and we both have equal responsibilities and help each other to the best of our ability”*

*”So, generally everything is much easier, as I do not have any major responsibilities outside of work.”*

### **Right**

*”It is not easy, making the right choices, having the correct attitude, always working hard for the right purpose, with God in our lives anything is possible.”*

*”I take care of my physical and mental well-being first through exercising, eating right*

*and getting enough sleep. ”*

### **Support**

*”I have a very supportive husband and we both have equal responsibilities and help each other to the best of our ability”*

*”It is not so difficult because I have wonderful support at home.”*

*”I have a very strong support structure from my family”*

*”Managing time and getting support is crucial as it allows for being present and prepared for each role. ”*

### **Time**

*”Try to incorporate doing puzzles or some activity time with my daughter in the evenings.”*

*”Work life balance, being able to draw boundaries with balance time spent on all aspects of one self.”*

*”There is working time and family time, each of these are being given its primacy that they deserve and accordingly.”*

*”Managing time and getting support is crucial as it allows for being present and prepared for each role. ”*

*”Deadlines does take away home time but it’s not an everyday thing.”*

*”Balancing and prioritising the needs at different times is important.”*

### **Woman**

*”It is very difficult but I try my best to ensure I do play my role as a wife and a career woman.”*

*”As a single woman this is not applicable for me.”*

### **Work**

*”when return from school I have to check the kids school work and prepare a meal I go to bed tired. ”*

*”Work week 90% work.”*

*”I try to not be tempted to use all my time for my never ending work chores.”*

*”Work life balance, being able to draw boundaries with balance time spent on all aspects*

*of one self.”*

*”I set my calendar during working hours and weekends.”*

*”There is working time and family time, each of these are being given its primacy that they deserve and accordingly.”*

*”Work balance is very important. It starts with your wellness first and be able to have time also for your family and friends”.*

*”It is difficult switching off the work element.”*

*”Don't take stress from work home, and don't take stress from home to work”*

*”create a work life balance.”*

*”I do not have work email on my cellphone.”*

*”Work week 90% work.”*

#### **Work life balance**

*”Work life balance, being able to draw boundaries with balance time spent on all aspects of one self.”*

*”I create a work life balance.”*

#### **4.2.9 Additional information on other factors**

Some additional comments given regarding the unlocking of the potential in women are that the women of child bearing age were considered not attractive candidates for the leadership roles due to the fact that at some point will be away for a long time when on maternity leave. In general, women were not considered in the senior roles especially the young women.

#### **Position**

*”My observation , woman are not necessarily considered in very senior role , in the department, I am at, there is a bid of bias more especially for young woman in very strategic position. ”*

*”More-over the employment of young woman of child-bearing age in leadership positions for the fact that they might be away from the position for a while due to maternity leave. ”*

#### **Role**

*”My observation , woman are not necessarily considered in very senior role , in the*

*department, I am at, there is a bid of bias more especially for young woman in very strategic position. ”*

*”Some fear being away from home as leadership roles require people to travel more often before covid 19. ”*

*”More-over the employment of young woman of child-bearing age in leadership positions for the fact that they might be away from the position for a while due to maternity leave. ”*

*”Women are perceived as good enough to get all the work done perfectly and skilfully yet not good enough to get that final leadership role”*

*”Women have different ambitions some strive to be in leadership role some are happy with being in middle management or specialist roles for various personal reasons. ”*

*”We have the same education and dedication, but if not given the opportunities, we cannot gain the experience needed to step into leadership roles.”*

*”I think culture also plays a huge role.”*

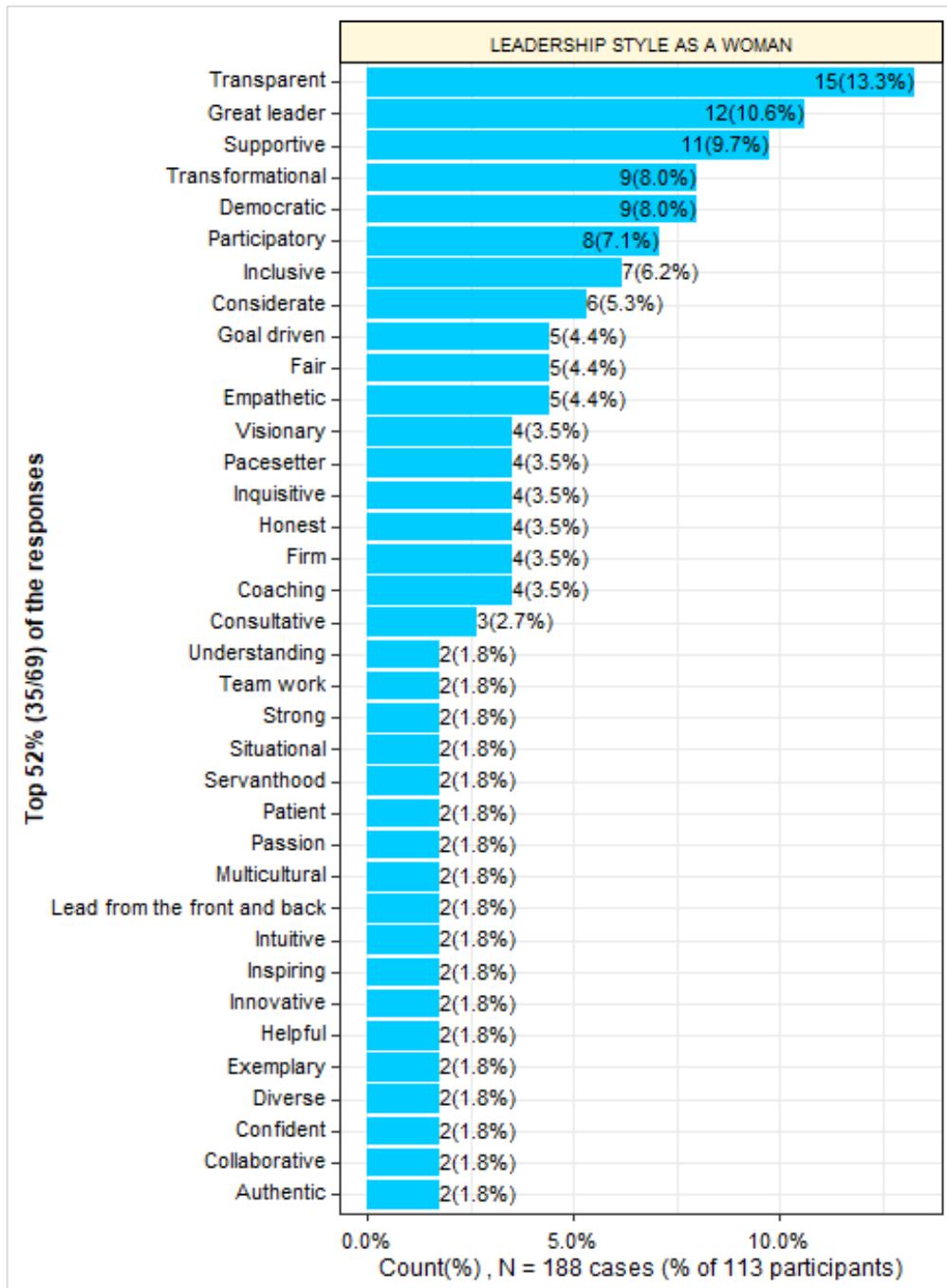
#### **Young woman**

*”My observation , woman are not necessarily considered in very senior role , in the department, I am at, there is a bid of bias more especially for young woman in very strategic position. ”*

*”More-over the employment of young woman of child-bearing age in leadership positions for the fact that they might be away from the position for a while due to maternity leave. ”*

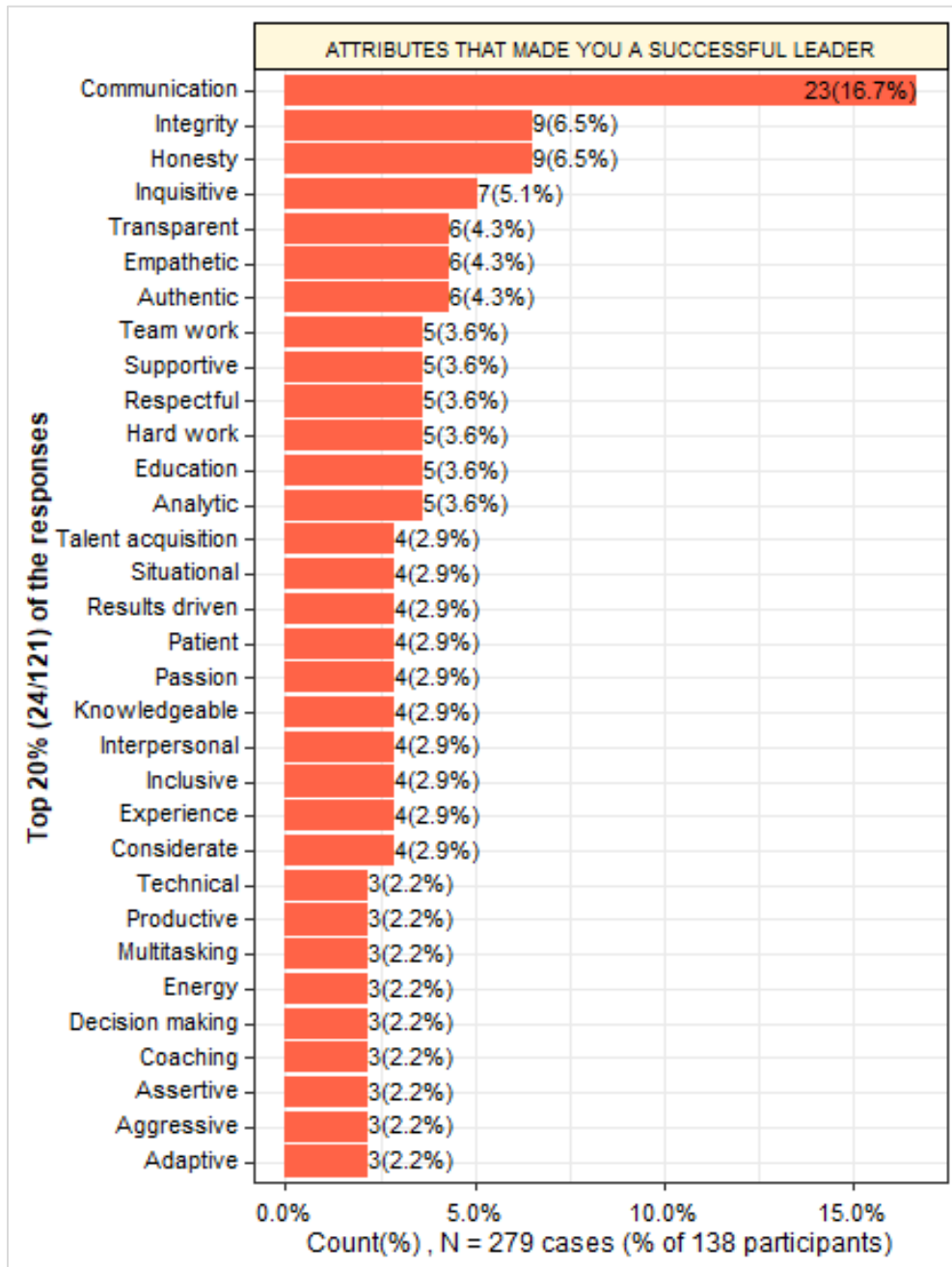
#### **4.2.10 Leadership attributes**

There were 69 different words used to describe these attributes (Figure 4.15). The most striking one was the need to be transparent followed by being a great leader, supportive, advocating for transformation, being democratic and participatory among the top list.



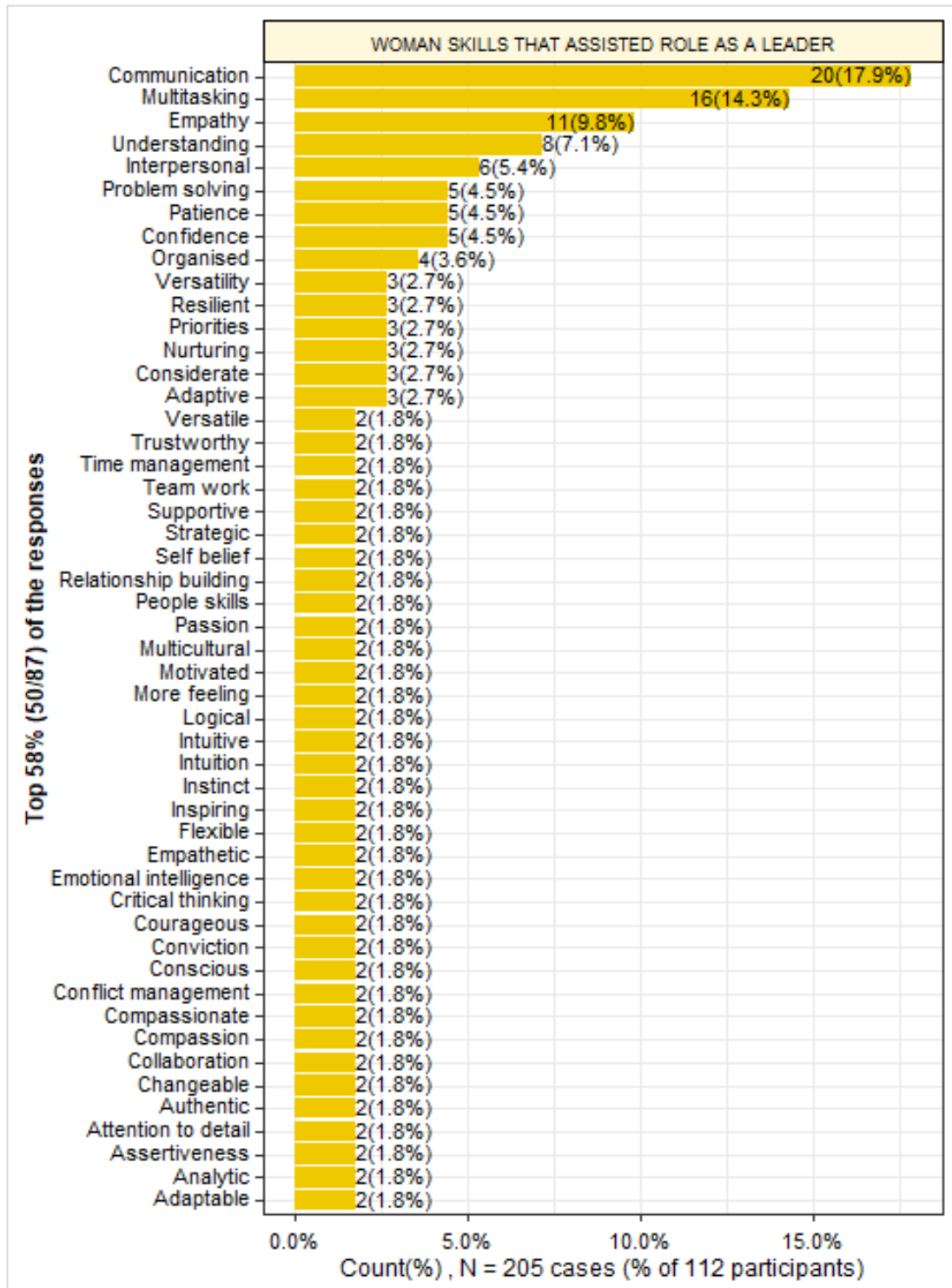
**Figure 0.15: Leadership attributes**

It requires good communication skills for a woman to make it as a successful leader in the petroleum industry (Figure 4.16). Some other notable attributes included integrity, honesty, being inquisitive, empathetic and also authentic behaviour. It also important to note the top few ranked highest from a list of 121 different words that were used.



**Figure 0.16: Attributes that made you a successful leader**

Communication continued to dominate as an important skill for woman a leader (Figure 4.17). That goes with the general norm that women are known to multitask and empathetic.



**Figure 0.17: Woman skills that assisted your role as a leader**

Even when a woman is a leader, communication still stood out to be essential in the role as a mother. Similarly, a mother was said to benefit from the multitasking and empathetic

skills used in the leadership role. In addition, leadership assertiveness is needed for mothers.

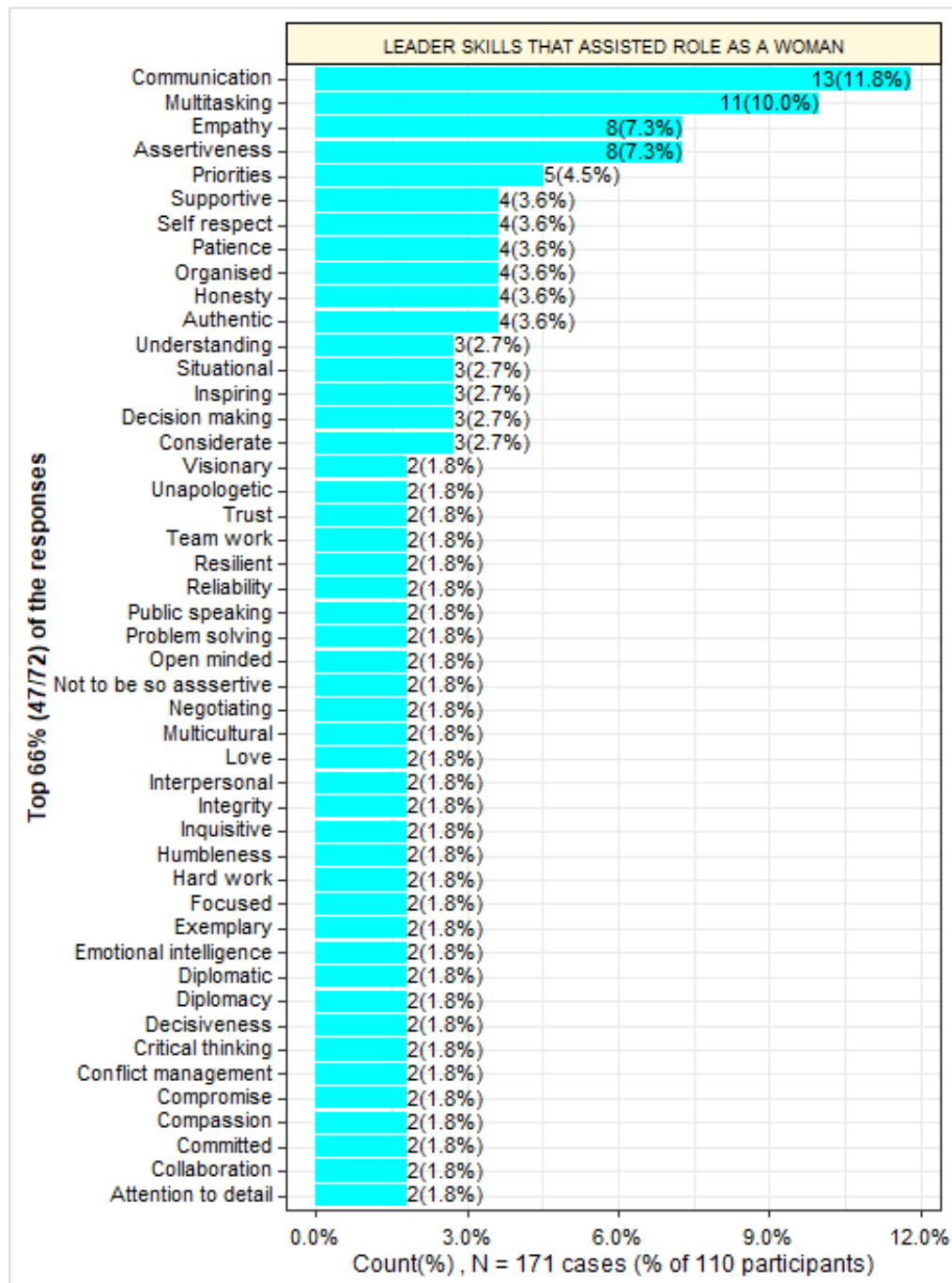


Figure 0.18: Leader skills that assisted your role as a woman

According to the findings shown in Figure 4.19, integrity was found to be the most important value required for work and life. Among the top five in a list of 66 mentioned values were honesty, trust, respectful and authentic behaviour appeared again.

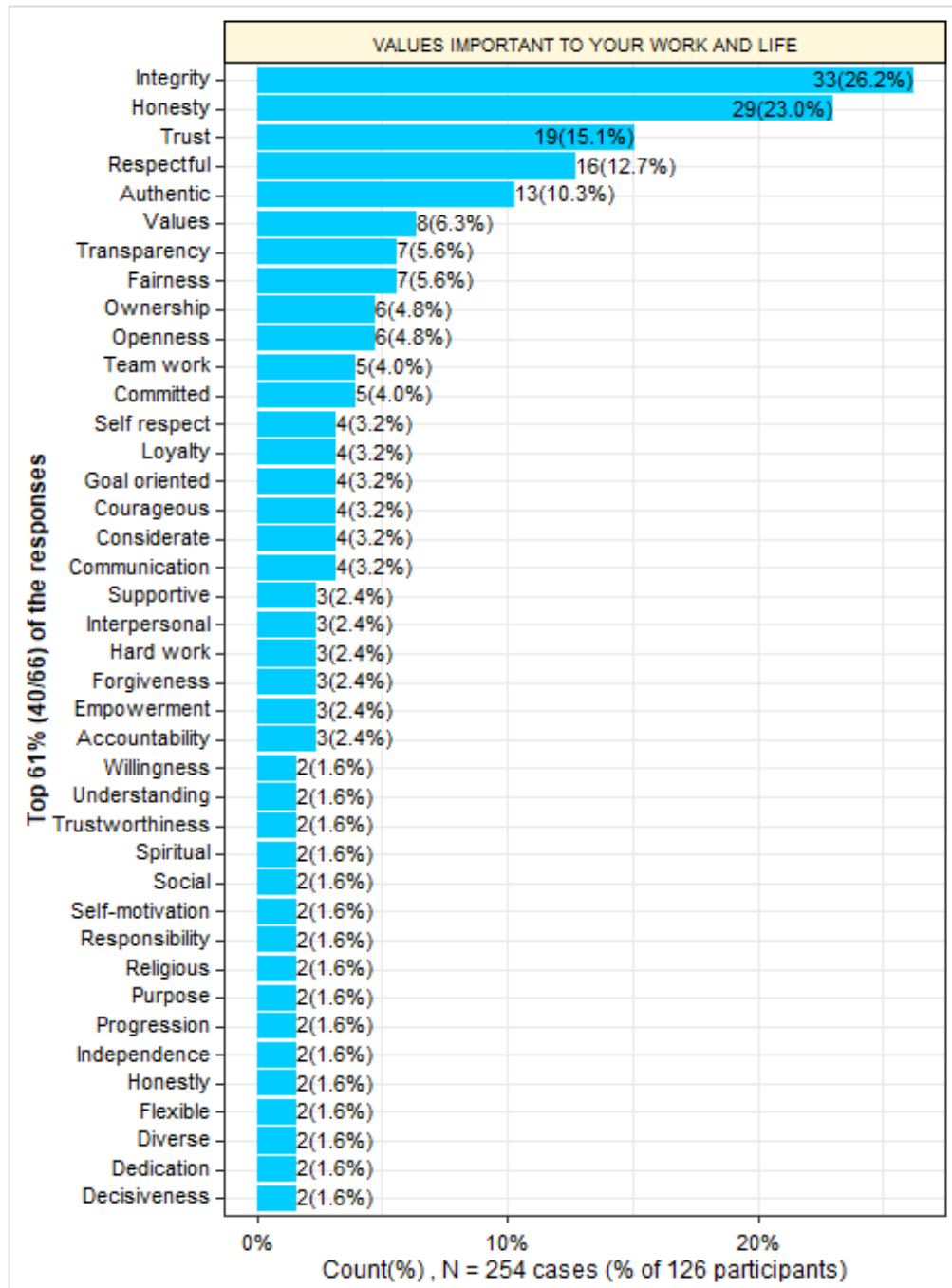


Figure 0.19: Values important to your work and life

#### **4.2.11 Advice to women leaders**

As has been noted earlier, these women who have already experienced the challenges in the industry suggested that other women can also be uplifted by those who have made it. Their belief is that women are born with the full potential to make a difference and can still achieve despite the negative connotations around them. In addition, honesty, integrity and self-respect were also indicated to be part of the recipe for being a woman leader.

##### **Building others**

*"Women should draw from these inherent female characteristics and harness them for building others."*

##### **Enabling others**

*"Purpose, authenticity, progression, lifting /enabling others, going together, but pushing for my best, highest self"*

##### **Common female characteristics**

*"There are negative connotations to some common female characteristics."*

*"Women should draw from these inherent female characteristics and harness them for building others."*

*"There are negative connotations to some common female characteristics."*

##### **Full potential**

*"Woman are born with full potential, make a difference in your life where you are constantly growing, developing and exceling in every task at hand"*

*"Unleash your full potential"*

##### **Good leaders**

*"As women leader, realise you are there to clear the path for those who follow."*

*"to be good leaders"*

##### **Negative connotations**

*"There are negative connotations to some common female characteristics."*

##### **Place**

*"If we as woman unite together, then the world will be a different place in 10 years' time."*

*"Woman would have an equal place in the society and the work place"*

## **Self**

*"Honestly, Integrity, self-respect and trustworthiness"*

*"Be self-assured and ensure a thought knowledge base"*

### **4.2.12 Most important advice to women leader**

One of the most important advice was giving the women an equal opportunity. However, the women were also advised not to undermine themselves as great mothers are also great leaders. They should not be labelled as aggressive, for the males are said to be equally emotional. Positive psychology was also another instrumental tool and the women were urged to refrain from seeking special treatment. It was noted that some mistakes were very costly in a leadership role, for they have the potential to destroy a reputation built over many years. Supporting other women was another piece of advice that was put on the table and the suggestion gone to as far as asking for devising ways to implement flexible working arrangements for woman with kids.

## **Equal opportunities**

*"Give woman equal opportunities, don't dismiss woman's ideas or their voice."*

## **Family**

*"To support mothers - be more conscious of their family life and afford some flexibility."*

*"stop undermining themselves and stop sacrifices their family time for work"*

## **Great leaders**

*"They should know that great mothers make great leaders so they should start supporting the mothers in Leadership."*

## **Labelling women**

*"Males are equally emotional as women, they just express it in revenge and aggressiveness, so let's stop labelling women as emotional."*

## **Amazing women leaders**

*"Your hard work will get noticed, but you have also created other amazing women leaders in the meantime."*

*"They should know that great mothers make great leaders so they should start supporting the mothers in Leadership."*

*"to be good leaders"*

### **Leadership conversations**

*"Have more women in leadership conversations."*

### **Life**

*"To support mothers - be more conscious of their family life and afford some flexibility."*

*"I find that most women (including myself) are fixers, we do this in our home life and in the work place, but others generally will have the solution to a problem, so encouraging others to probe rather than jump to problem solve. "*

*"Be aware of the work life balance that woman have which differs from that of men."*

*"To support mothers - be more conscious of their family life and afford some flexibility."*

### **Mothers**

*"They should know that great mothers make great leaders so they should start supporting the mothers in Leadership."*

### **Next person**

*"Be bold, playing small does not serve the next person, when we are bold and shine as best as we can, we give others permission to also do so and that helps elevate all of us and only then can we have a best performing organisation and a best performing nation. "*

### **Encouraging others**

*"Be bold, playing small does not serve the next person, when we are bold and shine as best as we can, we give others permission to also do so and that helps elevate all of us and only then can we have a best performing organisation and a best performing nation. "*

*"I find that most women (including myself) are fixers, we do this in our home life and in the work place, but others generally will have the solution to a problem, so encouraging others to probe rather than jump to problem solve. "*

*"let us not be each other's enemies, support and working together can change the status core."*

### **Others permission**

*"Be bold, playing small does not serve the next person, when we are bold and shine as best as we can, we give others permission to also do so and that helps elevate all of us and only then can we have a best performing organisation and a best performing nation. "*

### **People**

*"Support people"*

*"Stop micro managing people"*

### **Performing nation**

*"Be bold, playing small does not serve the next person, when we are bold and shine as best as we can, we give others permission to also do so and that helps elevate all of us and only then can we have a best performing organisation and a best performing nation. "*

### **Performing organisation**

*"Be bold, playing small does not serve the next person, when we are bold and shine as best as we can, we give others permission to also do so and that helps elevate all of us and only then can we have a best performing organisation and a best performing nation. "*

### **Positive psychology**

*"The theory of positive psychology shows that when we engage in activities that use our strengths we will be more motivated, engaged and hence increase performance. "*

### **Special treatment**

*"I do not think that women need special treatment."*

*"Asking for special treatment because i am a woman is insulting."*

### **Stupid thing**

*"You build your brand over many years, but one stupid thing will break it apart."*

### **Sum total**

*"They are sum total of their choices, experiences and background and they are unique."*

### **Support**

*"- Support woman who have kids by implementing flexi work arrangement"*

*"Look out for other women support is important."*

*"Support people"*

### **Support woman**

*"- Support woman who have kids by implementing flexi work arrangement"*

### **Time**

*"Your hard work will get noticed, but you have also created other amazing women leaders in the meantime."*

*"stop undermining themselves and stop sacrifices their family time for work"*

**Amazing women leaders**

*"Your hard work will get noticed, but you have also created other amazing women leaders in the meantime."*

*"Males are equally emotional as women, they just express it in revenge and aggressiveness, so let's stop labelling women as emotional."*

*"Look out for other women support is important."*

**Women support**

*"Look out for other women support is important."*

**Work**

*"Your hard work will get noticed, but you have also created other amazing women leaders in the meantime."*

*"- Flexible work arrangement"*

*"- Support woman who have kids by implementing flexi work arrangement"*

*"When mentoring them not to make them their personal assistance but give them the real work to do."*

*"I find that most women (including myself) are fixers, we do this in our home life and in the work place, but others generally will have the solution to a problem, so encouraging others to probe rather than jump to problem solve. "*

*"Be aware of the work life balance that woman have which differs from that of men."*

**Work arrangement**

*"- Flexible work arrangement"*

*"- Support woman who have kids by implementing flexi work arrangement"*

**4.2.13 Object representing experience as a woman leader**

In order to symbolise all the efforts shown by the woman leaders, the list was as follows: Christian cross, flower, full heart, Greek goddess, headless statue, marine ship, open book, eagle and a faerie.

**Christian cross**

*"Most probably the Christian cross."*

**Christian values**

*"Christian values and Jesus as the example of servant leadership and His values."*

**Flower**

*"A colourful flower - what you get is dependent on the environment."*

*"Not forgetting the beautiful flowers representing your achievements"*

**Full heart**

*"Everything I do is with full heart"*

**Greek goddess**

*"A statute of the Greek goddess Nike, that I bought in Athens."*

**Headless statue**

*"As a headless statue, she represents any woman to me."*

**Marine ship**

*"marine ship"*

*"marine ship operate under the water but the results are visible on the surface"*

**Multi task**

*"The ability to multi task and be mythical - all in one"*

**Open book**

*"An open book."*

**Peoples**

*"I used light to win peoples trust and get the best out of them."*

*"Peoples management"*

**Positive manner**

*"I am respected by my working colleagues for the expertise in my job, the character i display as a woman and always willing to train and motivate them, which helps them to re-define their thinking in a positive manner"*

**Powerful vision**

*"My Metaphor -is Eagle -Very powerful vision, fearless high flyers."*

**Servant leadership**

*"Christian values and Jesus as the example of servant leadership and His values."*

**Used light**

*"I used light to win peoples trust and get the best out of them."*

**Working**

*"A faerie - full of fun and mischief, but able to be mysterious and hard working."*

*"I am respected by my working colleagues for the expertise in my job, the character I display as a woman and always willing to train and motivate them, which helps them to re-define their thinking in a positive manner"*

**4.2.14 Elaborate about any other information**

Based on the responses that were given earlier, some expanded on the idea of leadership styles that they were contextual. That is, a leader would be considered the best if applied the appropriate leadership style to a given context. Others were of the view that the destination was important and a leader was supposed to set the pace and also allow some creativity in getting to the final destination. That was coupled with some explanations on the need for transformational or coaching leadership or a combination of both. On the other hand, some women leaders believed that leading by example was the best. Also highlighted was the issue of productivity in the work place, that comes with the use of the appropriate leadership style.

**Context**

*"The different types of leadership style are suitable for different context and the better leader is one that display the required style based on the required context at the time. "*

**Destination**

*"I believe leader should lead from the front, set the pace and assist their follower in reaching that desired destination."*

*"So allow creativity in getting to the final destination"*

**Leadership**

*"Transformational Leadership -Is a leader that works with teams to identify the change needed, have a clear vision on where you are taking the team"*

*"Transformational Leadership is critical- still in enhances team work and performance and inspires people to perform at their best."*

*"Coaching leadership - Empowerment"*

*"I therefore think that women are more suited to Visionary, Coaching and Transformational Leadership styles."*

*"Transformational leadership would be ideal to motivate and inspire people with the*

*intention of improving performance”*

*”A combination on leadership styles could be best in handling different scenarios instead of just on style of leadership.”*

*”walk the talk leadership is important”*

*”Coercive leadership has never been advantageous.”*

*”The different types of leadership style are suitable for different context and the better leader is one that display the required style based on the required context at the time. ”*

*”That needs to be harnessed by transformational leadership to realize goals.”*

### **Leadership styles**

*”I therefore think that women are more suited to Visionary, Coaching and Transformational Leadership styles.”*

*”A combination on leadership styles could be best in handling different scenarios instead of just on style of leadership.”*

### **People**

*”Creating rules and regulations which makes it possible for multiple people to complete the same work in the same way, e.g audits.”*

*”Team work is the key, as the leader you are leading people with vast experience and you are learn from them as well.”*

### **Productivity**

*”This would increase work productivity / performance in the work place.”*

*”It brings with it a lot of resentment and mistrust leading to business not achieving its full potential, therefore, low productivity.”*

### **Styles**

*”You have to look at an overview, we need to learn something from each of the leadership styles.”*

*”I therefore think that women are more suited to Visionary, Coaching and Transformational Leadership styles.”*

*”A combination on leadership styles could be best in handling different scenarios instead of just on style of leadership.”*

*”I disagree with the autocratic style and the hands off style.”*

*"The different types of leadership style are suitable for different context and the better leader is one that display the required style based on the required context at the time. "*

### **Transformational**

*"Transformational Leadership -Is a leader that works with teams to identify the change needed, have a clear vision on where you are taking the team"*

*"Transformational Leadership is critical- still in enhances team work and performance and inspires people to perform at their best. "*

*"I therefore think that women are more suited to Visionary, Coaching and Transformational Leadership styles. "*

*"In order to lead you must have a vision, long term goals and be able to move with times transformation as most of the things goes digital and listen to what people think and like as we different types of personalities and age group in work place"*

*"That needs to be harnessed by transformational leadership to realize goals. "*

### **Work**

*"Transformational Leadership is critical- still in enhances team work and performance and inspires people to perform at their best. "*

*"This would increase work productivity / performance in the work place. "*

*"In order to lead you must have a vision, long term goals and be able to move with times transformation as most of the things goes digital and listen to what people think and like as we different types of personalities and age group in work place"*

### **Work place**

*"This would increase work productivity / performance in the work place. "*

*"In order to lead you must have a vision, long term goals and be able to move with times transformation as most of the things goes digital and listen to what people think and like as we different types of personalities and age group in work place"*

### **4.2.15 Step 1**

The women were also given the opportunity to share their preferences in the steps they would follow in executing their duties as leaders. They were asked to consider five steps of which Step 1 priorities included the understanding of different roles and also being a good role model. In the midst of all this, a woman leader was supposed to be flexible and considering a work life balance that works, bearing in mind the work from home scenario in the current Covid-19 situation. Where confrontation was due, it was deemed necessary

for progress's sake. If opportunities exist for women with both the qualification and experience, they should be recognised.

### **Different roles**

*"Be understanding of the different roles that they play."*

### **Environment**

*"As a woman you need to be able to get out of a comfort Zone -As woman we need to know that we are capable - stop self-doubt- Both work and home environment"*

*"Supporting women - creating an enabling environment"*

### **Good role model**

*"Be a good role model"*

### **Home**

*"Allow women the flexibility to work from home at least 2-3 days in the week."*

*"As a woman you need to be able to get out of a comfort Zone -As woman we need to know that we are capable - stop self-doubt- Both work and home environment"*

*"Work life balance allowing - allowing the flexibility in working hours for women and the work from home scenario for those that it works for. "*

### **Home scenario**

*"Work life balance allowing - allowing the flexibility in working hours for women and the work from home scenario for those that it works for. "*

*"Work life balance allowing - allowing the flexibility in working hours for women and the work from home scenario for those that it works for. "*

### **Role**

*"Balance roles as equals at home and work, with leveraging each there strengths"*

*"Be a good role model"*

*"Be understanding of the different roles that they play."*

### **Self**

*"self-awareness and development"*

*"As a woman you need to be able to get out of a comfort Zone -As woman we need to know that we are capable - stop self-doubt- Both work and home environment"*

### **Women**

*”Supporting women - creating an enabling environment”*

*”appointment women in leadership position per qualification and experience”*

#### **Work life balance**

*”Balance roles as equals at home and work, with leveraging each there strengths”*

*”Work life balance allowing - allowing the flexibility in working hours for women and the work from home scenario for those that it works for. ”*

*”Get the right Work life balance”*

#### **Working hours**

*”Work life balance allowing - allowing the flexibility in working hours for women and the work from home scenario for those that it works for. ”*

#### **4.2.16 Step 2**

Once all is set up in Step 1, the suggestion was to ensure immediate assessment in the case of new recruits. Further it was also realised that it was necessary to create a culture that includes everyone. Support structures needed to be put in place and not forgetting the support to women in the leadership. This entailed the promotion of a safe space for females to empower each other as well as flexible working hours to achieve the goals.

#### **Immediate assessment**

*”immediate assessment after employment”*

#### **Societal norms**

*”More awareness to societal norms to create a culture which includes everyone”*

#### **Support**

*”Support structures and ask for help”*

*”Support structure - get the necessary support”*

*”Support woman on leadership”*

#### **Womans**

*”Understand the woman’s desire toward what level of involvement she wants to have at home.”*

*”Support woman on leadership”*

#### **Working**

*”Flexible office hours”*

*”promoting a safe space for females to support each other / mentor each other - without this being seen as a weakness”*

*”Flexible working hours and work spaces”*

#### **4.2.17 Step 3**

Whilst centered around the steps, the points that came out for Step 3 touched more on the need to conscientise the majority on the extra responsibilities that come with being a mother, but still required to deliver equally as their counterparts. The women believed that the mothers need child care support and the women themselves have the attitude of standing in for each other in terms of either support or as a role model. In addition, it was advised that the organisational KPI's needed to at least be aligned with the school holidays to allow mothers to spend time with their children during the school holidays.

#### **Additional role**

*”Women have additional role to be mothers.”*

#### **Child care**

*”Child care/ support”*

#### **Collaborative approach**

*”Be a woman leader for other woman Have a supportive and collaborative approach with other woman -Become a role model for other woman”*

#### **Heart**

*”Honest heart to heart development needs not just business need development.”*

#### **Leader**

*”Be a woman leader for other woman Have a supportive and collaborative approach with other woman -Become a role model for other woman”*

*”Understanding of the complexity of the mother leader's role”*

#### **Model**

*”Be a woman leader for other woman Have a supportive and collaborative approach with other woman -Become a role model for other woman”*

*”work-family interface model”*

**Role**

*"Be a woman leader for other woman Have a supportive and collaborative approach with other woman -Become a role model for other woman"*

*"Women have additional role to be mothers."*

*"Implement flexible working arrangements for women to support their work and family roles to be fulfilled on their terms"*

**School holidays**

*"Organisations KPI's to be aligned with school holidays I order to allow mothers to spend time with their children during school holidays"*

**4.2.18 Step 4**

According to the findings that emerged in Step 4, it was apparent that the women leaders were likely emotionally traumatised with the work life balance. Taking note that they mentioned the key work place areas to be in order in the initial steps, the later steps seem to show that the women were outpouring their motherly challenges alongside their normal work duties. They really needed aftercare places dedicated for the children of the employees and some wished the day care centres to be owned by their companies. One described this as support for both at work and at home. This step also highlighted the degrading of women in the corporate world, that goes as far as not including them in some training courses.

**Aftercare places**

*"Have aftercare places for children of employees"*

**Certain career advancement positions**

*"In corporate women are still not considered for certain career advancement positions including selections made for suitable training courses. "*

**Company day care centres**

*"company day care centres"*

**Corporate women**

*"In corporate women are still not considered for certain career advancement positions including selections made for suitable training courses. "*

**Suitable training courses**

*"In corporate women are still not considered for certain career advancement positions including selections made for suitable training courses. "*

**Support structures**

*"Support structures both for work and home"*

**Value differences**

*"Value differences in others and work together to optimise the value of the group"*

**Work**

*"Day care facilities at work would be useful to working mothers, especially since they concerned about the well being of their young children and this will give them the support that they need. "*

*"Have events where women are allowed to bring their spouses to the work environment"*

**4.2.19 Step 5**

The problem of nursery rooms for mothers still appears and that shows that this was taking its toll mentally on the mothers. In addition, the women leaders were of the view that the managers were supposed to provide constant open communication. They also needed to have decision making powers, mentors and other support structures both for work and at home.

**Feedback**

*"Constant open communication, trust and positive feedback from managers."*

*"Honest and constructive feedback"*

**Internal training exposure**

*"Support time off for development and internal training exposure"*

**Making powers**

*"Decision making powers"*

**Mentor**

*"Get yourself a mentor coach to help path your next move"*

*"Formalize mentoring / coaching programmes"*

**Next move**

*"Get yourself a mentor coach to help path your next move"*

**Nursery rooms**

*"Install nursery rooms for mums."*

**Open communication**

*"Constant open communication, trust and positive feedback from managers."*

**Positive work family interactions**

*"Positive work family interactions"*

**Support**

*"Support time off for development and internal training exposure"*

*"Support structures within the office."*

*"Support structures both for work and home"*

**4.2.20 Anything important you wish to say**

Another important aspect that was realised touched on the home environment. The comments indicated the women who lacked support at home were likely to face difficulties in stepping up to the leadership ladder. In addition, stress management and anxiety in the work place were among the challenges that the women faced.

**Home environment**

*"The home environment spills over to work and if the woman is not supported at home, she will find it difficult to succeed as a leader."*

*"It may be well worth the time to actually combine efforts which will create a learning environment for all, not just specific labels."*

*"You have not mentioned any measures such as dealing with stress management in the work environment and anxiety."*

*"Slowly that has started to spill over to men as well as life evolves, example more men are getting involved with home duties, but it is slow because of stereotypes. "*

*"We need to acknowledge that women may have it difficult, especially if the home life is not supportive."*

**4.3 Chapter Summary**

This chapter presented the findings of the study. The overall objective was to solve the research problem noted in Chapter 1 by using different analysis both quantitative and qualitative techniques. In the next chapter, the research findings are discussed.

## **CHAPTER 5: DISCUSSION OF RESULTS**

### **5.0. Introduction**

The previous chapter presented the findings of both qualitative and quantitative data. The data presented was based on the four research objectives of the study. This chapter seeks to dovetail the major findings of the study. The discussion in this chapter further interrogates the similarities and differences identified and justified accordingly. The researcher analyzed the collected data simultaneously in a bid to achieve optimum results. The researcher discovered that triangulation research design method was less time consuming than other methods. The results proved that the qualitative and quantitative research method designs were aligned and the reasons were due to the selected population, understanding of the subject and aligned questions in both the structured questions and research instrument (Strydom 2011). In light of the fact that this study used a mixed methodological research design, this chapter serves to combine the findings from each of the three stages and to explore the themes that arose as a result of the investigation.

### **5.1 Summary of findings**

The study interrogated if there are challenges faced by women in petroleum industry to rise into leadership positions. Using the mixed methods approach to suggest a solution to the research problem. The majority of the respondents were Black South African women, 53.0% (n=167), married and between the age of 35-44. In terms of the level of education, the majority of them had a university degree. On the leadership level, the majority of these respondents were on level 5. There are three themes concentrating on investigating the factors that affect women in leadership, factors that influence women take leadership roles and also leadership styles that they can adopt to unlock their full potential in the petroleum industry. The qualitative method yielded two themes which are interlinked with the quantitative method that explored lived experiences and perceptions of women in all levels of leadership positions in the petroleum industry. In view of this, the following sections discuss the findings of the study in detail.

## 5.2 Research Objective One: To identify the challenges faced by women in leadership within petroleum industry

In order to answer the above research objectives, ten challenges were hypothesized and eight of them were found to be significantly relevant to make conclusions that they were affecting women in leadership roles. The conclusions are provided against each operational research question, based on both the quantitative and qualitative findings as a build up to the overall conclusion addressing the main research question and as shown on Figure 5.1, the eight challenges are affecting women. These challenges are interconnected as shown, because one challenge can be caused by another and therefore, they are all linked, for instance, lacking confidence can be caused by the “Most people in the room being men” problem.



**Figure 0.1: Challenges being faced by women in leadership**  
**Source; Author 2021**

The research findings have cemented that there are challenges that are associated with the perception related to petroleum industry being male dominated industry. There was enough evidence to support this tenet, with regards to the challenges that are associated with

perception related to petroleum industry being male dominated industry. Male-dominated sectors and vocations are particularly susceptible to reinforcing macho stereotypes, which makes it even more difficult for women to achieve success in these fields. This frequently causes women in this industry to feel awful, since they aspire to be the greatest, which is obviously impossible. As discussed in literature (Born et al., 2018; Harvard Business Review, 2021), women in male-dominated businesses have a poor opinion of their relative performance. Male-dominated fields like engineering can present hurdles for women, whether through overt discrimination or subtle forms of bias. As a result, many women leave the industry because they go out of their way to prove that they are just as good as males (Harvard Business Review, 2021).

Another factor that was found to characterize the petroleum industry in South Africa is the challenges that are associated with woman managing many roles: business and personal (work-life balance). The study revealed that female employees' judgments of their work-life balance, physical appearance, and sense of personal identity, all significantly influence their leadership roles. It is again due to the fact that the industry is male dominated that women's decisions on whether or not to have children or devote their time to their jobs affect them. In literature, Chamorro-Premuzic 2020, Shinbrot et al. 2019, Evans & Maley 2020 highlighted the ability of women to balance the demands of family duties with their career ambitions. Participants were asked what does being a leader and a woman/mother mean to them, to which they indicated that it means multi-tasking, balancing work and the personal life. This means that there is need for supportive measures to ensure that women succeed as leaders in the industry, and also that they are able to balance their roles as mothers and as managers in their workplaces.

The study also unveiled that there are challenges that are associated with playing the games i.e. men have a way of doing things, which includes building alliances, sourcing votes before meetings, and preparing their positioning beforehand through golf games. These are the difficulties that arise as a result of women's lack of access to crucial informal networks, such as the golf course, sporting activities, or even just simple after-work drinks. The respondents indicated that often, males assume that women do not want to participate in these types of gatherings, and as a result, they do not invite them. This exclusion of women,

together with the work-life balancing factors, go hand in hand and hinder women from unlocking their full potential. For decades, golf is the conventional method of developing customer connections, and it continues to be so in many businesses today. Despite the fact that more and more women are participating in golf, the sport remains a largely male-dominated activity (Dresden et al., 2018). Men's bonding, according to a study published by the National Bureau of Economic Research in the journal "*The Old Boys' Club: Schmoozing and the Gender Gap*," has been identified as one of the factors contributing to discrepancies between men and women in leadership roles in the workplace. This means the industries need to restructure when it comes to social networking events, so that they are more inclusive, in order to fully exploit talent in women as leaders as well.

The presentation of the quantitative results attested to the fact that most participants agreed that there are also challenges that are associated with women being more cautious about risk taking. This means that when compared to men, females are more likely to consider the consequences of taking a risk, whereas males are more likely to take chances. The research results indicated that the society takes women as risk averse people and as such, are not expected to be in positions of authority in organizations, such as CEOs and executive managers. However, the participants made comments that women's extreme caution may be more attributed to their relatively disempowered position, rather than to their biological makeup, as many women are already at a disadvantage in the workplace, as compared to men from the earlier mentioned challenges (Petrus Holtzhausen & Naidoo, 2016). On the other hand, research from the domains of social psychology, physiology, and medicine suggests that traditionally characterized risk-taking behaviours are biased towards men, but risk-taking behaviours engaged by women have been less defined or investigated, despite the fact that women are risk takers as well.

Additional detrimental challenges demonstrated by research finding is that women choose to stay in the background, out of limelight so as not to attract attention. In essence, women are burdened with the perception that their gender group's success in the organization will be significantly more difficult than that of their male counterparts; this contributes to feelings of threat and distress, as well as the perception that they will be unsupported in the organization. This is also linked to the challenges associated with women lacking

confidence in themselves and their ability to do anything anyone can do. Lack of self-confidence or capacity gap is a big challenge in the petroleum industry, as numerous women expressed concerns about their ability to take on a leadership role, citing, for example, a lack of previous leadership experience. This is exacerbated by the social norms and expectations about what leadership is and entails playing a role in influencing outcomes. Self-assessed inexperience and a lack of confidence in one's ability to lead as a result makes women in positions fail to excel in their work. This perception is however linked to male dominance in the industry, because women in female-dominated workplaces have a more positive perception of their relative performance than those in male dominated (Petrus Holtzhausen and Naidoo, 2016). viii) How confident did you feel about applying for leadership position?

Participants were asked how confident they were when applying for the leadership position, the majority of the participants 95 (71,5%) said they were very confident or confident because they had qualifications and experience, as compared to the other participants 7(5,3%) who said they were not confident, mostly due to lack of exposure in any leadership roles, 30 (22,7%) said they were fairly confident and felt that management knew them and had faith in their abilities. Other participants, 75 (24%) did not answer the question, either did not apply for the leadership position or opted not to answer the question. Oo et al. (2019) examined early career women in construction, focusing on their career choices and barriers. The study examined the factors affecting women's career choices in construction and the barriers that they face at the early career stage.

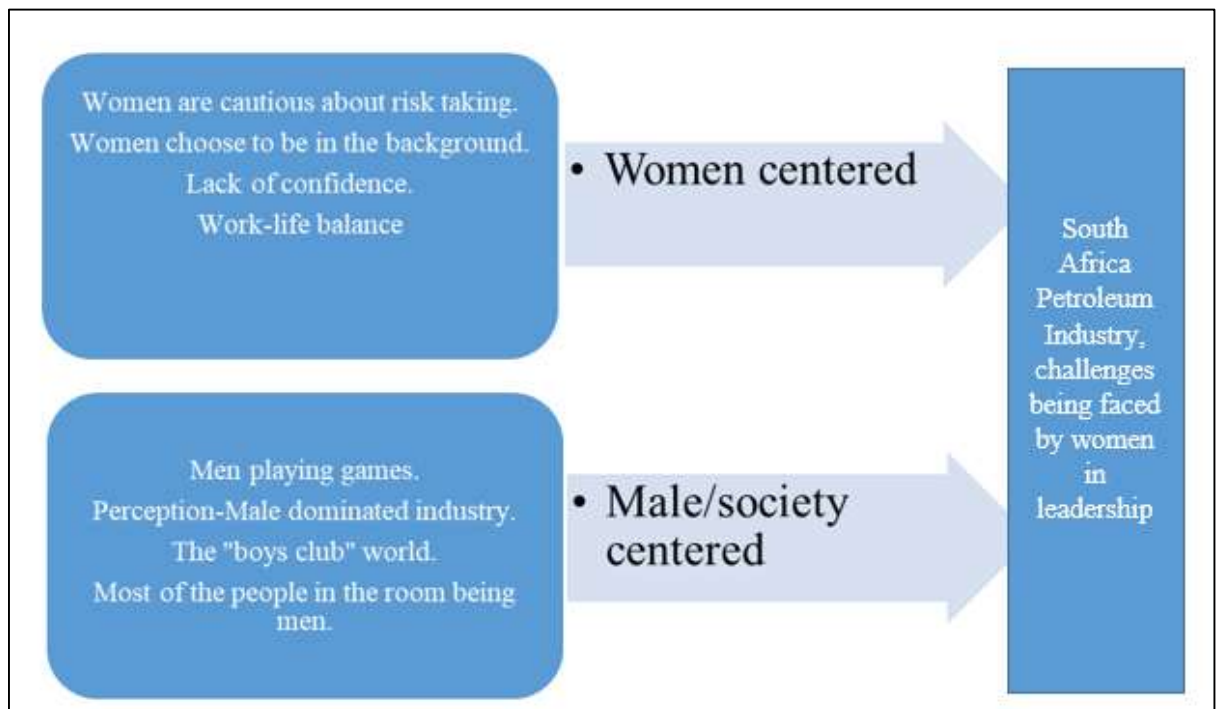
In terms of the barriers, four statistically significant barriers noted were difficult to integrate into masculine culture in the industry, stressful and competitive working culture, long and inflexible working hours; and lack of informal networks for career opportunities.

The "Most people in the room being men" challenges which are associated with the pressure of being the only one can be overwhelming, was the other area that was pointed out and supported by research to be common in the industry like every other industries in South Africa too (Petrus Holtzhausen & Naidoo, 2016). Research findings showed that it is difficult for female leaders to walk into a business meeting and realize that she is the only

female in the room. This challenge can be turned into an opportunity to highlight distinctive skills and perspectives, instead of shrinking back.

The challenges associated with lack of support structures and being hard to build a support network in a “boys club” world is another challenge that is poised to women in leadership. This is supported by a study conducted by the National Association of Women Business Owners (NAWBO, 2017), which found that over 48% of women in business find it challenging to establish a strong support network in male-dominated sectors. Although faced with a difficult situation, women have an incredible opportunity to collaborate and form strong support networks.

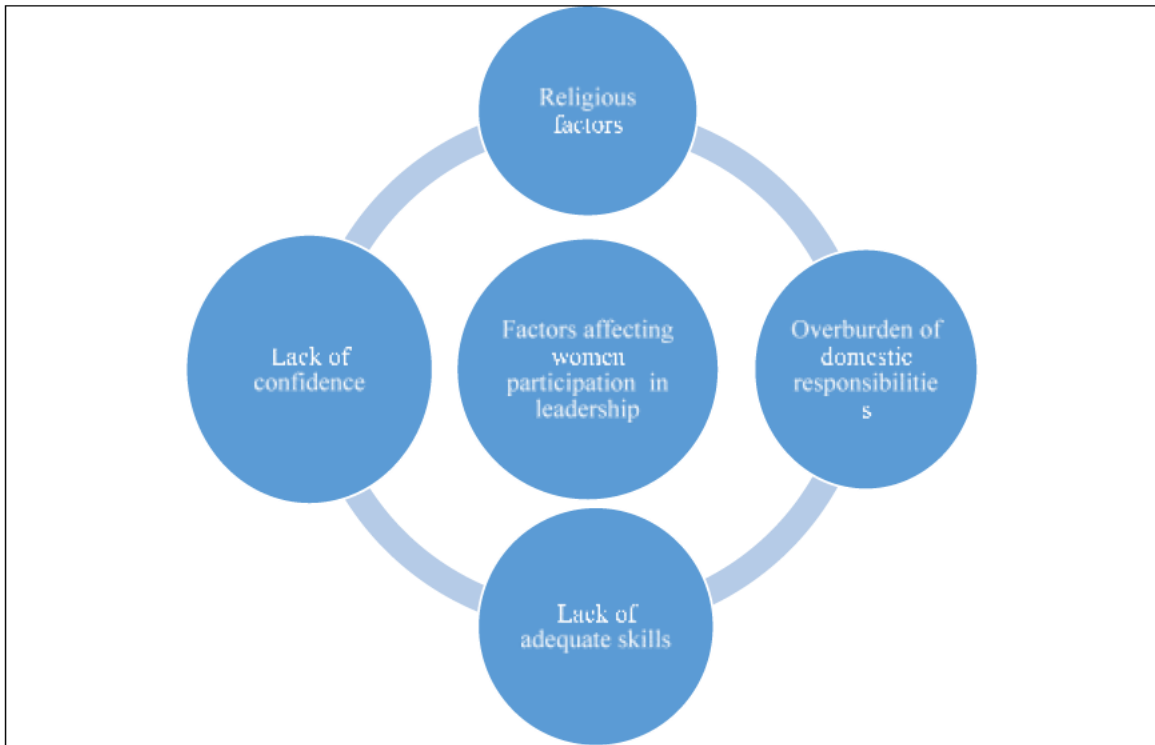
The conclusion drawn from this discussion is that the study was able to obtain evidence on eight challenges as found in the literature and failed to get any evidence on challenges to do with Think Manager Think Male (TMTM) syndrome and that of women having to higher standards than their male counterparts. The Figure 5,2 below all the challenges classified as women centered or male/societal centered challenges. From the discussion we can make conclusion that the challenges are 50% from the women centered and the other challenges are societal in nature. Though this is not clear cut as for instance we can say most of the people in the room as a challenge exaggerated by the fact that the women themselves fail to take it as an opportunity to be outstanding. Further, lack of confidence and negative impressions around women leadership are held by both men and women. It is these reasons that make the problem tough to handle.



**Figure 0.2: Classification of challenges faced by women.**  
**Source; Author, 2021**

### **5.3 What are the factors that affect woman participation in leadership positions in the petroleum industry?**

With regards to the above question, participants were given ten (10) responses. The figure below shows the relevant factors that are associated with women lacking of confidence in themselves, lack of adequate skills, burden from domestic responsibilities, as well as some religious factors.



**Figure 0.3: Factors affecting woman participation in leadership positions in the petroleum industry.**  
 Source; Author, 2021

The majority of the participants strongly agreed that there are factors affecting women lacking of confidence in themselves, so we can conclude that this is one of the major factors that plays a role in influencing how women perform as leaders in the petroleum industry. Women in the petroleum business have expressed worries about their ability to assume a leadership role, citing, for example, a lack of previous leadership experience as a major source of frustration. Because of social conventions and expectations about what leadership is and entails, the outcomes were influenced in part by these factors (Petrus Holtzhausen & Naidoo, 2016).

This is in line with the findings by Shinbrot et al. (2019), who also identified complex and often hidden issues, such as lack of self-confidence, which hinders perceived access to leadership positions, and differences between women, which make it difficult to find comprehensive solutions. This has also been found to be a serious obstacle even in developed countries like Australia. A research by Evans and Maley (2020) concluded that the impact of unconscious bias on women arising from ingrained assumptions about gender

roles and the ideal characteristics of leaders remain entrenched given the substantial strides made in women's educational achievement and engagement in non-traditional occupations was the major obstacle for women to take their leadership roles effectively.

The other factors pointed out by the participants include the overburdening domestic responsibilities. The majority of the participants agreed that women are overburdened with responsibilities at home and as such, fail to show their full potential at work as leaders. This goes in line with the research findings that balancing work life is a challenge for women. Family responsibilities, as discussed by Oo et al. (2019), is one of the most difficult hurdles for women seeking to climb the leadership ladder (Eagly & Carli, 2007; Sandberg, 2013).

Domestic responsibilities involve tasks that are carried out within a household in order to guarantee that the basic requirements of its members are addressed, such as cooking and cleaning. According to a report by the Organization for Economic Cooperation and Development (OECD) in 2019, in India, women spend up to 352 minutes per day on domestic work, which is 577 percent more than men (52 minutes) and at least 40 percent more than women in South Africa and China. This means that this factor is a major one in terms of contributing to woman failing to unlock their full potential in workplaces.

Religious factors were also found to be significant in negatively affecting women in leadership. The findings of the study revealed that religious and cultural influences have a profound effect on societal attitudes, thoughts and behaviours about women, and this ultimately affects their leadership roles. This is in line with a study by Udoh, Folarin and Isumonah, (2020), who indicated that religious beliefs and doctrines can be used as a weapon to silence women's potential across different sectors. However, religion can also be viewed from a certain perspective to provide equal rights for women to obtain, utilize opportunities around them to become great leaders in business. Religious leaders, while focusing on the equality of all beings, can use this to instil the notion of eliminating oppressive patriarchal and cultural frameworks.

The presentation of the quantitative results attested to the fact that most participants agreed that lack of adequate skills is a factor that influences women in leadership. The number of women with the training and abilities to break into the industry and move into leadership roles is significantly lower, since they have unequal access to education in sectors that are often dominated by men, including STEM. This is in line with the research by Poltera, (2019) who noted that it will be a challenging task to put more women in positions of leadership without promoting adequate skills. Despite the adequacy of education discussed earlier, and the fact that the respondents when asked their pulling factors in assuming leadership roles, they pointed out skills as one of them, more work must continue throughout careers in the industry to strengthen the ability of women to lead.

On legal barriers or poor implementation of legislation that promotes gender equality, the majority of the participants indicated that this does not affect their leadership capabilities. This may be due to the fact in addition to being enshrined in the Constitution, gender equality is protected and promoted by South Africa's Promotion of Equality and Prevention of Unfair Discrimination Act of 2000, Employment Equity Act of 1998, Criminal Law (Sexual Offences and Related Matters) Act of 2007, and Domestic Violence Act of 1998, among others. According to the Commonwealth discussion paper by Hinds (2017), there is growing numbers of governments and businesses taking decisive steps to increase women's representation in leadership positions, including through legislation, regulatory reform, governance reform and other initiatives in South Africa. Other initiatives include raising awareness of gender bias and empowering women through empowerment programmes. Positive action measures are slowly but steadily making a difference in some nations (Dryding, 2021), when it comes to increasing the proportion of women in political leadership and positions in commercial and public boards of directors.

From the research findings, there is no sufficient evidence to support the factors associated with leadership positions not appealing to women. We can conclude that it does not in any way hinder woman to unlock their full potential, just the same as the factors that are associated with the constant stereotype encounter that "women are more emotional and less decisive than men". We can conclude that there is insignificant agreement that there are factors associated with the constant stereotype encounter.

The factors associated with women lacking adequate education was not supported by the research findings. Educational opportunities are essential for a country's development, as well as for its citizens' personal growth and development. According to the Commission for Gender Equality in South Africa (2018), more girls than boys are now graduating from secondary school and enrolling in institutions of higher learning. This is in line with Afrobarometer findings, South African men and women are about equally likely to have completed secondary school (62% of men, 63% of women), as well as some form of post-secondary education (21% and 20%, respectively). For this, education adequacy is not a factor that inhibits women from unlocking their full potential.

Absence of enabling environment, as it is linked to the legislative factor and inadequate education, is not supported by the research findings. This is because the respondents felt that the South African environment has an enabling environment. Again, the factors associated with socio-cultural beliefs were not supported by the research findings.

From the findings about the factors and challenges that affect women in the Petroleum industry in South Africa, what is common among the responses is the importance of inner strength and embracing the complexity and diversity of women in leadership; the pressing need for more data and theoretical research on the topic to build and further understanding and evidence.

### **5.3 To explore the lived experiences and perceptions of women in executive positions in the Petroleum industry;**

This research objective sought to unpack the lived experiences and perceptions of women in executive positions. The qualitative results gave insights on how women value themselves and their experiences in executive positions. This was analyzed to answer the research question on what are the lived experiences and perceptions of women in all levels of leadership positions in the petroleum industry. From the discussions with the participants, they indicated that they were hard working women. The participants noted that they were capable, confident, proud, independent and intelligent women. A study that was done in Ghana by Gyan (2013) investigated the contribution of women in the oil industry, the opportunities available to them, as well as the barriers that prevent them from achieving higher levels in the industry. Aligning with Gyan's findings, this study showed that a

number of factors: structural, social and personal, prevent women from working in the oil industry. The study also concluded that there are several opportunities for women in the oil industry and that women's subordinate roles in the oil industry are driven by deeply held beliefs, stereotypes and perceptions of women in general that do not necessarily lend themselves to discouragement through rational arguments.

### **5.3.1 Meaning of Leadership to women in the Petroleum Industry**

The common themes that emerged from the qualitative results on how women view leadership to be are illustrated in Figure 5.4.



**Figure 0.4: Participants’ perception of Leadership**  
 Source (Author, 2021)

The results of the study support the findings of other researchers (Zenger & Folkman 2020, Taylor 2020) who established women leaders as distinct from their male counterparts in management style, in that women leaders tend to be more concerned with consensus building, participation and caring. Women are often more eager than men to share power and knowledge, to empower staff, and are also concerned about the feelings of their subordinates. This form of leadership has been also shown to be highly effective (Radu et al.,2017), it is also considered as interactive and emotional leadership. Culturally varied work force demands more interactive and collaborative coordination. Looking at the external parties like clients of a corporation, this caring and flexible management style serves customers better than the traditional techniques. This is because women feel that leadership is all about serving others, uplifting them and sharing knowledge with them, a sharp contrast with men who view leadership as being tough on subordinates (Zenger & Folkman, 2020). Women feel that being a leader starts by commitment and motivating others whilst empowering those you lead.

### 5.3.2 Factors that motivated women to apply for the leadership

Through the qualitative analysis, the question on what were the motivating factors that made participants apply for the leadership positions, the majority of them believed that education was the motivating factor because they had qualifications and experience, followed by those who said money or salary was the motivating factor. A few of the respondents pointed that the leadership position was in their career path and personal growth, respectively. Table 5.1 illustrates the findings:

**Table 0.1: Motivating factors for women to lead**

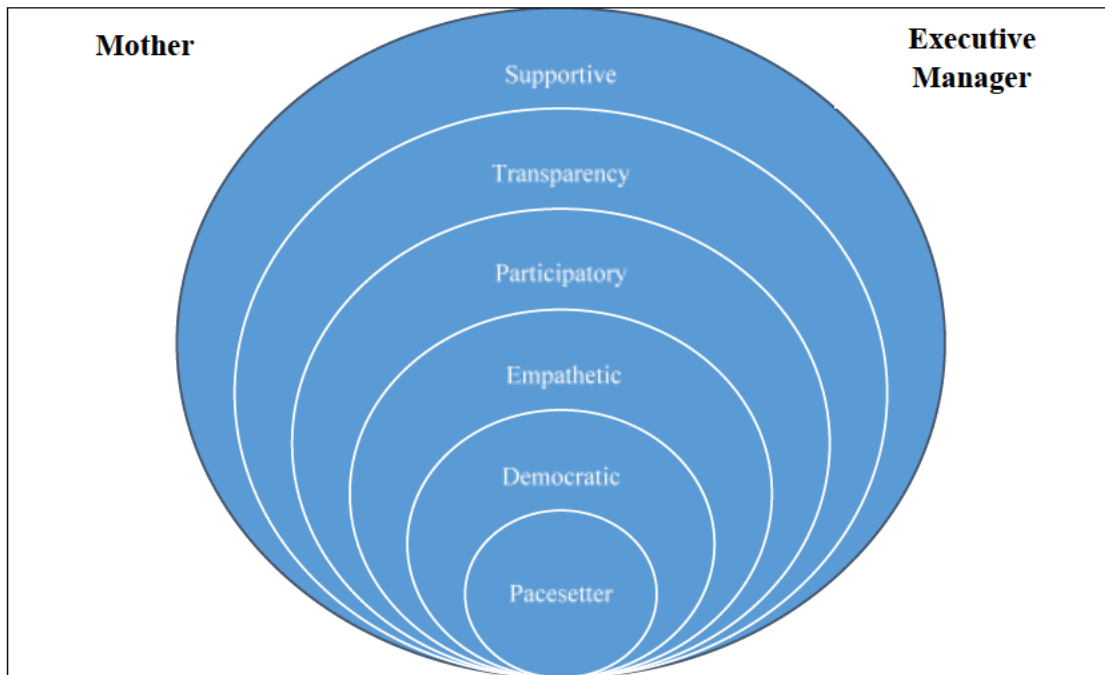
Motivating factor	Explanation
Career goals	The need to fulfill career goals by some women was cited as a factor that they ended up as leaders in the petroleum industry.
Education	This is the highest common factor for women to apply for leadership positions. This matches the result that lacking adequate education was not supported by the research findings to be a factor that hinder women to lead. Educational opportunities are essential for a country's development as well as for its citizens' personal growth and development. According to the Commission for Gender Equality in South Africa (2018), more girls than boys are now graduating from secondary school and enrolling in institutions of higher learning. This is in line with Afrobarometer findings, South African men and women are about equally likely to have completed secondary school (62 percent men, 63 percent women), as well as some form of post-secondary education (21 percent and 20 percent, respectively). For this education adequacy actually a pulling factor rather than a challenge that affects women in unlocking their full potential.

Growth and development	<p>Respondents also indicated that their leadership roles were as a result of wanting to grow and develop themselves. Though this may appear as a good thing, it can negatively affect the performance of these women as they will not be motivated to do better when they view their position as an achievement.</p>
Financial reasons	<p>One of the pulling factors for assuming leadership roles was for financial gains. This may not be a good reason to be motivated into leadership. When people pursue a leadership position in order to get money, they tend to forget that it also carries with it the responsibility of being accountable (Mortensen et al., 2014). This implies that simply holding the title is not sufficient. They must also carry out the additional obligations assigned to them. Because of financial incentives, a leader will only perform at an extremely low level, and excellent leaders do not accept anything less than their absolute best.</p>
Born to be leaders	<p>Some believe that great leaders are born in this manner because they are charismatic, influential and inspiring individuals who are destined to make a positive impact on the world (Hryniewicz &amp; Vianna, 2018). Even though some people are naturally oriented to leadership, just as some people are particularly suited to athleticism or musicality, it is quite possible to develop the characteristics and abilities necessary to be called a leader (Dugan, 2017). “Leaders are not born; they are created,” as the legendary American football coach Vince Lombardi once said of himself. And they are generated in the same manner that anything else is: through dedication and perseverance.”(Dugan, 2017) In that case, this may not be good enough to justify reasons to assume leadership roles.</p>

Looking at these factors, one can conclude that more success will be enjoyed by those who pursue a leadership position for the appropriate reasons like growth and development of themselves and others. This is because in this case, one would view new and tough tasks as opportunities to learn, rather than as a chore that must be completed. Participants were asked whether they did have a mentor, to which the majority mentioned that they did not have. Some even mentioned that they would like have one, as compared to the least participants who said they had mentors. Participants were asked how they balanced their roles of leadership and being a woman or as a mother, to which the majority indicated that they multi-task in order for them to balance work life and being mothers. Other participants mentioned that it is difficult to balance leadership and being mothers, hence, prioritisation was the key in managing both roles. The common themes from the discussions were multi-tasking, meaning you have balance the work and the personal life, have to be responsible, a nurturer both as a leader and the mother, meaning that women ought to work hard to balance work and family life.

#### **5.4 In what way do you think your personal attributes, skills and experiences as a woman and a mother relate to those of you as an executive manager?**

Participants were asked to correlate their experiences, as a mother to their experiences as executive managers Figure 5.5 summarises the major themes. Respondents felt that being supportive, transparent, participative, empathetic, democratic and exhibiting pace setting skills were common in both their motherly and executive roles.

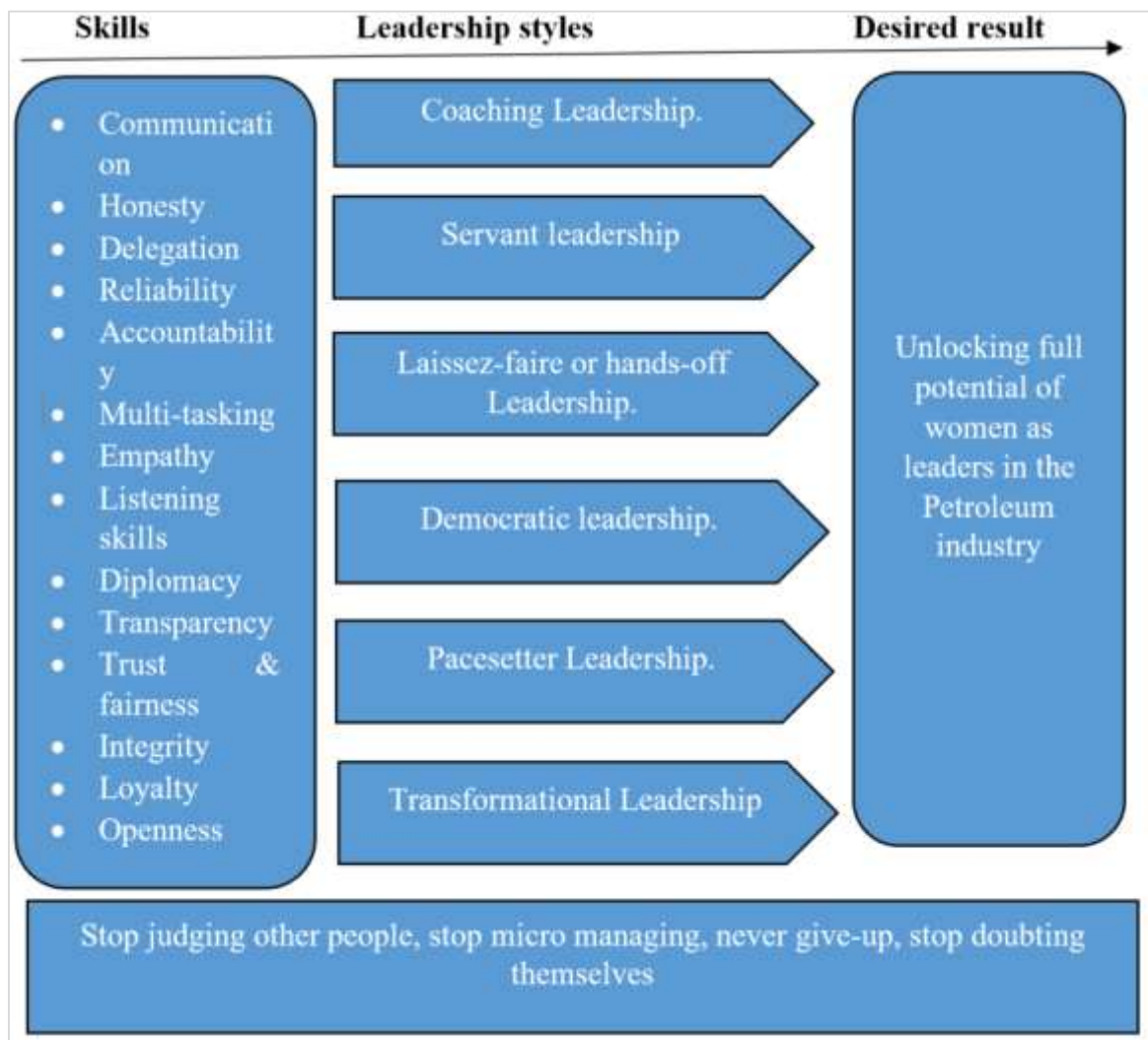


**Figure 0.5: Personal attributes, skills as a mother and an executive manager**  
 Source; Author, 2021

From the research findings, we can conclude that motherhood can be a wonderful training ground for the development of abilities that would be useful in the women’s career later on in life. The findings were also in line with the recent research from Bright Horizons, which found that mothers receive excellent scores from coworkers for diplomacy, talking with coworkers, multitasking and maintaining calm under pressure.

**5.5 What are the work-family interface models and women’s style of leadership that will assist women to unlock their full potential leadership?**

To make recommendations to petroleum industry senior management and government on work-family interface model and women’s style of leadership that would assist women to unlock their full potential in leadership, participants were given ten (10) responses ( Figure 5.6), the six leadership styles that can assist women in leadership.



**Figure 0.6: Work-family interface model and women’s style of leadership**  
Source; Author, 2021

The majority of the participants agreed that they need coaching leadership that would assist them to unlock their full potential in leadership. Corporate leadership coaching for women in their lives and careers has been demonstrated to reduce stress, increase motivation, and improve coping skills, helping them to perform better when dealing with work and home duties at the same time.

Barsh and Yee (2016) noted that coaching female leaders helps to enhance their careers at all levels, so that they develop good skills that constitute the complete model as illustrated by Figure 5.6. Coaching women CEOs, according to Forbes, can help them achieve greater

self-awareness, better manage company politics, and overcome the limiting beliefs that come with being a female leader in the workplace. This is in line with the proposed skills on the proposed model which include multi-tasking, listening skills and diplomacy. Again, coaching has the potential to increase the number of females at the management level ( Barsh & Yee ,2016). Finally, according to research, coaching has been demonstrated to boost the performance, satisfaction, and well-being of women in the workplace, especially when women are put to higher scrutiny at the top levels of an organization.

Servant leadership and Laissez-faire or hands-off leadership are the other two styles that the majority of the participants indicated that they are necessary in unlocking their full potential as leaders in the petroleum industry. The majority of the participants were neutral that they need democratic leadership, while others indicated that democratic leadership would assist them to unlock their full potential in leadership.

Pacesetter and transformational leadership were also found to be necessary, as the majority of the participant strongly agreed that they needed pacesetter leadership to assist them to unlock their full potential in leadership. The majority of the participants also agreed that they needed transformational leadership. There is therefore a statistically significant agreement that participants need transformational leadership to assist them to unlock their full potential in leadership.

## **5.6 Chapter summary**

This chapter detailed the findings of a study that investigated the challenges and factors that affect women in unlocking their full potential in leading in the petroleum industry. The study also addressed the subject of whether women's skills, perceptions and experiences as mothers can be compared to their perceptions and skills as executive managers. The work-family interface model and women's style of leadership that would assist women to unlock their full potential leadership, was discovered in order to unlock female leadership full potential.

In this qualitative study, respondents' perspectives summarized for coding purposes, resulting in the establishment of categories from which themes might be developed. Women being more cautious about risk taking, men playing games, work-life balance,

perception that the industry is male dominated, the “boys club” world, “most people in the room being men”, women lacking confidence in themselves, are some of the challenges faced by women in leadership within petroleum industry. Women choosing to stay in the background due to cultural and historical stereotypes are also part of the challenges. The research also found that the most important factors that affect women’s leadership were typically religious factors, domestic responsibilities, lack of adequate skills and lack of confidence.

The impact of women's leadership on organizational success was then explored, which resulted in the identification of a number of female leadership strengths that may be exploited to accelerate the organizational objectives. Women were more likely to have strong interpersonal skills than men, which were critical for building cohesive business teams. Concern for others was seen as ingrained in ethical leadership that sought to serve others rather than seek personal benefit, a trait that appeared to be more frequent in female leaders.

A number of factors, including career goals, natural leadership, education, growth and development, as well as financial reasons, were unveiled to be some of the pulling factors for women to lead. All these were useful, together with how women perceived leadership in understating how women potential can be unlocked. The final chapter summarizes key findings in relation to the study's questions, draws main conclusions, and makes recommendations for actions that should be taken to address the problem identified during the research.

## **CHAPTER 6 CONCLUSIONS AND RECOMMENDATIONS**

### **6.0 Introduction**

The aim of the chapter is to draw conclusions from the study, based on the findings from the research and informed by the comprehensive review of the literature. This chapter discusses the research's shortcomings, as well as the potential research directions. The ramifications of these findings are examined in connection to the challenges and circumstances that women leaders face. The findings are also explored in order to understand how women's experiences and skills as mothers correspond with the required management skills, and how these, when combined with an appropriate leadership style, can help women realize their full potential. As a result, this research makes a major and novel contribution not only to the body of knowledge, but also to practice in terms of developing women leaders to overcome the problems they encounter. This chapter presents the study findings' conclusions and recommendations, as well as proposals for further research.

### **6.1 The research Summary**

The research summarises the four study objectives which were deliberated in all the previous chapters:

#### **6.1.1 Research Objective One: To identify the challenges faced by women in leadership within petroleum industry.**

To answer the question, "What are the challenges experienced by women in leadership within the petroleum industry?" Ten challenges were postulated, and eight of them were determined to be significantly important to draw conclusions about how women in leadership roles were affected. These issues can be said to be interrelated, since one challenge can be caused by another and so they are all linked. For example, lack of confidence can be created by the "Most people in the room being men" problem.

The study's findings have confirmed that most of the issues are linked with the view of the petroleum business as a male-dominated industry. There was sufficient evidence to support this concept as the main challenge that results in other challenges. Male-dominated industries and occupations make it even more difficult for women to succeed in these domains, as the women

lack confidence in themselves. This challenge should be used to motivate women and make it an opportunity to succeed.

### **6.1.2 To identify the factors that affect woman participation in leadership positions in the petroleum industry**

The second objective entailed investigating the factors that affect woman participation in leadership positions in the petroleum industry. The study revealed that relevant factors are associated with women lacking of confidence in themselves, lack of adequate skills, burden from domestic responsibilities and some religious factors.

One of the major problems mentioned in the study includes the overburdening of domestic obligations. The majority of the participants felt that women are overloaded with domestic obligations and as a result, fail to demonstrate their full potential as leaders at work. This is consistent with previous findings that balancing work and life is difficult for women. Family duties, as stated by Oo et al. (2019).

The research findings did not substantiate the factors linked to women with insufficient education. Educational possibilities are critical for a country's progress, as well as the personal development of its residents. According to the South African Commission for Gender Equality (2018), more girls than boys are currently graduating from secondary school and enrolling in higher education institutions.

There is little evidence to substantiate the factors linked with leadership roles being unappealing to women, according to the conclusions of the study. We can conclude that the stereotype that "women are more emotional and less decisive than men" does not prevent women in leadership roles from realising their full potential, just as other factors connected with the stereotype that "women are more emotional and less decisive than men" do not.

### **6.1.3 To explore the lived experiences and perceptions of women in executive positions in the petroleum industry**

The other purpose of this research was to deconstruct the lived experiences and perspectives of women in executive roles by examining how they see leadership and their experiences as leaders. Participants indicated that they were hard working women. They described themselves as capable , confident , proud leaders, independent and intelligent women. The findings of the

study back up previous research (Zenger & Folkman 2020; Taylor 2020) which found that women leaders differ from their male counterparts in terms of management style, with women leaders being more concerned with consensus building, involvement and caring. Women believe that being a leader begins with dedication and motivating others while also empowering those they lead.

We can also conclude that factors that motivate women to lead are career goals, education, growth and development, financial reasons, while some are just born to be leaders. The majority of the participants said that education was the motivating reason because they had qualifications and experience, followed by those who stated that money or income was the motivating factor. A couple of the responders mentioned how important the leadership position was in their professional and personal development.

Looking at these factors , we can conclude that individuals who want a leadership position for the right reasons, such as their growth and development as well as that of others, will succeed better. This is because new and difficult activities are opportunities to learn from, rather than a chore to be accomplished by these leaders.

#### **6.1.4 TLtLo correlate personal attributes, skills, and experiences of women in relation to the personal attributes, skills and experiences of executive leaders**

Participants were asked to correlate their experiences as mothers, to their experiences as executive managers and major themes included being supportive, transparent, participative, empathetic, democratic and pace setting skills were common in both their roles.

The findings indicated that balancing leadership and being a mother is difficult, and that prioritization is the key to managing the two. Multitasking, which means balancing work and personal life, being responsible, being a nurturer both as a leader and as a mother, and working hard to manage work and family life, were all recurring themes in the conversations.

### **6.1.5 To make recommendations to petroleum industry senior management and government on work-family interface model and women's style of leadership that will assist women to unlock their full potential leadership**

The majority of the participants believed that they required leadership coaching to help them reach their full potential. Corporate leadership coaching has been shown to lower stress, increase motivation, and improve coping abilities in women's lives and careers, allowing them to perform better when juggling work and home responsibilities. Coaching female leaders, according to Barsh and Yee (2016), helps to promote the careers of female leaders at all levels by helping them build effective abilities.

The majority of the participants indicated that servant leadership and laissez-faire leadership are also important in unlocking women's full potential as leaders in the petroleum business. The majority of the participants were undecided on the necessity for democratic leadership, while some thought that democratic leadership would help them reach their full leadership potential.

Pacesetter leadership and transformational leadership were also identified as essential, with the majority of the participants agreeing that they require pacesetter leadership to help them reach their full leadership potential. The majority of participants also felt that they require transformational leadership, with a statistically significant majority agreeing that transformational leadership is required to help them reach their full leadership potential.

According to the research report by Bourke & Dillon (2018), in order to empower more women to reach the highest ranks, there is need to focus on three key areas: early socializing leadership, modelling leadership and building trust through role models and networking, and delivering or enhancing corporate development programs that move more women forward.

## **6.2 Research Findings**

The following recommendations were made based on the study's findings:

- Considering that there are challenges, such as the perception of the petroleum industry as a man dominated industry, the author founds that more effort should be put on promoting women leadership in the petroleum industry through enforcing more measures. Despite the presence of the gender policy on promoting women leadership,

there is need to implement a radical gender inclusive leadership policy in petroleum industry to deal with the male dominant perception in this sector. This can be more effective if the participation of male activists is considered as champions in advancing women's leadership in this industry. If this perception is done with, other challenges will be turned into opportunities.

- Considering the finding that women lack confidence in themselves, it is recommended that industry wide campaigns are done, targeting women. There is need to boost sector women's leadership development programmes to cover issues like emotional intelligence in leadership and how to deal with preconceptions and cultural prejudices.
- Moreover, it was also revealed that male dominance is also another source of challenge to women leadership, this research thus recommends that there is need to promote good governance and ethics committees that will function as watchdogs to ensure gender inclusive leadership in petroleum sector industry. This will deal with, “men playing games”, the “boys club” world, and most people in the room being men and create an ethically balanced system supported by processes that allow for the creation of a monitoring instrument.
- The research findings have shown that the greatest challenge is to deal with women centred problems such as lack of confidence and also women preferring to stay behind. Therefore we recommend that sensitization programs for aspiring women leaders should be implemented through dialogue and other appropriate activities aimed at encouraging active participation in women leadership. This will allow the development of mechanisms to encourage women at all levels also to support other women in the workplace.
- Findings have also shown that women view leadership in a good way such that those in leadership have potential to uplift and encourage other fellow women. This therefore means that if a mentorship program is initiated, specifically in the petroleum industry, to have role model leaders to coach young women. Women in positions of leadership should work to support other women- should pave the way for others to follow in their footsteps, working diligently to dispel negative stereotypes about female leadership. Training and mentoring women leaders is critical for two reasons: it helps them gain confidence and develop a positive relationship with their jobs, which may be two of the barriers that prevent them from achieving leadership positions in the first place.

- Domestic burdens have been noted to be one of the major factors affecting women. Therefore, it is imperative that supportive households, communities and organizations are developed to promote women to reach their full potential. In collaboration with the South African government, the Petroleum industry can promote awareness of social attitudes and values that prevent women from participating in leadership roles.

### **6.3 Future Research Recommendations**

- This study was primarily based on empirical evidence gathered from the petroleum industry, drawing thoughts on the perceptions affecting leadership inequality. Further investigations may also be necessary in other sectors.
- The conclusions made on education and skills as factors affecting women has shown that these two factors are not positively correlated. A further investigation on why education is not a drawback, but lack of skills is a serious factor negatively affecting women leadership. This could be due to the government putting efforts in educating women at young age but not doing enough at later stages in life. This could be that STEM subjects are not being promoted enough, therefore there is need to investigate further.
- A further investigation on factors that affect women leadership roles through looking at what men view as leadership can be useful to understand why men lack confidence in women leading.

### **6.4 Conclusion**

The data presented in chapter 4 played an important role in determining the conclusions of this research. The data was analysed based on the research objectives, and these objectives are fulfilled. Furthermore, the data collected managed to solve the research problem and showed that women are willing to take challenging leadership positions despite them facing various challenges as discussed in chapter 5. Given adequate mentorship and support, women have great potential to succeed in leadership roles as shown in this research.

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Appendix 1: Consent Form

Informed Consent Letter



**UNIVERSITY OF KWAZULU-NATAL**  
**GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP**  
**PhD Researcher**  
**Supervisor: Doctor Mutambara (0745615083)**  
**HSSREC Ethics Office Tel: 031 260 8350/4557/3587**  
**Email: hssrec@ukzn.ac.za**

Dear Participant,

I am, Thandi Ngxongo, a Doctor of Business Administration student, at the Graduate School of Business and Leadership, of the University of KwaZulu-Natal. You are invited to participate in a research project entitled: "Women at the top - Unlocking Full potential of Women in Leadership in the Petroleum Industry." The main aim of this study is to interrogate some of the challenges that are faced by women in leadership, particularly mothers as leaders in the petroleum sector, sampling Engen Petroleum South Africa, with the aim of exploring alternative model that will unlock full potential of women who aspire to climb the ladder, and those that are on top.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this interview.

If you have any questions or concerns about participating in this study, you may contact me or my supervisor at the numbers listed above.

For an interview, it should take about 45 minutes to an hour which I will schedule. I hope you will take the time to participate.

I also request your consent to have this interview recorded. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business and Leadership, UKZN. Please select on the below

AUDIO-RECORDING	YES	NO
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I trust that this is in order and you will take the time to participate.

Sincerely  
Researcher's signature \_\_\_\_\_ Date 18/03/2020  
Thandi Ngxongo (0721744981)

## Appendix 2: Research instruments

### Annexure 1: Research questionnaire

#### SECTION A: BIOGRAPHICAL

Please circle the appropriate answer / number.

1. What is your gender?	Male	Female	Other		
2. What is your race?	Black	White	Indian	Colored	Other (specify)
3. What is your marital status?	Married	Single	Widow	Divorced	Other (specify)
4. What is your Age group?	18 - 25	25-35	35-45	45-55	55 +
5. Level of Education?	Matric	Diploma	Degree	Post grad	Other (elaborate)
6. In your career, which level of leadership are you in?	L1	L2	L3	L4	Other (elaborate)
7. When did you join the company?	0-5 year	5-10 years	10-20 years	20-30years	30years+
8. How many children do you have?	0	1	2	3	3+
9. What is the ages group of your children?	Less than 11years	Teenagers	Above 20years		

**SECTION B:**  
**RESEARCH QUESTION 1 - QUANTITATIVE**  
**What are the challenges faced by women in leadership within petroleum industry?**

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The challenges are associated with the fact that women are held to higher standards than their male counterparts	1	2	3	4	5
2	The challenges are associated with perception related to petroleum industry being male dominated industry	1	2	3	4	5
3	The challenges are associated with Think Manager Think Male (TMTM) syndrome (Gender stereotype)	1	2	3	4	5
4	The challenges are associated with woman managing many roles, business and personal (Work-life balance)	1	2	3	4	5
5	The challenges are associated with playing the game i.e. men have a way of doing things which includes building alliances, sourcing votes before meetings, and preparing their positioning beforehand through golf games etc.	1	2	3	4	5
6	The challenges are associated with women being more cautious about risk taking	1	2	3	4	5
7	The challenges are associated with women choosing to stay in the background, out of the limelight so as not to attract attention	1	2	3	4	5
8	The challenges are associated with woman lacking confidence in themselves and their ability to do anything anyone can do	1	2	3	4	5
9	The challenges are associated with the pressure of being the only one can be overwhelming (most people in the room being men)	1	2	3	4	5
10	The challenges are associated with lack of support structures and being hard to build a support network in a "boys club" world	1	2	3	4	5
Any additional information would you like to add						
.....						
.....						

**SECTION C: RESEARCH QUESTION 2 – QUALITATIVE**

**What are the lived experiences and perceptions of women in all levels of leadership positions in the petroleum industry?**

1. Talk a little about how you view your identity or sense of self—as a human being and as a woman?
2. What does being a woman leader means to you?
3. What motivated you to become a leader?
4. What does being a leader and a woman/mother mean to you?
5. Tell me about your career journey. What were your career goals? Did you always work in petroleum industry and what types of positions have you held until your current role as leader?
6. What factors motivated you to apply for leadership position? What led you to make that choice?
7. Did you, or do you currently, have a mentor? Has this relationship influenced you to seek for leadership position? If so, how?
8. How confident did you feel about applying for leadership position?
9. How do you balance your roles of leadership and being a woman or a mother?
10. Do you feel you had to sacrifice anything personally on your path to leadership? If so, what?

**SECTION D:**

**RESEARCH QUESTION 3 – QUANTITATIVE**

**What are the factors that affect woman participation in leadership positions in the petroleum industry?**

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The factors are associated with woman lacking of confidence in themselves	1	2	3	4	5
2	The factors are associated with legal barriers - poor implementation of legislation that promotes gender equality	1	2	3	4	5
3	The factors are associated with leadership positions not appealing to woman	1	2	3	4	5
4	The factors are associated with the constant stereotype encounter that “women are more emotional and less decisive than men	1	2	3	4	5
5	The factors are associated with women lacking adequate educated	1	2	3	4	5
6	The factors are associated with absence of enabling environment	1	2	3	4	5
7	The factors are associated with socio-cultural beliefs	1	2	3	4	5
8	The factors are associated with overburden of domestic responsibilities	1	2	3	4	5
9	The factors are associated with religious factors	1	2	3	4	5
10	The factors are associated with lack of adequate skill	1	2	3	4	5
Any additional information would you like to add						
.....						
.....						
.....						

**SECTION E:**

**RESEARCH QUESTION 4 – QUALITATIVE**

**In what ways do you think your personal attributes, skills, and experiences as a women and a mother relate to your personal attributes, skills, and experiences as an executive managers?**

1. How would you describe your leadership style as a woman?
2. What attributes, skills, and experiences have made you a successful leader and?
3. What skills, if any, have you learned from being a woman that have assisted you in your role as a leader?
4. What skills, if any, have you learned from being a leaders that have assisted you in your role as a woman/mother?
5. Please talk about the values that are important to your work and your life?
6. Suppose that you had a chance to address other women leaders, what kind of advice would you give them on supporting woman in leadership?
7. In speaking with these same leaders, what would you tell them is the most important thing they can do, or stop doing, in order to support leaders/mothers in leadership positions?
8. As a woman if you had it to do over again, would you still choose to be a leader? Why or why not? Is there anything you would do differently?
9. Can you describe an object that represents your experience as a leader who is also a woman/mother? Could you, please, describe your object's meaning and significance?
10. Any other information you would like to add?

**SECTION F:**

**RESEARCH QUESTION 5 – QUALITATIVE AND QUANTITATIVE**

**What are the work-family interface model and women’s style of leadership that will assist women to unlock their full potential leadership?**

Below are the ten most common styles of leadership, which ones do you believe women can leverage on the most in order unlock their full potential?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Coaching Leadership	1	2	3	4	5
2. Visionary Leadership	1	2	3	4	5
3. Servant Leadership	1	2	3	4	5
4. Autocratic Leadership	1	2	3	4	5
5. Laissez-faire or hands-off Leadership	1	2	3	4	5
6. Democratic Leadership	1	2	3	4	5
7. Pacesetter Leadership	1	2	3	4	5
8. Transformational Leadership	1	2	3	4	5
9. Transactional Leadership	1	2	3	4	5
10. Bureaucratic Leadership	1	2	3	4	5
Please elaborate on your choices above?					

If you were given a chance to design a work-family interface model that will assist women to unlock their full potential leadership, what factors would you consider? I.e. Top 5 step-by-step model of leadership development which incorporates work and family roles that will assist women to unlock their full potential at the top?

Step 1	
Step 2	
Step 3	
Step 4	
Step 5	


**General questions:**

1. Is there anything that I have not asked you that would be important for me to know regarding your experiences or life as a woman and a leader?

2. Do you know of other female leaders that I might interview?

**Thank you for your participation!**

## Appendix 3: Gatekeeper letters

With us you are Number One |  **ENGEN**

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Reg. No. 1566/003754/06  
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www.engen.com

06 September 2019


To whom it may concern

**RE: UKZN PhD/DBA Research clearance**

This letter serves to confirm that Engen Petroleum is supporting Mrs Thandi Nxongo to undertake research titled: "Women at the top - Unlocking Full potential of Women in Leadership in Engen Petroleum."


The results of the study will add value to Engen and Engen will provide support needed for Thandi Nxongo to successfully complete her dissertation.

Kind Regards



Celeste Bennett  
Manager: HR Business Partner

Directors: Y. Bin Hassan\* (Chair Executive Officer/Managing Director), M.A. Adams  
P.N. Gumede (Director / Company Secretary), M.S.A. Hlophe\*, S. Koen, H. Koen, K.M. Luthi\*  
\*S. Makhosini, S. Mkhondo, T. Nkomo, S.P. Nkomo, \*S. Nkomo

member of  
**PETROMAS Group** 



Cape Town  
26 August 2021

To whom it may concern

**RE: UKZN PhD/DBA Research clearance**

This letter serves to confirm that VTTI BCT (Burgan Cape Terminals) is supporting Mrs Thandi Ngxongo to undertake research titled: **"Women at the top - Unlocking Full potential of Women in Leadership in the Petroleum Industry."**

The research involves Thandi Ngxongo the researcher to send a survey to a sample of female leaders in all levels at VTTI BCT to get their view on the topic based on a structured questionnaire. The results of the study will add value to the Petroleum industry to unlock full potential of women in leadership.

If there are questions of clarity, the UKZN Supervisor or ethics office can be contacted using details below:

- Supervisor: Doctor Mutambara: 0745615083
- HSSREC Ethics Office Tel: 031 260 8350/4557/3587
- Email: hssrec@ukzn.ac.za

Kind regards

Pearl Madondo

.....  
Name

.....  
Signature

HSE & Sustainability Manager

.....  
Position



**Shell Downstream South Africa (Pty) Limited**

Twickenham Building  
The Campus  
57 Sloane Street  
Bryanston 2021  
Private Bag X19  
Bryanston 2021  
Tel +27 (0)11 996 7000  
Fax +27 (0)11 996 7777  
Internet <http://www.shell.co.za>

10 May 2020  
To whom it may concern

**RE: UKZN PhD/DBA Research clearance**

This letter serves to confirm that Shell Petroleum is supporting Mrs Thandi Ngxongo to undertake research titled: **"Women at the top - Unlocking Full potential of Women in Leadership in the Petroleum Industry."**

The research involves Thandi Ngxongo the researcher to send a survey to a sample of female leaders in all levels at Shell to get their view on the topic based on a structured questionnaire. The results of the study will add value to the Petroleum Industry to unlock full potential of women in leadership.

If there are questions of clarity, the UKZN Supervisor or ethics office can be contacted using details below:

- Supervisor: Doctor Mutambara: 0745615083
- HSSREC Ethics Office Tel: 031 260 8350/4557/3587
- Email: [hssrec@ukzn.ac.za](mailto:hssrec@ukzn.ac.za)

Kind Regards

Vuyisile Leswa-Nindi  
Name

Signature

Mining Account Manager  
Position

Registration Number (2007/016255/07)

Chairman: H MDCO

Directors: J AIDERSLADE D BUNCH (Bursk) M B MAKHUBEDU S MNCWANGO P SANDERSON (Bursk) J TOLCHARD (Bursk)

A level 1 Certified BBBEE Company

## Appendix 4: Ethical Clearance approval



15 October 2021

Thandi Princess Ngxongo (217035312)  
Grad School Of Bus & Leadership  
Westville Campus

Dear TP Ngxongo,

Protocol reference number: HSSREC/00001151/2020

Project title: Women at the top - Unlocking Full potential of Women in Leadership at Engen Petroleum

Amended title: Women at the top - Unlocking the full potential of women in leadership in the petroleum industries

### Approval Notification – Amendment Application

This letter serves to notify you that your application and request for an amendment received on 10 August 2021 has now been approved as follows:

- Change in title

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form; Title of the Project, Location of the Study must be reviewed and approved through an amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

Best wishes for the successful completion of your research protocol.

Yours faithfully



.....  
Professor Dipane Hlalele (Chair)

/dd

