An assessment of leadership competencies for effective change management in a chemical organisation

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ABSTRACT

Transformational leadership is a style of leadership where a leader works with subordinates to identify needed change, creating a vision to guide the change through inspiration and executing the change in tandem with committed members of a group. It is much more than simply giving assignments and direction. It requires vision, collaboration, planning, and practice. For it to be effective, transformational leadership requires leaders to develop and demonstrate certain competencies and behaviours that contribute to exceptional personal, team and business performance.

The purpose of this research was to investigate leadership competencies required for effective change management now and in the future (three to five years from now) and to answer the following questions: What are the leadership challenges facing the organisation now? Will the current leadership competencies address the current leadership challenges? What are the leadership challenges the organisation is likely to face in the next three to five years' time? Will the current leadership competencies address the future leadership challenges?

A four-point Likert scale questionnaire collected data from 132 participants working at a selected chemical organisation. The questionnaire collected data on leadership competencies required for effective change management, as well as to evaluate perceptions (current and expected observations) regarding current leadership competencies that are associated with effective change management. This was done to determine what leadership competencies are missing in the current leadership team and evaluate challenges facing the organisation today and in the next three to five years.

The results show that the current leadership competencies are positively related to effective change management for the selected chemical organisation now in the three to five years' time, but employees need coaching and development, diversity needs to be managed better as well as customer relationships. The results show that there is a need for leaders in the organisation to develop current and new leadership competencies address the key concerns identified by the employees and be able to manage and retain key skills.

The research results are very important for the higher management of the targeted chemical organisation to implement change initiatives effectively. This study comes to an end with recommendations, limitations and a brief conclusion.

Key words: leadership, competencies, challenges, change, management

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CHAPTER 1

1.1   INTRODUCTION

Leadership is often mistaken by many people as management, and researchers have commented that the two concepts are not the same but complementary (Daft, 2008; Kotter, 1999; Weathersby, 1999). Management is defined by Kotter (1999:1) as "a set of well-known processes (e.g. amongst others, budgeting, planning, problem-solving) which help the organisation to do what it knows how to do well predictably". Weathersby (1999:1) share a similar view by defining management as being more about "controlling". Daft (cited by yshire, 2012:1) further added that the motivation for management is power and profit while the motivation for leadership is people and progress. Leadership is often described by many authors as the creation of a "shared vision (Northouse, 2013; Kotter, 1999, Weathersby, 1999), as being about influence (Maxwell, 1998; Hollander, 1985; Tannenbaum et al. 1961; Zalenik, 1992) and producing useful change (Kearns, 2005; Kotter, 1999; Rost, 1993).

1.1.1   Leadership definition

Leadership is defined as by modern authors as:

- "a formal or informal contextually rooted and goal-influencing process that occurs between a leader and a follower, groups of followers, or institutions" (Antonakis & Day, 2017:5).
- "influencing ideas, meanings, understandings and identities of others within an asymmetrical (unequal) relational context" (Boak, 2017: 293).
- "the ability to influence a group toward the achievement of a vision or set of goals" (Robbins & Judge, 2017:420)
- "the process of interactive influence that occurs when, in a given context, some people accept someone as their leader to achieve common goals" (Silva, 2016:3).

Leaders are often brought into an organisation that is experiencing a crisis or approaching total collapse, to lead the change efforts or manage the change by instituting turn-around strategies to rescue the organisation (Achua & Lussier, 2013:314).

1.1.2   Leadership Theories

According to Van Tassel and Poe-Howfield (2010:65), the need for leaders is crucial in organisations and there is still little clarity about whether leaders are born or made; about

whether leadership is innate or can be learned. Van Tassel and Poe-Howfield (2010:65) commented that a study of leadership should rather be approached in terms of:

- Individual traits or attributes;
- Specific, observable behaviours;
- Properties of a position within an organisation or group;
- Features of a particular situation; and
- The nature of a relationship between the leader and followers within a group or organisation.

Pendleton and Furnham (2012:10) identified five recurring topics that have emerged through time in the study of leadership, namely:

- Leaders – their abilities, personality traits, beliefs and behaviours, values, background and pathology;
- The led (followers) – mutual influence between the leader and followers, their needs and circumstances, the power they invest in a leader and why they do not;
- Power and Influence – influence tactics, how leaders acquire and use power, political tactics;
- The situation – situation effects on leader's behaviour, factors defining favourable situations, antecedents and consequences; and
- Leader emergence vs effectiveness – the route to the leadership of individuals or groups, their effectiveness in office, metrics by which they can be judged.

The study will investigate leadership theories to better understand, predict and control successful leadership (Achua & Lucia, 2013:19).

1.1.3   Change management and leadership challenges

Robbins and DeCenzo (2001:230) define change as "an alteration of an organisation's environment, structure, technology, or people". They further commented that change could be brought about by both external and internal forces, which include, amongst others, new innovative and disruptive technologies and economic changes, which can affect organisations profits. Survival in the competitive global markets will depend on the organisation's ability to respond quickly to changes (Burnes, 2004:244). Change is defined as "making things different" (Robbins & Judge, 2017:644). Planned change is defined as "change activities that are intentional and goal orientated" (Robbins & Judge, 2017:644). The Association for Change Management Professionals (cited by Hoe, 2017:14) defines change

management as "the deliberate set of activities that facilitate and support the success of individual and organisational change and the realization of its intended business results". Nichols (2016:3) listed four basic definitions of change management:

- "The task of managing change (from a reactive or a proactive posture)"
- "An area of professional practice (with considerable variation in competency and skill levels among practitioners)"
- "A body of knowledge (consisting of models, methods, techniques, and other tools)"
- "A control mechanism (consisting of requirements, standards, processes, and procedures)"

According to Clarke (cited by Coetsee, 2013:3), for organisations to grow, they must go through change. The above author further commented that some of the changes implemented to enhance the organisation's competitive advantage while others are more about compliance with regulations. Kurt Lewin (cited by Schermerhorn et al., 2005:364) suggested that for any change effort to be successful, it should be viewed in three phases, namely:

- Unfreezing – this is a managerial responsibility of preparing a situation for change
- Changing – this is the stage where the action is taken to modify a situation by changing things, such as people, tasks, structure, or technology of the organisation.
- Refreezing – this is the final stage designed to maintain the momentum of a change and embed it a part of normal routine.

Some of the activities contributing to effective change management have been summarised by Cummings and Worley (2009:196) as creating a vision, motivating change, developing political support, managing the transition and sustaining momentum. However, not all change management efforts are successful (Beer et al., 1988:158; Gilley et al., 2009:42). Some of the reasons for the failure of change management effort according to John Kotter (cited by Kreitner & Kinicki, 2008:541) are:

- the absence of a sense of urgency;
- the lack of powerful guiding coalition;
- the lack of a compelling vision;
- failure to communicate the vision;
- inability to empower others to act;

- inability to celebrate short-term wins;
- failure to build on accomplishment; and
- inability to institutionalise results.

Transformational change is unpredictive and disruptive; and to implement change management processes successfully, Creasey (2017:1) explored various reasons why organisations should build organisational competencies to cope with changes. These reasons are summarised as follows:

- **Competitive advantage** – how well you manage change in the coming years – and how effectively you build internal change management competencies – will be a primary source of competitive advantage and will differentiate you from others in the future.
- **Failed changes** – building the competency to manage change effectively, throughout the organisation, can be viewed as a cost avoidance measure aimed at minimizing the impacts associated with failed changes.
- **Upcoming changes** – organisations are constantly working to implement new technologies, upgrade systems, improve productivity, cut cost and manage the human capital in the organisation. The number and types of changes on the horizon are another reason why your organisation needs to build the competency to manage change.
- **Consistent application** – this is one of the first steps in building change management competency is the selection and deployment of a common approach, which improves change management efforts throughout the organisation.
- **Personal competency** – Change management competency shows up across the entire organisation and must be managed both from the organisational and the personal perspective.

Senior managers in organisations should, therefore, possess a set of leadership competencies since leadership also evolves through time. Pedler (2010:11) identified 14 key leadership organisational challenges which turn up consistently in research findings and in the leadership literature, namely:

- finding direction and strategy;
- creating a learning organisation;
- new organisational structures;

- powerful teams;

- crafting cultures of innovation;

- fostering diversity and inclusion;

- promoting partnerships;

- improving work processes;

- streamlining;

- encouraging social responsibility;

- mobilizing knowledge;

- leading in networks managing mergers, and

- making a major change.

Pedler (2010:11) also identified core practices /challenges that are fundamental challenges faced by the leadership, which link leaders to the organisational challenges through action. The core challenges are:

- power;

- on purpose;

- living with risk;

- networking;

- facilitation and

- challenging questions.

Pedler's 14 leadership challenges and core practices faced by organisations are summarised by the figure below.

Figure 1.1: 21 challenges of leaders
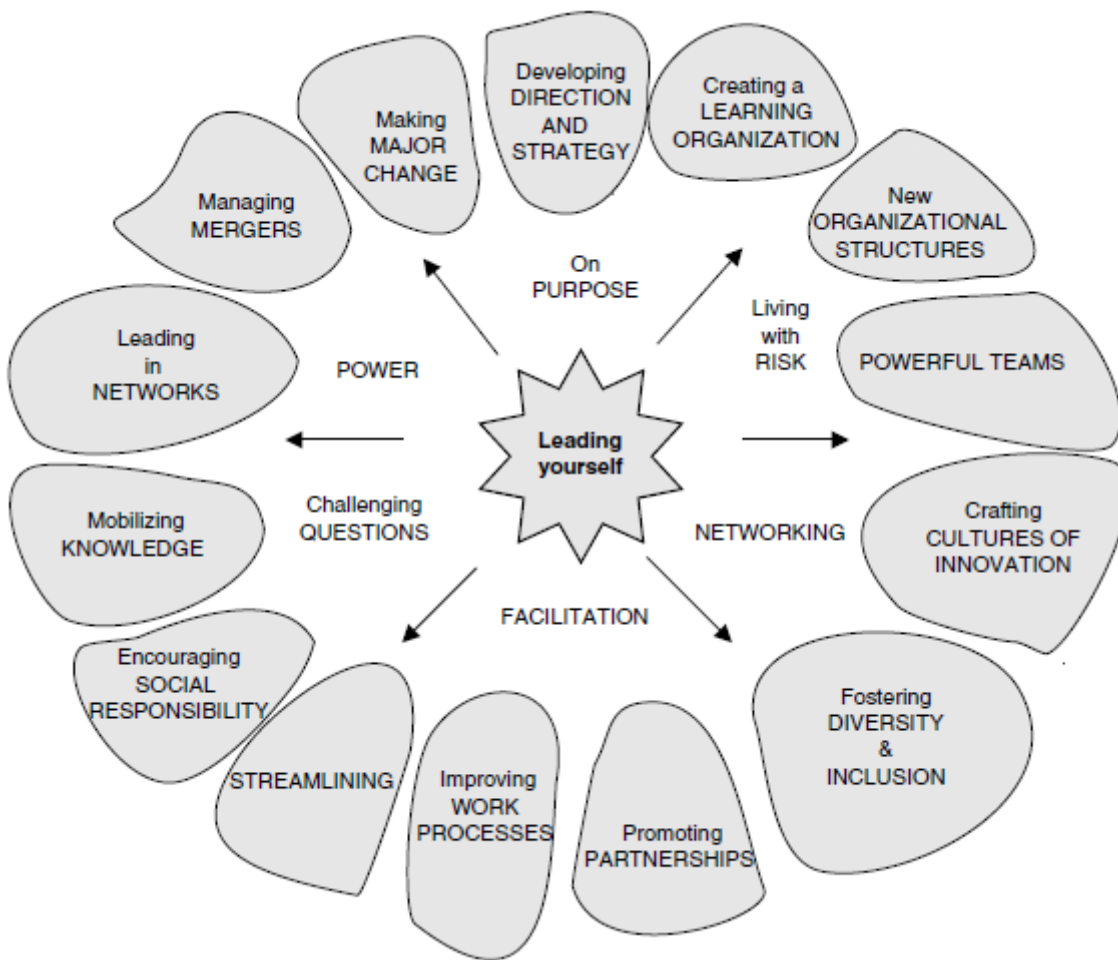
Source: Adapted from Pedler (2010:11)

Kotter (2007:96) observed more than 100 companies which have gone through change management initiatives under different names like total quality management, re-engineering, rightsizing, restructuring, cultural change, and turnaround. Kotter found that only a few of these initiatives were successful, and for those initiatives that failed, one of the reasons was a lack of vision or under-communicating the vision. Beer and Nohria (2000:15) also found that 70% of change initiatives fail because leaders fail to "crack the code of change". From his observations, Kotter (2007:96) concluded that change is not a one-size fit all approach. It is found that change is the responsibility of senior management, who must set a clear vision for the new strategic direction (Cummings & Worley, 2009:509). This was also supported by Coetsee et al. (2013:253), who indicated that during change management, leadership is required to provide the necessary guidance and create a vision for the envisaged change. The new leadership will, therefore, require a new set of *competencies* to be able to cope with change.

1.1.4 Leadership competencies

Perrenoud et al. (cited by Pagon et al., 2008:1) define a competence as "the ability of an individual to use the acquired knowledge in complex situations for successful implementation of a work process". According to Sanghi (2007:8), a competence means "a skill and the standard of performance reached, while competency refers to the behaviour by which the competence is achieved". Bird (cited by Herd, Alagaraja & Cumberland, 2017: 28) stated that a competency is a word most often used to describe "the skills needed by global leaders".

Grewali and Chahar (2013:19) stated that there are four essential competencies for the future leaders, namely: leading people; strategic planning; inspiring commitment and managing change. A study was done by Pagon et al. (2008: 23), also found that for successful change management, the following competencies are relevant, namely: multicultural skills, understanding; innovation and changing the organisation; emotional intelligence and self-control and people skills. Savaneviciene et al. (2014:41) added to literature theory that during economic turmoil, the following leadership competencies are essential, namely: people management; business management and self-management.

Some authors have reported that there is a positive relationship between successful change efforts and leadership competencies (Higgs & Rowland, 2001; Battilana et al., 2010). Unfortunately, Leslie (2015:4) cited a leadership gap as a top concern among management professionals around the world. A survey done by Leslie (2015:5) concluded that today's leaders still lack the skills they need to be effective and identified the top five "current leadership deficit" as inspiring commitment, building collaborative relationships, change management, taking the initiative and leading employees. Gentry et al. (2016:2) recently performed a study in seven countries around the world (China / Hong Kong, Singapore, Spain, Egypt, United Kingdom and the United States) to investigate challenges faced by leaders in those countries. They also reached a similar conclusion and reported that leaders of all seven countries face almost the following leadership challenges, namely: developing managerial effectiveness, inspiring others, developing employees, leading a team, guiding change and managing internal stakeholders.

Results of a survey of 547 managers by Leslie (2015:17) identified six drivers of the leadership skills gap, namely:
- Outdated leadership styles still used in current selection, development and reward practices;
- Resistance from leaders to change their leadership styles;

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- Under-investment in leadership development;
- Different leadership styles required for current business challenges;
- To be innovative requires a democratic leadership style; and
- Lack of interest from employees in leadership development

It is evident from various literature studies that leadership competencies required to implement the change initiatives will not be the same for all organisations. Hence it is the responsibility of senior managers to identify gaps and ensure that their organisation has additional or unique competencies to give them a competitive edge over their competitors. From the studies done, it is summarised that there is still a leadership gap and current leaders should be equipped with a new set of skills or competencies to be prepared for the future. The focus of the study will, therefore, be to assess the leadership competencies of senior managers in the chosen chemical organisation to implement change management processes effectively.

1.2 RATIONALE FOR THE STUDY

Byham, Smith and Paese (cited by Yost & Plunkett, 2009:13) highlighted that psychologists have conducted research to identify traits, behaviours, and competencies that are most strongly related to leadership effectiveness. The above authors found that there is a consistent set of characteristics that affect leadership effectiveness which include a desire to lead, intelligence, drive and energy, openness to new experiences, emotional stability and maturity, self-confidence and a high internal sense of control. The above authors also found that other competencies tend to develop and mature over time, namely: business acumen, strategic thinking, effective team-building, negotiation skills, and the ability to work across organisations. Leslie (2015:1) reported that a study conducted by the Centre for Creative Leadership surveyed 2,239 leaders from organisations in three countries, showed "crucial leadership skills are insufficient for meeting current and future needs". Although literature studies have been done on leadership competencies as well as change leadership, there is still a "leadership deficit" as identified by Leslie (2015:5).

However, there is a need to further research leadership competencies required for successful change management efforts in organisations in future. The study will contribute to the leadership literature as well as assist in the leadership development of current and future leaders in the targeted organisation. The results of the survey will serve as a dipstick regarding the organisation's competencies readiness for dealing with change now and in the future. Gaps identified by the survey may be closed by the targeted organisation through

internal and external leadership development training programs approved by the organisation.

1.3 PROBLEM STATEMENT

A literature review has indicated that many change initiatives fail, because of a lack of leadership competencies (Beer & Nohria, 2000:15) and that change is not a one-size-fits-all approach (Kotter, 2007:96). It is important to identify competencies that are most critical in a changing business environment. The study, therefore, aims to assess the leadership competencies required by current and future leaders, in a chosen organisation, as being critical for success in a changing and competitive global world. Out of the above theory, the following problem statement could be derived: namely, that there is a gap of leadership for effective change management in organisations.

1.4 OBJECTIVES OF THE STUDY

1.4.1 Primary objective

The primary purpose of the survey is to investigate leadership competencies required for effective change management now and in the future (three to five years from now) and to answer the following questions:

- What are the leadership challenges facing the organisation now? Will the current leadership competencies address the current leadership challenges?
- What are the leadership challenges the organisation is likely to face in the next three to five years' time? Will the current leadership competencies address the future leadership challenges?

1.4.2 Secondary objectives

Secondary objectives which have been derived from the primary purpose and research problem for the chemical organisation under study are to:

- Evaluate perceptions (**current observations**) regarding current leadership competencies associated with effective change management;
- Evaluate perceptions (**expected**) regarding current leadership competencies associated with effective change management;
- Determine what leadership competencies are missing in the current leadership team; and

- Evaluate challenges facing the organisation today and in the next three to five years

1.5   SCOPE OF THE STUDY

The scope of this study will be extended to junior, middle and senior management employees in the targeted chemical organisation. The study will focus on leadership, leadership competencies and change management with specific reference to assessing leadership competencies required for effective change management in a chemical organisation currently and in future. The study will be conducted within the selected chemical organisation in South Africa.

1.6   RESEARCH HYPOTHESIS

H1: The current leadership competencies are positively related to effective change management for the selected chemical organisation

H2: The current leadership competencies are positively related to effective change management in the selected chemical organisation in the next three to five years.

1.7   RESEARCH METHODOLOGY

1.7.1   Literature / theoretical study

To understand the leadership competencies required for effective change management as well as components of change management, sources and current research will be used in order to understand the primary research objective and secondary objectives.

The literature review will be conducted using previous journals on similar studies, websites, scholarly journal articles, theses, dissertations and leadership and management books. Databases like EbscoHost, Google Scholar, and electronics search engines were used.

The following topics have been researched:

- Concepts of leadership;
- Concepts of leadership competencies (current and future);
- Concepts of Change management and change management models;
- Concepts of leadership competencies needed to effective change management; and
- Measuring instruments available to identify and assess perceptions of leadership skills and effective change management.

1.8 EMPIRICAL STUDY

The empirical research process for this study includes research design, questionnaire design, research population, data collection, data analysis, and interpretation.

1.8.1 Research design

A quantitative approach in the form of the structured questionnaire was used. Harwell (2011:149) commented that quantitative research methods are beneficial because they can be replicated, research findings can be generalised and the studies are interested in predictions. A quantitative approach according to Page and Meyer (2006:17) focuses on manipulating data numerically. A cross-section design in the form of a questionnaire, which is best suited to address descriptive and predictive functions with the correlational design in examining relationships between variables, was used.

1.8.2 Research instrument design / questionnaire design

Permission was requested from the chemical organisation to undertake the study. The questionnaire was constructed from information obtained from literature study. The questionnaire included biographical characteristics like age, gender, race, level of employment, a period of employment, current position and highest qualifications. Questions were developed to assess current perceptions about leadership competencies to deal with current and future challenges, to be able to manage changes effectively.

A Likert scale was used for respondents to indicate their agreement or disagreement with the given statements. The coding of the Likert scale ranged from 1 to 4, with 1 indicating "strongly disagree" and 4 indicating "strongly agree".

1.8.3 Research population

The total number of the targeted population is estimated to be around 550 at the time of the study and is based on their ability to apply systematic thinking when responding to the questionnaire. The targeted population for the study will be current employees of the targeted chemical organisation (skilled professionals and various management levels).

1.8.4 Data collection

The questionnaire was based on data obtained from the literature review. A discussion was held with senior officials of the targeted chemical organisation to request authority to conduct a survey study of the targeted employees of the chemical organisation, as well as the objectives and importance of the study. Participation in the survey was voluntary. Confidentiality and anonymity of the targeted participants was guaranteed. A hard copy envelope-enclosed questionnaire was physically delivered to the workplace of the targeted

participants by the researcher to ensure confidentiality and was collected after three to five days by the researcher. Feedback was only be given to the interested research participants.

1.8.5 Analysing and interpreting data

The purpose of data analysis is to interpret and obtain meaning for the collected according to Ghauri and Gronnhaug (2002:122). Data will be coded and analysed to form a generalised conclusion. The relationship between perceived leadership competencies and change management will be investigated using statistical analysis. This is a specialised area and was required the assistance of statisticians.

1.9 LIMITATIONS OF THE STUDY

The study only focused on the targeted chemical organisation in South Africa, where questionnaires were distributed and collected. The targeted population are employees of this organisation, and it is the assumption that they will give honest information for this study. The sample size cannot be viewed as being representative of chemical organisations in South Africa. The questionnaire only investigated current leadership competencies in the organisation as well as required future leadership competencies required for effective change management. The respondents are part of the organisation and their personal feelings and emotions towards the change management might also affect the results of the study.

1.10 LAYOUT OF THE STUDY

Chapter 1 – Introduction chapter

This chapter provides an overview of the focus of the study, which is the research problem. It covered the objectives of the study, the scope of the study, research methodology to be used, limitations of the study as well as the layout of the study.

Chapter 2 – Literature review

This chapter consists of the literature review with respect to basic definitions of leadership, leadership challenges, leadership competencies and change management as well as the relationship between management and leadership. Old and recent sources were consulted.

Chapter 3 – Empirical study

This chapter discussed the research methodology used, the study population, data collection method, and data analysis methods used in the study, results, and discussions.

Chapter 4 – Conclusions and recommendations

Conclusions were made based on empirical findings and recommendations were made to ensure sustainable and effective change management in the chemical organisation through

the recommended leadership competencies. The objectives of the study were also evaluated if achieved or not, and if gaps are found, further research recommended for future studies in this field.

Chapter 5 – Summary and conclusion

It can be seen from the above discussion that leadership is important in organisations to identify the correct steps to be taken to lead successful change efforts. Leaders in the organisation should have key leadership competencies that are critical to the organisation to sustain it through changes. Chapter 2 focuses in depth on literature on change management, leadership theories, and leadership competencies.

CHAPTER 2: LITERATURE REVIEW

2.1   INTRODUCTION

The literature review attempted to answers from previous research and assist the study in understanding the research questions. The study will first investigate at the following concepts in order to better understand the research questions:

- Change management – These attempts to identify steps to be taken to lead successful change, to sustain the organisation.
- *The difference between leadership and management*- this will assist in understanding who is a leader and who is not.
- *Leadership Theories* – this will assist to better understand, predict and control successful leadership (Achua & Lucia, 2013:19).

According to Achua and Lucia, 2013:19, there are four major leadership theory classifications, namely:

- The Trait Theories – These attempt to explain distinctive characteristics accounting for effective leadership.
- Behavioural Leadership Theories – These attempts to explain distinctive styles used by effective leaders or to define the nature of their work;
- Contingency Leadership Theories – These attempt to explain the appropriate leadership style based on the leader, followers, and situation;
- Integrative Leadership Theories – These attempt to combine the trait, behavioural, and contingency theories to explain successful, influencing leader-follower relationships. This study will be limited to transformational, transactional and charismatic leadership; and
- Leadership Competencies – These attempts to identify key leadership competencies that are critical to the organisation to sustain it through all the changes.

2.2   CHANGE MANAGEMENT

Leaders are often brought into an organisation that is experiencing a crisis or approaching total collapse, to lead the change efforts or manage the change by instituting turn-around strategies to rescue the organisation (Achua & Lussier, 2013:314). According to Kotter (1996:18), organisations face different challenges or forces; not even one organisation is immune to these forces and the challenge is that most managers and leaders have no

legacy or history to guide them through these forces. Kotter (cited by Yukl, 1999:425) identified forces driving the need for major organisational changes (as illustrated in Figure 1.2 below).

Figure 2.1: Forces driving the need for major organisational change

Source: Adapted from Yukl, 1999:425

Lucy et al, (2016:14-32) performed a Management Agenda survey on challenges faced by organisations in the political and economic environment. Some of the key findings are tabled below:

Table 2.1: Management Agenda 2016

Questions (Private sector)	Results
How is your organisation responding to challenges in the political and economic environment?	Developing new products / service (72%); Implementing new technology (63%); Looking for new markets (63%); Redesigning new processes / systems (59%); Cost spending restrictions (59%).
How do you expect the size of your organisation workforce to change over the next two to three years?	Increase in size (50%); Decrease in size (18%); No change (26%).
What are the main people challenges your organisation is facing now?	Developing appropriate leadership and management styles; Succession planning; Employee engagement and morale; Changing the culture; Managing the people aspects of change; Performance management.
What are the main people challenges your organisation is likely to face in five years' time?	Finding the right employees in the right markets where we do business globally; Retention of key employees; Developing appropriate leadership and management styles; the different needs and expectations of a multi-generational workforce; Changing working practices, for example, technology; Succession planning; Increasing diversity in senior leadership positions.
To what extent do you agree or disagree with the statement 'my organisation has the leadership and management capability to deliver against its strategic objectives'?	Agree (49%); Disagree (26%).
How successful is your organisation at developing and appointing successors to key roles?	Very successful (3%); Successful 50%; not very successful (45%)
What are the top three challenges you face as a leader/manager in your organisation?	Managing change; Maintaining staff morale and engagement; Balancing operational and strategic pressures; Managing workload.
What do you see as the main barriers to managing change effectively?	Lack of leadership to inspire and motivate; Lack of clear accountabilities; Failure to identify quick wins and celebrate successes; Failure to identify and involve key stakeholders; Change fatigue; Absence of supporting people management practices to help embed new ways of working; Lack of understanding about need for and direction of change; Failure to review and learn as change progresses.
What, if any, do you see as the current skills gaps in leadership capability?	Ability to create a learning culture and support the development of employees; Ability to foster innovation and creativity; Setting direction and creating the right conditions to head in that direction; Ability to plan and manage resources; Ability to foster the development of collaborative and partnership working with other organisations; Ability to see the big picture and identify opportunities to add value; Effectively assess risks and seize opportunities.

Source: Lucy et al., 2016:14-32

No company in the world can say it is operating in a stable environment. Change is inevitable as seen from the Management agenda 2016 survey due to challenges and should be planned and managed successfully. Change is defined as "making things different" (Robbin & Judge, 2016:644). Planned change is defined as "change activities that are intentional and goal orientated" (Robbin & Judge, 2016:644). **Change Management** is defined as: Jackson, (2016:17) has cited various models of managing change successfully, and are listed below:

- The Ten Commandments - Kanter, Stein and Jick (1992)
- The Eight-Step Change Management Model – Kotter (1995)
- The Ten Keys Model – Pendlebury, Grouard and Meston (1998)
- The 12 Action Steps – Nadler (1998)
- The Transformation Trajectory – Taffinder (1998)
- The Nine-Phase Change Process Model – Anderson and Anderson (2001)
- The Step-by-Step Change Model – Kirkpatrick (2001)
- The Ten Principles of Coetsee (2002)
- The 12-Step Framework – Mento, Jones and Dirndorfer (2002)
- The RAND's Six Steps – Light (2005)
- The Integrated Model – Leppitt (2006)
- The ADKAR Model of Hiatt (2006),
- The Six Step Model of Cummings and Worley (2009).

A comparison between these change management models has been highlighted by Jackson (2016:22) and can be presented as follows:

- All models describe the phases by which change occurs;
- The models overlap in emphasis on action to implement change which is preceded by a preliminary stage (Unfreezing/diagnosis / initiate the inquiry) and followed by a closing stage (Refreezing/evaluation);
- All emphasise the application of behavioural science knowledge; the involvement of organisational members; and
- All recognize that any interaction between the consultant and an organisation constitute an intervention.

From Lewin's viewpoint, successful change in organisations should only follow three steps, namely: unfreezing the status quo; movement to the desired end state; and refreezing the

new state to make it permanent (Robbins & Judge, 2017: 649). According to this model, change is planned and people are at heart of the change. The model indicates that people are either motivated to change (driving forces) or resistant to change (restraining forces).

Figure 2.2: Lewin's three-step Change Model

Source: Adapted from Robbins & Judge (2017: 469)

The researchers Robbins and Judge (2017:431) argued that the transformational change follows a four-stage process where a transformational leader:

- Challenges the status quo and make a compelling case for change;
- Inspire a shared vision;
- Lead the transition; and
- Implant the change.

Even though there are many models for successful change management, Kotter (1996:16) warned that organisational change efforts fail, and when they do, they result in new strategies not well implemented; acquisitions not achieving expected synergies; re-engineering taking too long and costing too much; downsizing not getting costs under control and quality programs not delivering hoped-for results. He noticed that these failures are caused by eight common errors, namely:

- Allowing too much complacency;
- Failing to create a sufficiently powerful guiding coalition;
- Underestimating the power of vision;
- Under communicating the vision by a factor of 10;
- Permitting obstacles to block the new vision;
- Failing to create short-term wins;
- Declaring victory too soon; and
- Neglecting to anchor changes firmly in the corporate culture.

John Kotter believed that organisational change is the responsibility of leadership, and developed an 8-step change model to address the reason why change initiatives fail (Kotter, 1996:21). For transformations to be successful, Kotter (1996:21) expanded Lewin's model and recommended that an eight steps process, associated with the eight fundamental errors be followed. This eight-step process is for creating major change and is as follows:

- Establishing a sense of urgency
  - *Examining the market and competitive realities*
  - *Identifying and discussing crises, potential crises, or major opportunities*
- Creating the guiding coalition
  - *Putting together a group with enough power to lead the change*
  - *Getting the group to work together as a team*
- Developing a vision and strategy
  - *Creating a vision to help direct the change effort*
  - *Developing strategies for achieving that vision*
- Communicating the change vision
  - *Using every vehicle possible to constantly communicate the new vision and strategies*
  - *Having the guiding coalition role-model the behaviour expected of employees*
- Empowering broad-based action
  - *Getting rid of obstacles*
  - *Changing systems or structures that undermine the change vision*
  - *Encouraging risk taking and non-traditional ideas, activities, and actions*
- Generating short-term wins
  - *Planning for visible improvements, or "wins"*
  - *Creating those wins*
  - *Visibly recognising and rewarding people who made the wins possible*
- Consolidating gains and producing more change
  - *Using increased credibility to change all systems, structures, and policies that do not fit together and do not fit the transformation vision*
  - *Hiring, promoting and developing people who can implement the change vision*
  - *Reinvigorating the process with new projects, themes, and change agents*
- Anchoring new approaches in the culture
  - *Creating better performance through customer – and productivity –orientated behaviour, more and better leadership, and more effective management*

- *Articulating the connections between new behaviours and organisational success*
- *Developing means to ensure leadership development and succession.*

Some of the popular leadership behaviours associated with successful change implementation are listed below (Higgs & Rowland, 2001; Higgs & Wren, 2005):

- Creating a case for change;
- Creating structural change;
- Engaging others;
- Implementing and sustaining changes; and
- Facilitating and developing capability.

Kouzes and Posner (1987:9) did a survey and uncovered fundamental practices or behaviours that enable leaders to get extraordinary things done and listed as follows:

Table 2.2: Fundamental practices that enable leaders to get extraordinary things done.

Practices	Commitments
Challenge the process	Search out challenging opportunities to change; grow; innovate and improve; Experiment; take risks, and learn from the accompanying mistakes
Inspire a shared vision	Envision an uplifting and ennobling future; Enlist other in a common vision by appealing to their values, interests, hopes, and dreams
Enable others to act	Foster collaboration by promoting cooperative goals and building trust; Strengthen people by giving power away, providing choice, developing competence, assigning critical tasks, and offering visible support
Model the way	Set the example by behaving in ways that are consistent with shared values; Achieve small wins that promote consistent progress and build commitment
Encourage the heart	Recognize individual contributions to the success of every project; Celebrate team accomplishments regularly

Source: Adapted from Kouzes and Posner (1987: 9)

Successful change management is guided by Ten Principles according to Jackson (2016: 15), namely:

- Clarify the need for change;
- Involve and obtain commitment of all stakeholders;
- Top management involvement and commitment;
- Diagnose present functioning;

- Establish the result of the change process;
- Change intervention must be directed and assisted;
- Develop a results-orientated strategy for change;
- Align all enabling structures;
- Diagnose and manage resistance to change; and
- Build in reliable feedback mechanisms to monitor, manage and evaluate the change process.

A combination of leadership competencies and leader activities were also found to result in success in organisational change (Wren & Dulewizc, 2005:295). Those competencies include:

- Managing resources;
- Engaging Communication; and
- Empowering.

Higgs and Rowland (2005:9) found that the behaviours of leaders in a change process impacts on the success of a change and grouped those behaviours as follows:

- *Shaping Behaviours* – what leaders say and do, making others accountable, thinking about change and using individual focus.
- *Framing Change* – establishing starting points for change, designing and managing the change journey, and communicating guiding principles.
- *Creating Capacity* – creating individual and organisational capabilities, communicating and creating connections.

2.2.1 Summary of change management

It is clear from the literature review that successful change management requires leaders with certain behaviours to lead the change effort successfully. Organisations overcome the pitfalls of failed change when their leaders recognise the imperative to lead change and manage change, invest in key leaders to develop the skillsets and toolset to be effective leaders of change and drive towards a stronger, more effective, and more prosperous future. (CCL, 2015:7). The question remaining now is "what kind of behaviours and skills should these breed of leaders have?"

2.3 LEADERSHIP VERSUS MANAGEMENT

Leadership and management are terms often viewed and used as the same thing, but they are not. Even the Oxford Dictionary viewed the two concepts as being different from their definition below:

- "Management is defined as "the process of dealing with or controlling things or people" whilst;
- "Leadership is defined as "the action of leading a group of people or an organization".

Robbins and Decenzo (2001: 343) argued that managers are appointed in organisations and their ability to influence is based on formal authority inherent in their positions, while leaders can also be appointed or emerge from within a group. Leaders can influence others to perform beyond the actions dictated by formal authority Robbins and Decenzo (2001: 343). One of the confusing questions asked by researchers is:

- Should all managers be leaders or should all leaders be managers?

Robbins and Decenzo (2001: 343) highlighted that researchers are yet to prove that managers cannot be leaders; hence it is safe to say that managers should ideally be leaders. Practically, not all leaders are managers, nor are all managers' leaders according to Robbins and Decenzo (2001: 343). The above authors pointed out that the issue is that not all leaders are created equal, and cannot have capabilities in other managerial functions, hence leaders have followers and can influence people but it does not necessarily mean that they can plan, organise and control. Zaleznik (1977:67) started the debate on whether managers and leaders are the same. Since then, various authors have debated whether managers and leaders are different (Yukl, 1989; Kotter, 1990; Weathersby, 1999; Macoby, 2000; Buckingham, 2005; Perlof, 2007; Bennis, 2009; Toor, 2011). Even though this debate is far from over Hanold (2014: 23), summarized the three major assumptions as follows:

- Assumption #1: By citing the works of Mangham and Pye, since management and leadership concepts are still impractical, vague and confusing, and there is no clearly distinguishable line between management and leadership, these two concepts are the same.

- *Assumption #2*: Management and leadership are intertwined but distinct on some levels. Leadership is seen by these school of thought as a good or excellent management as well as a function of management.
- *Assumption #3*: Management and leadership are distinct with respect to what they are, how they are conceptualized and the functions they serve.

The leadership guru, Peter Drucker 's definitions also showed a clear distinction between the two concepts by defining them as follows "Management is doing things right; leadership is doing the right things' (Drucker, 2004). Yukl (1989:251) supported the definition of Drucker by adding that managers get people to do things more efficiently, whereas leaders get people to agree about what things should be done. Buckingham (2005:59) noted that the difference between the two concepts was that leadership is outwardly focused, whilst management is internally focused. Leading an organisation is a challenging task which has been evolving for decades. This evolution was precisely predicted by Kotter (1990: 104) in his article when he differentiated management from leadership with the following definitions:

- "Management is about coping with complexity. Its practices and procedures are largely a response to one of the most significant developments of the twentieth century: the emergence of large organisations. Without good management, complex enterprises tend to become chaotic in ways that threaten their very existence. Good management brings a degree of order and consistency to key dimensions like the quality and profitability of products".
- "Leadership, by contrast, is about coping with change. Part of the reason it has become so important in recent years is that the business world has become more competitive and more volatile. The net result is that doing what was done yesterday, or doing it 5% better, is no longer a formula for success. Major changes are more and more necessary to survive and compete effectively in this new environment. More change always demands more leadership."

Managers are the people to whom this management task is assigned, and it is generally thought that they achieve the desired goals through the key functions of planning and budgeting, organizing and staffing, problem-solving and controlling. Leaders, on the other hand, set a direction, align people, motivate and inspire (Kotter, 2001:85). More definitions of management from various authors are listed below:

- Attainment of organisational goals in an effective and efficient manner through planning, organising, staffing, directing and controlling organisational resource (Daft, 1989:35);

- Management consists of the rational assessment of a situation and the systematic selection of goals and purposes; the systematic development of strategies to achieve these goals; the rational design, organisation, direction and control of the activities required to attain the selected purposes; and finally, the motivating and rewarding of people to do the work (Levitt, 1976:73); and

- Managers are individuals who achieve goals through other people. They make decisions, allocate resources, and direct the activities of others to attain goals. Their works consist of planning, organizing, leading and controlling (Robbins & Judge, 2017:44).

More definitions of leadership are listed below:

- A leader is flexible, innovative, inspiring, courageous and independent and at the same time a manager is consulting, analytical, deliberate, and authoritative and stabilizing (Capowski, 1994:10);

- Leadership is an influence relationship among leaders and followers who intend real changes that reflect their shared purpose (Rost, 1993:102);

- Transformational leader is one who motivates employees to do more than it was originally expected (Bass, 1985: 20);

- The only definition of a leader is someone who has followers Peter Drucker (1990);

- Leadership is "a formal or informal contextually rooted and goal-influencing process that occurs between a leader and a follower, groups of followers, or institutions" (Antonakis & Day, 2017: 5);

- Leadership is about "influencing ideas, meanings, understandings and identities of others within an asymmetrical (unequal) relational context" (Boak, 2017: 293); and

- Leadership is "the process of interactive influence that occurs when, in a given context, some people accept someone as their leader to achieve common goals" (Silva, 2016:3).

The difference between management and leadership can be summarized in Table 2.3 below.

Table 2.3: Summary of the trending differences between management and leadership

	Management	Leadership
Status Quo vs Change	Regulates existing system	Seeks opportunities for change
	Accepts status quo	Challenges the status quo
	Works within current paradigms	Creates new paradigms
Mechanistic vs Social	Focuses on how things get done	Focus on what things mean to people
	Makes complex systems work efficiently	Helps people accept and move through change
	Involves telling others what to do	Involves energizing people to take action
	Relies on control	Relies on trust
	Monitors results through methodical means to bridge performance gaps and solve problems	Inspires people to surmount obstacles by satisfying basic human needs
Efficiency vs Vision	Achieves efficiency and effectiveness within the organisation's mission	Creates vision, sells vision, evaluates progress and determines next steps
	Is a function of planning, budgeting, evaluating and facilitating	Is a relationship that is composed of identifying and selecting talent, motivating, coaching and building trust
Present vs Future	Consists of routine and structure that deal with the present	Is orientated towards the future
	Focuses on short-range goals, keeping an eye on the bottom line	Focuses on long-range goals, keeping an eye on the horizon.

Source: Adapted from Hanold (2014:30)

Yukl (2006:5) also observed that nobody has proposed that leadership and management are equivalent, but the degree of overlap is a point of sharp disagreement. Yukl (2006:5) pointed out although the leadership and management are not the similar; the debate is on the degree of overlap. To also clarify the degree of overlap, (Hanold, 2014: 36) summarized the key tasks of functions of management and leadership as shown in Table 2.4 below.

Table 2.4: Summary of Functions of Management and Leadership

Organisational Aspects	Management	Leadership
Realization of mission	Plans and budgets	Creates vision and strategy Establishes organisational culture
Human Relationships	Implements structure by organizing and staffing	Aligns people by communicating the vision Aligns people by influencing creation of teams, coalitions, and partnerships made of people who believe in mission and vision
	Implements structure by delegating responsibility and authority	Aligns people by using informal networks Aligns people by creating and sustaining organisational culture
Processes	Oversees - control and do problem solving Oversees - monitors results	Motivates by appealing to shared values, involving people, supporting efforts and recognizing success

Source: Cited by Hanold (2014:36)

Rosemary Ryan (2007) building on the work of John Kotter (1990) outlined the differences between leadership and management (cited by Bhamani, 2012:17) to develop the table below, which helps to better understand the differences between leadership and management.

Table 2.5: Model of leadership versus management

	Management	Leadership
Direction	Planning and budgeting Keeping an eye on the bottom line	Creating vision and strategy Keeping an eye on the horizon
Alignment	Organising and staffing Directing and controlling Creating boundaries	Creating shared culture and values Helping others grow Reduce boundaries
Relationships	Focusing on objects (producing/selling goods and services) Based on a position of power Acting as boss	Focusing on people – (inspiring and motivating follower) Based on personal power Acting as coach, facilitator, servant
Personal Qualities	Emotional distance Expert mind Talking Conformity Insight into organisation	Emotional connections (Heart) Open Mind (Mindfulness) Listening (Communication) Non-conformity (Courage) Insight into self (Integrity)
Outcomes	Maintain stability	Creates change, often radical change

Source: Adapted from Bhamani (2012:17)

Kotterman (2006:13) pointed out that a well-balanced organisation should have a mix of leaders and managers to succeed. Kotter (1990:26) also pointed out that even though management is different from leadership, if either function is missing, success in the complex and competitive environment will be elusive. In his argument, Kotter (1990:26) commented that "neither is better than, nor a replacement for, the other and that; the real challenge is to combine strong leadership and strong management and use each to balance the other". Leadership definition is better summarised by 5 key elements as per Figure 2.3 below.

Figure 2.3: Leadership definitions

Effective Leaders influence followers

Effective Leaders set clear goals

Effective Leaders has followers

Influence

Organizational Objectives

Leaders-followers

Leadership definitions

Effective Leaders are open to change

Change

People

Leadership is about leading people, and about people as assets

Source: Adapted from Achua and Lussier (2013: 6-7)

In conclusion, with all these differences explored through a literature review, these studies will be based on the position that leadership differs from management. The study will also align with Robbins and Decenzo (2001: 343) that a leader is referred to those people who can influence others and who also possess managerial authority.

2.3.1 Summary of Leadership and Management

Leadership in the study context will be about coping with organisational changes and management is about coping with complexity in a changing organisational environment. Leadership is definitely not the same as management and will be viewed by the study as not better than management or not a replacement of management. The study will view leadership and management as two complementary processes, which are important and necessary in a changing business environment. To summarise the literature review briefly:

- Organisations should, however, not focus on strengthening leadership while ignoring managerial responsibilities.
- Organisations should strive to create a balance between two concepts.

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- Managers should manage complexity by keeping an eye on the bottom line; by focusing internally through adherence to planning and budgets; by having measurable targets or goals; by establishing detailed steps for achieving those targets, and then allocating resources to accomplish those plans.
- Leaders in organisations should keep an eye on the horizon by focusing externally and managing change through the creation of a clear vision and strategies needed to achieve the vision.

The next important question highlighted by the literature reviews: Is leadership only for certain people? This will be explored in the next sub-topic.

2.4   LEADERSHIP THEORIES

2.4.1 Trait Theories of Leadership

The next set of questions to be asked in an attempt to understand leadership is:

- How do we differentiate leaders from non-leaders?
- Are leaders born or made?

This question dominated early leadership research, where researchers looked for one or more traits in individuals who are generally known to be leaders, and the same traits are not visible in non-leaders. Locke (2014:1) once posed this question to executives, "Are leaders born or made?", and from the survey results, the vast majority of executives answered that leaders are made and not born. This means that leadership can be learned or developed. The first systematic way to study leadership in the 20th century focused on what made people "great leaders". These studies identified traits for the "Great Man" theories such as Lincoln, Gandhi and the list goes on (Bass, 1990). But during the mid-20th century, the theory was challenged by Stogdill (1948) that "no consistent set of traits differentiated leaders from non-leaders" (Cited by Locke, 2014:1). Trait theories of leadership are described by Robbins and Decenzo (2001:343) as theories that isolate characteristics that differentiate leaders from non-leaders. This approach was one of the first known attempts to study leadership. Ralph Stogdill (1974) commented that the trait perspective plays a central role in differentiating between leaders and non-leaders or in predicting leader or organisational outcomes (Schermerhorn et al., 2005:241). In short, traits were studied to determine what made certain people great leaders. Schermerhorn et al. (2005:241) noted that at some point in time, studies examining differences between leaders and non-leaders came to a dead end. However, dozens of studies that were done to pinpoint traits of

successful leaders can be summarised by Northouse (2007:18) in Table 2.6 below as follows:

Table 2.6: Summary of Leadership Traits and Characteristics

Stogdill (1948)	Mann (1959)	Stogdill (1974)	Lord, DeVader, and Alliger (1986)	Kirkpatrick and Locke (1991)
Intelligence	Intelligence	Achievement		Drive
Alertness	Masculinity	Persistence		Motivation
Insight	Adjustment	Insight	Intelligence	Integrity / Honesty
Responsibility	Dominance	Initiative	Masculinity	Confidence
Initiative	Extroversion	Self-confidence	Dominance	Cognitive ability
Persistence	Conservatism	Responsibility		Task knowledge
Self-confidence		Cooperativeness		

Source: Adapted from Northouse (2007:18)

The traits that are central to this list on the table above are, Intelligence; Self-confidence, determination Integrity and Sociability (Northouse, 2007:18) and Goleman (1995) added emotional intelligence to the list. According to Kreitner and Kinicki (2008:470), organisations may include personality and trait assessments into their selection and promotion processes; and can also use management development programs to enhance the employees' leadership traits. Some of the commonly used personality tests include Minnesota Multiphasic Personality Inventory or the Myers-Briggs Type indicator and The Leadership Trait Questionnaire (LTQ), which assesses the personal leadership characteristics of Kreitner and Kinicki (2008:470). The trait approach focuses on the leader and excludes the followers, using these tests to select the right people will increase organisational effectiveness, personal awareness, and development. These, in turn, will assist leaders to analyse their traits, allowing them to gain insight into their weaknesses and strengths so that they capitalise on their strengths and rectify their shortcomings.

However, Robins and Decenzo (2001:345) emphasised that traits alone do not sufficiently explain leadership and ignore situational factors. By summarising the traits theory, the study assumes that traits play an important role in leadership effectiveness. By taking personality tests, leaders can gain insight into whether they have traits deemed important for leadership, and what training and development they need to strengthen their leadership position (Northouse, 2013:32).

2.4.2 Behavioural Style Theory of Leadership

In a search for answers to identifiable leadership behaviours, researchers between 1940 and 1950 started asking the following questions (McShane & Von Glinow; 2010:364):

- Should leaders be task orientated or people-orientated?
- What is unique in the behaviour of effective leaders?
- Are there identifiable leadership behaviours?

These were difficult questions to answer on behavioural perspectives of leadership. Trying to find answers to the question, Schermerhorn et al. (2005:242) highlighted that the behavioural perspective assumes that leadership is central to performance and other outcomes, considering behaviour instead of underlying traits (mental, physical or social characteristics). Kreitner and Kinicki (2008:471) highlighted that Ohio State University did a similar study to answer the question, and identified two dimensions, namely: *Consideration and initiating.*

- *Consideration behaviour* involves leader behaviours associated with creating mutual trust or respect with followers, whilst
- *Initiating structure* is a leader behaviour that organizes and defines what the group members should be doing to maximise output.

Schermerhorn et al. (2005:242-243) noticed that at the same period of Ohio State University studies, the University of Michigan did a similar study and identified leadership patterns that resulted in effective performance. From their studies, it is highlighted that by the late 1940s, researchers from the University of Michigan started showing more interest in identifying differences between leadership behaviours of effective and ineffective leaders as compared to leadership traits. They identified three critical leadership behaviours: *employee-centered production centred leadership and participative-style leadership.*

From their study, they noted that:

- *Employee-centred leaders (relationship orientated behaviour)* place strong emphasis on their employees' welfare, whilst;
- *Production centred leaders (task-orientated behaviour)* are more concerned with getting the work done; and

- *Participative style leaders* are more concerned with cohesive teams that work together than just individual efforts.

Northouse (2007:69) highlighted that behaviour style approach's purpose is to explain how leaders combine these two behaviours to influence subordinates in the efforts to reach a goal. Other literature studies have also been conducted to investigate these behaviour styles approach and It was initially believed that a high structure, high consideration style would be the best leadership style, but overall results have been mixed (Likert, 1961; Likert, 1967; Mintzberg, 1973; Adair, 1998). However, Kreitner and Kinicki (2008:472) concluded in their studies that effective leaders tend to have supportive or employee-centred relationships with employees, use group rather individual methods of supervision and set high-performance standards. Critics of the behaviour styles theory say the relationship between leaders behavioural styles and performance outcomes are not clear (Yukl, 1994; Bryman, 1992). Kreitner and Kinicki (2008:472-473) summarised the behaviour style approach as follows:

"*Contrary to the traits theory, by analysing and emphasizing behaviour of leaders, which is a learned characteristic, it is clear leaders are not born but made. The styles approach provides a framework for assessing effective leadership, by describing components of the leaders' behaviour and not by telling them how to behave. In some situations, it is appropriate to use task behaviour and use relationship behaviour in other situations. On the other hand, some employees need leaders who provide a lot of guidance, while other employees need nurturing and support*".

Shipper et al. (2007:33) also confirmed that leader behaviours can be systematically improved and developed and there is no one best style of leadership. Northouse (2013:92) cited that there are two most commonly used instruments for assessing leadership styles, namely LBDQ (Stogdill, 1963) and leadership Grid (Blake & McCanse, 1991). These measuring instruments are designed to be completed by the observers and the leaders themselves complete the LOQ (Leader Opinion Questionnaire). The styles approach is used as a model to teach both managers and leaders how to improve their effectiveness and organisational productivity, and it is more of a mirror in answering the question, "how am I doing as a leader?" (Northouse, 2013:86). Once the weaknesses and strengths have been identified through the assessments, Drucker (2004:59) recommends a set of behaviours leaders can focus on to improve their effectiveness, and this is listed below:

- Determine what needs to be done;
- Determine the right thing to do for the welfare of the entire enterprise or organization;
- Develop action plans that specify desired results, probable restraints, future revisions, check-in points, and implications for how one should spend his or her time;
- Take responsibility for decisions;
- Take responsibility for communicating action plans and give people the information they need to get the job done;
- Focus on opportunities rather than problems;
- Run productive meetings;
- Think and say "we" rather than "I"; and
- Listen first, speak last.

According to Drucker (2004:59), the first two practices provide knowledge leaders need, the next four help leaders convert knowledge into effective action, and the last two ensure that the whole organisation feels responsible and accountable.

2.4.3   Situational leadership theories

After failing unanimously to identify one correct type or style of leadership behaviour that makes leaders effective, researchers began exploring answers to the questions:

- How does the situation influence good leadership?
- Which leadership style should be used when you need to make quick decisions?
- When you need team commitment and should leaders be task-orientated or people orientated?

Trait and behavioural perspectives assumed that leadership would have a strong impact on outcomes, but according to House and Aditya (1997:409), the effects of traits are enhanced by the leader's situational contingencies. These situational theories were researched in an attempt to explain the inconsistencies in the findings of behavioural traits and styles, and they proposed that the effectiveness of a particular style of a leader should match the situation at hand, thus challenging the idea of one best style of leadership (Kreitner & Kinicki, 2008:473). The study will investigate some of the situational leadership theories that have been studied, namely:

- Fiedler's Contingency Theory;
- Paul Hersey and Ken Blanchard's Situational Leadership Theory; and
- Robert House's Path-Goal Theory.

2.4.3.1 Fiedler's contingency theory

The contingency theory developed by Fred Fiedler mid-1960 is based on the theory that effective group performance depends on the proper match between the leader's style of interacting with employees and the degree to which the situation gives control and influence to the leader Robbins and Decenzo (2001:351). Fiedler (1964:149) believed that leaders have one dominant or natural leadership style that is resistant to change. A leadership style was earlier described by Ohio and Michigan universities as being either task-motivated or relationship-motivated, and this is also the model that Fiedler used. Northouse (2007:114) highlighted that Fiedler developed the Least Preferred Co-Worker Scale (LPC scale.) to determine an individual's leadership style. According to the LPC scale, the leaders scoring high on this scale are relationship-motivated and those scoring low are task-motivated. The LPC scale is used in the contingency theory to measure the leader's style by having the leader describe a colleague with whom he has difficulty completing a task. Another important concept in Fiedler's contingency theory is situation control, which has three dimensions (Northouse, 2007:115). These three dimensions determine the favourableness of various situations in organisations, and are explained below (Northouse, 2007:115):

- *Leader-member relations (good / poor),* reflect the degree of confidence, trust and respect subordinates have in their leader (or membership support for the leader). This dimension is the most important component of situation control.
- *Task structure (high/low),* is concerned with the degree to which the job assignments of subordinates are structured or unstructured (the leader's task goals, procedures, and guidelines in the group).
- *The position power (strong/weak),* refers to the degree of influence a leader has over power variables like reward, punishment, and hiring.

Figure 2.4: Representation of Fiedler's contingency model

Situational Control	High Control Situations			Moderate Control Situations				Low Control Situations
Leader–member relations	Good	Good	Good	Good	Poor	Poor	Poor	Poor
Task structure	High	High	Low	Low	High	High	Low	Low
Position power	Strong	Weak	Strong	Weak	Strong	Weak	Strong	Weak
Situation	I	II	III	IV	V	VI	VII	VIII

Optimal Leadership Style	Task-Motivated Leadership	Relationship-Motivated Leadership	Task-Motivated Leadership

Source: Adapted from Kreitner & Kinicki (2008:474).

The model above links leadership motivation and situational control where Fiedler suggests that a leader must learn to influence or manipulate the situation to create a match between their leadership style and the amount of control within the situation at hand (Kreitner & Kinicki, 2008:474). They further explained to the model as follows:

- there are eight different leadership situations, representing a unique combination of leader-member relations, task structure, and position power.
- Task-motivated leaders are most effective in high-control situations (I, II and III) and under very low-control situations (VII)
- relationship-motivated leader, are more effective in moderate control situations (IV, V, VI, VII)

Fiedler's competency model has received partial support (Peters, Hartke & Pohlman, 1985; Schriesheim & Neider, 1994) however the LPC scale has received criticism for some of its predictions (Hackman & Wageman, 2007; Vroom & Jaco, 2007). Contingency theory is also criticised for failing to adequately explain what should be done about a leader/situation mismatch in the workplace (Northouse, 2013:135). In summary, Fiedler's Contingency Theory emphasizes the following:

- The importance of both the leader's personality /style and the situation in which that leader operates; leadership effectiveness goes beyond traits and behaviours; leadership is a function of a fit between a leader's style and the situational demands at hand (Northouse, 2013:135).

- Organisations should recruit people whose leadership style fits or match the situation at hand (Avolio, 2007)

Contingency theory, according to Northouse (2013:130) can be used to explain:

- why a person is ineffective in a particular position, even though he is hardworking;

- used to predict whether a person who has worked well in one position in an organisation will be effective if moved to another position in the same organisation.

The study will also assume that leaders are unlikely to be successful in all situations, hence leadership styles should not be a one-size fit all and leaders should modify their styles to fit a situation. The practical implication of Fiedler's contingency theory is that some people will perform at their maximum potential in certain leadership positions and poorly in some areas of leadership.

2.4.3.2 Paul Hersey and Ken Blanchard's situational leadership theory

Situational leadership focuses on followers' readiness (Robbins & Judge, 2017:426), and state that effective leaders vary their style (telling, selling, participating, delegating) with the readiness of the followers (McShane & Von Glinow, 2012:369). Paul Hersey and Ken Blanchard' SLT model (cited by Robbins & Judge, 2017:426), identified four behaviours leaders should choose depending on the readiness of the followers to accomplish a task. According to the model:

- Telling style - If followers are unable and unwilling to do a task, the leader must give clear and specific directions / close supervision;

- Selling style - If followers are unable and willing to do a task, the leader must display a high task orientation to compensate for the followers' lack of ability and high relationship behaviour to them to buy into his desires;

- Participating style - If followers are able and unwilling to do a task, the leader must use a supportive and participative style in order to increase their motivation; and

- Delegating style - If followers are able and willing to do a task, the leader must delegate responsibilities to followers.

Yukl (cited by Northouse, 2013:105) commented that situational leadership is practical and emphasises leader flexibility. However, researchers have not yet fully endorsed this model because of internal ambiguities and inconsistencies in the model itself (Robbins & Judge, 2017: 426). There is, unfortunately, no absolute standard of maturity or readiness and more research is still required to explore are classified as ready and which are not (Goodson et al., 1989:446). Besides all the criticism, Situational Leadership in principle can be used in any organisation and mostly by consultants because it's practical and easy to conceptualise and use (Northouse, 2013:109).

2.4.3.3 Robert House's Path-Goal Theory of Leadership

Robert House's path-goal theory is based on expectancy theory of motivation that relates several leadership styles to a specific employee and situational contingencies (McShane & Von Glinow, 2012:365). This theory states that it is the leader's job to assist followers in attaining their goals and to provide the necessary direction and/or support to ensure that their goals are compatible with the overall objectives of the group or organisation (Robbins and Judge, 2017:427). McShane and Von Glinow, (2012:365) further commented that path-goal theory advocates servant leadership, which is a view that leaders serve followers and not vice-versa and those leaders help employees fulfil their needs and are coaches, stewards, and facilitators of employee performance.

Figure 2.5: Path- goal theory
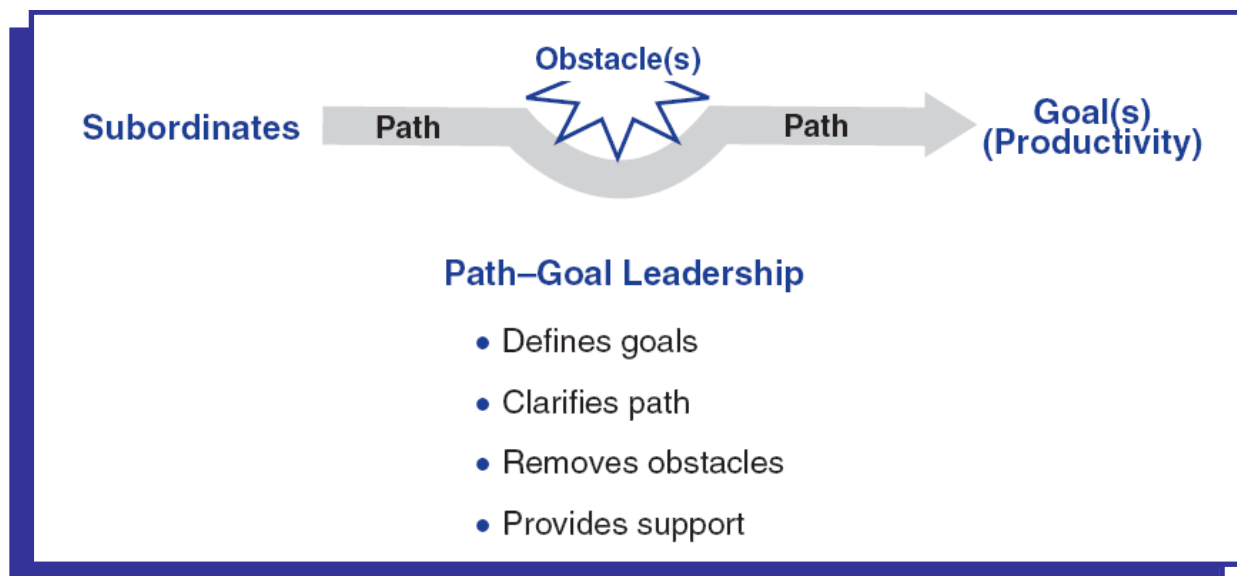
Source: Adapted from Northouse (2013:138)

Figure 2.5 explains how the leader can help followers along the path to their goals by selecting specific behaviours that are best suited to sub-ordinates needs and their working situation. House (1996:324) identified four types of leader behaviours, where the leader can select the appropriate leadership style for a particular situation, namely:

- **Directive**: This is similar to task-orientated leadership. The leaders clarify performance goals. It is most effective when the task is complex and followers are unsure about the task or when there is a lot of uncertainty within the environment and followers are inexperienced.
- **Supportive**: This is similar to people-orientated leadership. The leader is friendly and approachable, makes work pleasant for the followers. It is most effective in situations where the task is simple and followers are experienced.
- **Participative**: The leader allows followers' input in decision-making. It is most effective when the task is complex and followers have lots of experience.
- **Achievement**: The leader sets difficult but achievable goals for the followers, and expects them to perform at their highest level. It is most effective when the task is simple and followers have lots of experience.

Table 2.7 below shows the relationship between the leader's behaviour/leadership style, followers' need and the task they are doing (Northouse, 2013:143).

Table 2.7: Leader's behaviour vs followers' need and the task

Leadership Behaviour	Subordinate Characteristics	Task Characteristics
Directive: Provides guidance and psychological structure	Dogmatic, Authoritarian	Ambiguous, unclear rules, complex
Supportive: Provides nurturance	Unsatisfied, Need affiliation, Need human touch	Repetitive, Unchallenging, Mundane
Participative: Provides involvement	Autonomous, Need for Control; Need for Clarity	Ambiguous, Unclear rules, Unstructured
Achievement Orientated: Provides challenges	High expectations; Need to excel	Ambiguous, Challenging, Complex

Source: Adapted from Northouse (2013:143)

Although Path-Goal Theory provides a theoretical framework for understanding how various leadership behaviours affect subordinates satisfaction and work performance, integrating principle of expectancy theory into leadership, assisting leaders Northouse (2013:145), there is criticism about path-goal theory, that is has received little research support and not all leadership styles in the model has been investigated at all (Schriesheim & Neider, 1996; House & Mitchell, 1974). To apply Path-Goal, a leader must first assess the followers and their tasks, then choose an appropriate leadership style to match those characteristics (Northouse, 2013: 147).

2.4.4 Integrative or Contemporary Theories of leadership

Are leaders made or born? Is it a charisma or something that can be taught? The answers to these questions will definitely vary, showing that leadership is not easy. Nonetheless, leaders should have some essential attributes such as vision, integrity, trust, selflessness, commitment, creative ability, toughness, communication-ability, risk-taking and visibility (Capowski, 1994). Achua and Lussier (2013:303) highlighted that the current work environment is characterised by environmental turbulence, uncertainty, global competition and significant changes politically, socially and economically. They further commented that these factors pose a challenge to organisations to either adapt or perish. However, adaptation requires organisations to do things differently (such as transform internal cultures and structures, develop new technologies or products, eliminate boundaries and inspire followers), and according to Achua and Lussier (2013:303), charismatic and transformational leadership are appropriately suited to these changes.

2.4.4.1 Charismatic Leadership Theory

Charisma is a *Greek* word that means "divinely inspired gift" (Achua & Lussier, 2013:304). Charisma is further defined by Achua and Lussier (2013:305) as a "social construct between the leader and the follower, in which the leader offers a transformative vision or ideal which exceeds the status quo and then convinces followers to accept this course of action not because of its rational likelihood of success, but because of their implicit belief in the extraordinary qualities of the leader". Robbins and Judge (2017:430) quoted Weber's definition of charisma as "a certain quality of an individual personality, by virtue of which he or she is set apart from ordinary people and treated as endowed with supernatural, superhuman, or at least specifically exceptional powers or qualities. These are not accessible to the ordinary person and are regarded as of divine origin or as exemplary, and on the basis of them the individual concerned is treated as a leader". They further explained that in a charismatic leadership theory, followers make attributions of heroic or extraordinary

leadership abilities when they observe certain behaviours. Key Characteristics of a charismatic leader based on Conger and Kanungo (cited by Robbins and Judge (2017:431) are:

- *Vision and articulation* – has a vision which is expressed as an idealized goal that proposes a future better than the status quo;
- *Personal risk* – willingness to take high personal risk, incur high costs and engage in self-sacrifice to achieve the vision;
- *Sensitivity to follower's needs* –Perceptive of others' abilities and responsive to their needs and feelings; and
- *Unconventional behaviour-* engages in behaviours that are perceived as novel and counter to norms.

House and Baetx (1979:399) did a study to investigate the effects of charismatic leaders on followers' motivation, job performance, satisfaction and organisational performance and summarised their findings as follows:

- Inspires trust in the "rightness" of the leader's vision and a strong bond;
- Unconditional acceptance of the leader;
- Increased self-confidence and self-efficacy;
- Acceptance of higher or challenging goals;
- Increase in followers' organisational citizenship behaviour;
- Tendency of followers to assume greater risks;
- Strong loyalty and obedience to the leader;
- Motivation to set or aim for higher goals; and
- Follower desire to align their beliefs, self-concept, cognitions, and values with those of the leader.

Achua and Lussier (2013:309) highlighted that literature studies identified two types of Charismatic leaders, namely:

- *Socialized or Positive Charismatic leader*. This leader possesses an "egalitarian, self-transcendent, and empowering personality and uses charisma for the benefit of others

- *Personalized or Negative Charismatic leader:* This leader possesses a dominant, self-centered, self-aggrandizing and narcissistic personality and uses charisma for self-glorification.

Positive and negative consequences of charismatic leaders are differentiated in terms of their values and personality (Yukl, 2006:259).

Table 2.8: Consequences of charismatic leaders

Personality / Values	Negative Charismatic leader:	Positive Charismatic leader
Power Orientation	Personalized	Socialized
Values	Personalized identification rather than internalization	Internalization rather than Personalized identification
Devotion	To themselves rather than to ideals	To Ideals than to themselves
Influence Process	Use ideological appeals as a means to gain power, and later change the ideology to serve personal objectives	Emphasize internalization rather than Personalized identification
Authority	Centralized on the leader; Dominate and subjugate followers by keeping them weak and dependent on them	Delegated to some extent
Rewards	Rewards and Punishments are used to manipulate and control followers	Used to reinforce behaviour consistent with the mission and objectives
Information	Restricted and used to maintain an image of an infallible leader or exaggerate external threats	Shared Openly
Decision-making	Self-glorification and maintaining power	Encouraged

Source: Adapted from Yukl (2006:259)

Balkundi et al. (2012: 1209) found that the leader's charisma may not be inherent, but rather a product of their social interactions. Robbins and Judge (2017:432) also warned that charismatic leaders have a dark side; they don't necessarily always act in the best interest of their organisations, and they allow their personal goals to override the goals of the organisation. Yukl (2006:259) summarised this dark side of charismatic leadership as follows:

- Being in awe of the leader reduces good suggestions by followers;
- Desire for leader acceptance inhibits criticism by followers;
- Adoration by followers creates delusions of leader infallibility;

- Excessive confidence and optimism blind the leader to real dangers;

- Denial of problems and failures reduces organisational learning;

- Risky, grandiose projects are more likely to fail;

- Taking complete credit for successes alienates some key followers;

- Impulsive, nontraditional behaviour creates enemies as well as believers;

- Dependence on the leader inhibits development of competent successors; and

- Failure to develop successors creates an eventual leadership crisis.

Even though a positive charismatic leader creates an achievement –orientated culture high-performing system and hands-on values-driven organisation (Yukl, 2006:261), some critics argue that charismatic leadership is not a remedy for solving large organisational problems, it is risky; and that charismatic leader shouldn't occupy important positions in private and public sector organisations, because leaders misuse power and the vision remains an empty dream; and many charismatic leaders find it difficult to implement their radical vision within existing organisations and choose an entrepreneurial route (new business, religious order, political party, social movement (Yukl, 2006; Bryman; 1992; Schein, 1992). Finally, most of the descriptive literature studies suggested that for leading change or change management initiatives, a charismatic leader is not necessary, and successful organisation used transformational leadership behaviours (Bennis & Nanus, 1985; Kouzes & Posner, 1987; Yukl, 2006).

2.4.4.2 Transformational Leadership Behaviour

Transformational leadership is one of the current and most popular approaches to leadership researched to date, and is part of "new leadership" paradigm (Bryman, 1992), forms about a third of research (Lowe & Gradener, 2001) and its citation has grown at an increasing rate, not only in management and social psychology, but also in nursing, education, and industrial engineering (Antonakis et al., 2012). In 1978, Burns did a study to find the relationship between the roles of leadership and followership and distinguishes two types of leadership: *transactional leadership* and *transformational leadership* (Northouse, 2013:186). Transactional leadership is defined as:

- "a leadership behaviour that seeks to maintain stability within an organisation through regular economic and social exchanges that achieves specific goals for both leaders and their followers" (Achua & Lussier, 2013:311);

- "leadership where leaders guide or motivate their followers in the direction of established goals by clarifying role and task requirements, while transformational

leaders are leaders who inspire followers to transcend their own self-interests and who are capable of having a profound and extraordinary effect on followers" (Robbins & Judge, 2017:432 -433);

- "leadership that helps organisations achieve their current objectives more efficiently, such as by linking job performance to valued rewards and ensuring that employees have resources needed to get the job done, while transformational leadership is a leadership perspective that explains how leaders change teams or organisations by creating, communicating, and modelling a vision for the organisation or work unit and inspiring employees to strive for that vision" (McShane and Von Glinow, 2012: 371); and

- "managing or doing things right" (Zaleznik, 2004)

Transformational leadership is defined as:

- "a leadership behaviour that seeks to change the status quo by articulating to followers the problems in the current system and a compelling vision of what a new organisation could be'" (Achua & Lussier, 2013:480); and.

- is about leading – changing the organisation's strategies and culture and transformational leaders are change agents, who energise and direct employees to a new set of values and behaviours (McShane & Von Glinow, 2012:371).

Northouse (2013:190) highlighted that in 1985, Bass extended Burns work by giving more attention to followers needs instead of leaders' needs and argued that transformational leadership motivates followers to do more than expected by:

- Raising followers' levels of consciousness about the importance and value of specified and idealized goals;

- Getting followers to transcend their own self-interest for the sake of the team or organisation; and

- Moving followers to address level needs.

These are also highlighted by Bass and Avolio (1990:233) on their model below, showing the additive effect of a transformational leader.

Figure 2.6: The additive effect of transformational leader
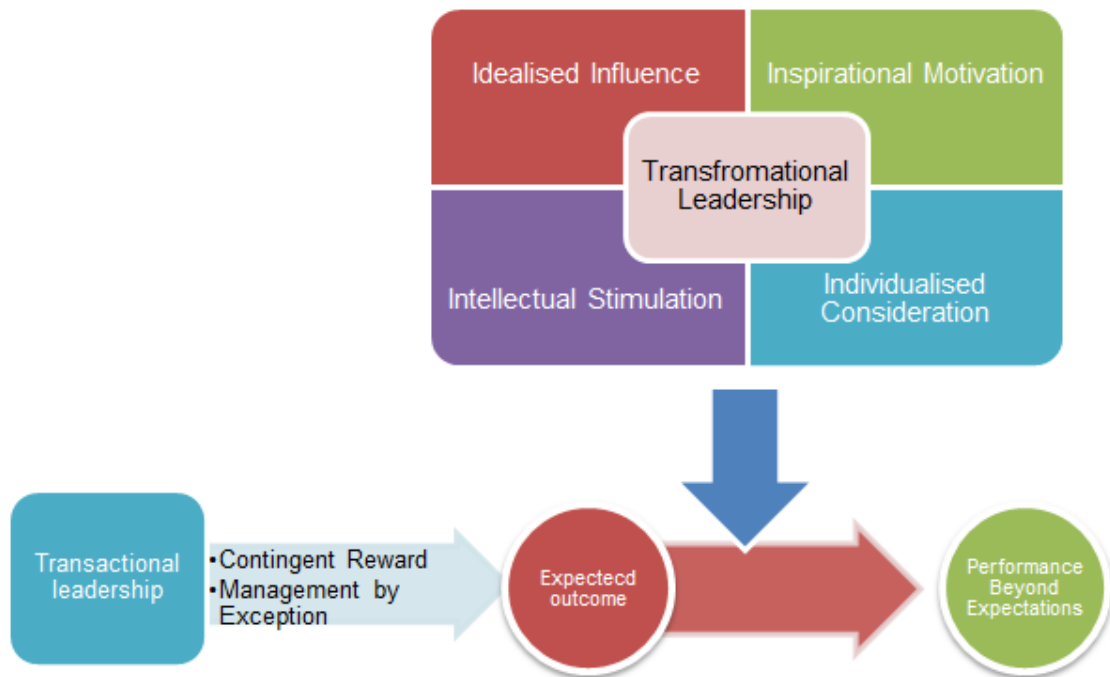
Source: Adapted from Bass and Avolio (1990:233)

Bass (cited by Robbins and Judge, 2017:432) developed a model of transformational and transactional leaders consisting of seven different factors and identified the characteristics of these factors as listed below:

Table 2.9: A model of transformational and transactional leadership

Transformational Leadership	Transactional Leadership	Laissez-faire leadership
Factor 1: *Idealized Influence: Charisma* - Provides vision and sense of mission, instills pride, gains respect and trust	**Factor 5:** *Contingent reward: Constructive transaction -* Construct exchange of rewards for effort, promises rewards for good performance, recognises accomplishments	**Factor 7:** *Laissez-faire Non-transactional* - Abdicates responsibilities, avoids making decisions
Factor 2: *Inspirational motivation* Communicates high expectations, uses symbols to focus efforts, expresses important purposes in simple ways	**Factor 6:** *Management by Exception (Active & Passive): Corrective transaction -* Watches and searches for deviations from rules and standards and takes corrective action; and Intervenes only if standards are not met	
Factor 3: *Intellectual Simulation:* Promotes intelligence, rationality, and careful problem solving		
Factor 4: *Individualised consideration:* Gives personal attention, treats each employee individually, coaches, advice		

Source: Adapted from Robbins and Judge (2017:432)

Various researchers developed models for transformational leaders. A full range of leadership model (Robbins and Judge, 2017:273) was also developed, indicating a wide range of transformational leadership behaviours from active and effective to inactive and ineffective (Figure 2.8 below).

Figure 2.7: A full range of leadership model
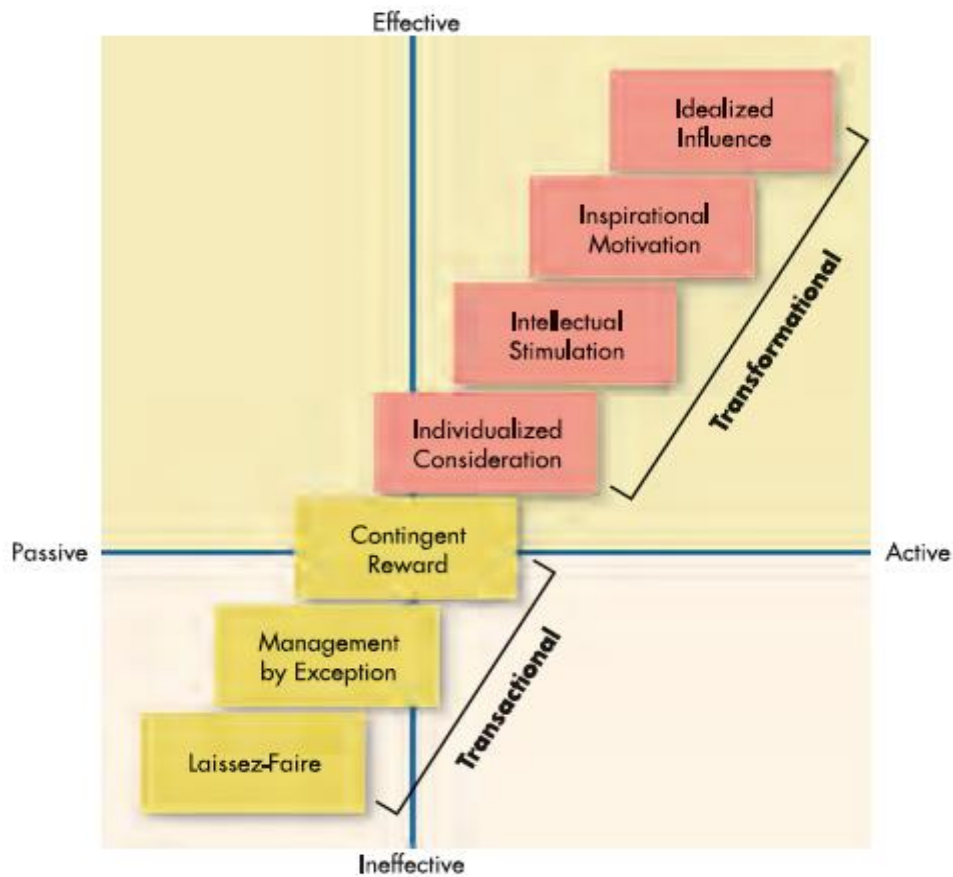
Source: Adapted from Robbins and Judge (2017:273).

Some of the attributes of a transformational leader were also identified by Stone & Patterson (2005:10) and are represented by the table below.

Table 2.10: Attributes of a transformational leader

Leadership Attributes	Functional attributes
Idealized Influence/Charisma	Vision, Trust, Respect, Risk-taking, Integrity and Trust
Inspirational Motivation	Modelling, Commitment to Goals, Communication and Enthusiasm
Intellectual Stimulation	Rationality
Individualized Consideration	Problem-Solving, Personal Attention, Mentoring Listening and Empowering

Source: Adapted from Stone and Patterson (2005:10

When researching transformational and transactional leadership the most frequently used survey is called "the Multifactor Leadership Questionnaire MLQ Form 5X" (Antonakis et al., 2003:262). This questionnaire measures each of the components of the full range of leadership and includes 36 items that are broken down into 9 scales with 4 items measuring each scale (Antonakis et al., 2003:265). The validity of the nine-factor model MLQ model was confirmed using two very large samples (Antonakis et al., 2003:283). Transformational leadership is regarded as an effective form of leadership and positively related to satisfaction, motivation and performance (Yukl, 1999:2285), and provides a broader view of leadership (Bass, 1985, Avolio, 1999). However, critics argue that is it often treated as charismatic leadership (Bryman, 1992; Bass, 1985), and that the 4 I's correlate with each other (Tejada, Scandura & Pillai, 2001), it treats leadership as a trait rather than a behaviour people can learn (Bryman, 1992), has "heroic leadership bias" (Yukl, 1999). In summary, unlike other leadership behaviours, transformational leadership provides leaders with a full range of behaviours as discussed above (from non-transactional to transactional to transformational) and the MLQ test help leaders pinpoint areas of improvement.

2.4.5 Summary of Leadership theories

Leadership theories reviewed for literature can be summarised by the figure below.

Figure 2.8: Summary of leadership theories
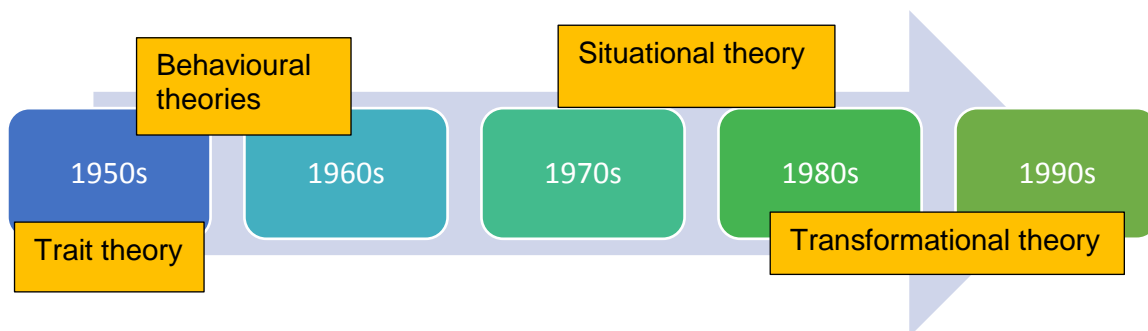
Leadership was considered an art of selected "great men", who were born with a set of leadership traits. The research focused on studying successful people in order to discover common traits amongst them so that future leaders could be discovered through these traits by psychometric testing. Common traits identified by literature are:

- Intelligence;
- Self –confidence;

- Determination;
- Integrity;
- Sociability; and
- Emotional intelligence.

It was later discovered through research that leaders are made, rather than born and that an effective leader indeed has a set of specific traits. This discovery meant that leadership can now be developed rather than being inherent. Researchers began the search for key identifiable behavioural patterns that will result in effective leadership. The findings can be summarised as follows:

- Relationship orientated behaviour
- Task-orientated behaviour

It was however still not clear which behaviour pattern would result in effective leadership consistently. Researchers discovered that leadership effectiveness goes beyond traits and behaviours, and they researched the notion that leadership is a function of a fit between a leaders' style and the situational demands at hand. Researchers then tried to match behaviour with specific situations to find out which one result in effective leadership and their findings were inconclusive. Researchers are tireless people and they continued to investigate the idea that effective leadership is a combination of traits, behaviours and key situations; meaning effective leadership is doing the right things. One of the most researched leadership behaviours which result in effective leadership was found to be transformational leadership (Yukl, 1999; Bass,1985; Avolio, 1999; Northouse, 2013).

Figure 2.9: Transformational leadership

Source: Adapted from Northouse (2013)

A transformational leader has the following qualities (Northouse; 2013:192):

- empowers followers to do what is best for the organisation;
- is a strong role model with high values;
- listens to all viewpoints to develop a spirit of cooperation;
- creates a vision, using people in the organisation; and
- acts as a **change agent** within the organisation by setting an example of how to initiate and implement change.

2.5   LEADERSHIP COMPETENCIES

In order to compete globally and remain competitive, according to Van Velsor et al. (2010:30) organisations constantly adapt and reshape themselves to align with the business strategy. Van Velsor et al. (2010:30) highlighted that these adaptations are sometimes done by adopting strategies that emphasise growth acquisitions, emerging markets, innovation, globalisation or operational efficiency, which require new behaviours, skills or competencies from the leaders. It is from this perspective that a study was proposed to assess the leadership competencies required for leading a change initiative in a chemical organisation. In order to address the leadership implications of organisational change, typical questions asked by Van Velsor et al. (2010:33) are:

"*What leader competences will be particularly important for executing the change strategy? To what degree do the current leaders have these competencies?*"

2.5.1   Competency definition

Competency and competence are two terms which are often used interchangeably. Boyatzis (cited by Crawford, 2005:8) define a competence as "an underlying characteristic of an individual, which is causally related to criterion-referenced effective and/or superior performance in a job or situation". Competence is made up of knowledge, skills, attitudes, and behaviours (Boyatzis, 1982:20). A competency has five characteristics, namely: motives, traits, self-concept, knowledge, and skills (Spencer and Spencer; 1993:11) and encompasses knowledge, skills, attitudes, and behaviours (Boyatzis, 1982:23).

Figure 2.10: Competence Composition
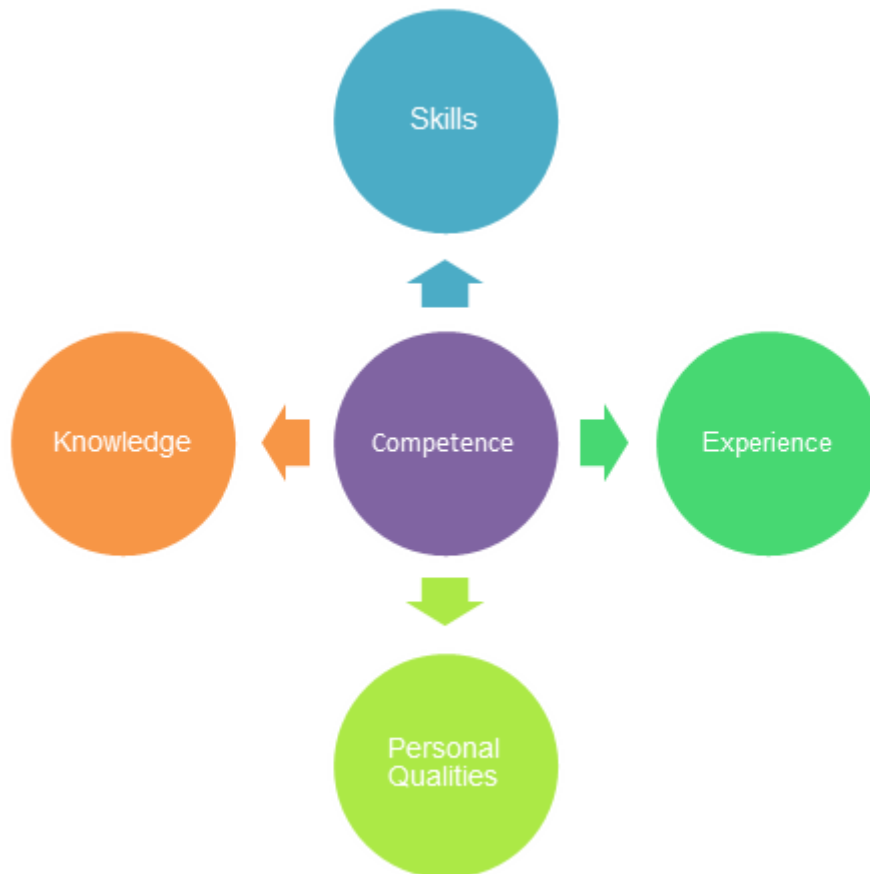
Source: Adapted from Boyatzis (1982)

A competency can be defined as:

- "an underlying characteristic of an individual that is causally related to criterion-referenced and/or superior performance in a job or situation" (Spencer & Spencer, 1993:9);
- as "an underlying characteristic of an individual, which is causally related to effective or superior performance in a job which could be a motive, trait, skill, aspect of one's self-image or social role, or a body of knowledge which he or she uses" (Boyatzis, 1982:20); and
- "a knowledge, skill, ability, or characteristic associated with high performance on a job, such as a problem solving, analytical thinking or leadership" (Mirabile, 1997:75). Competencies are a behavioural approach to emotional, social, and cognitive intelligence and Boyatzis (2007:8) differentiated them into three clusters, namely:

- *Cognitive competencies* (such as systems thinking and pattern recognition) - an ability to think or analyse information and situations that leads to or causes effective or superior performance;

- *Emotional intelligence competencies* (including self-awareness and self-management competencies, such as emotional self-awareness and emotional self-control)- an ability to recognize, understand, and use emotional information about oneself that leads to or causes effective or superior performance; and

- *Social intelligence competencies*, including social awareness and relationship management competencies, such as empathy and teamwork - the ability to recognize, understand and use emotional information about others that leads to or causes effective or superior performance.

A theory of performance is the basis for the concept of competency. Boyatzis (2007:6) used contingency theory where maximum performance occurs when the person's capability or talent (person's talent is described by his or her: values, vision, and personal philosophy; knowledge; competencies; life and career stage; interests; and style) is consistent with the needs of the job demands (job demands described by the role responsibilities and tasks needed to be performed) and the organisational environment (culture and climate; structure and systems; maturity of the industry and strategic positioning within it; and aspects of the economic, political, social, environmental, and religious milieu surrounding the organisation). This is represented by the figure below.

Figure 2.11: Theory of action and job performance best fit
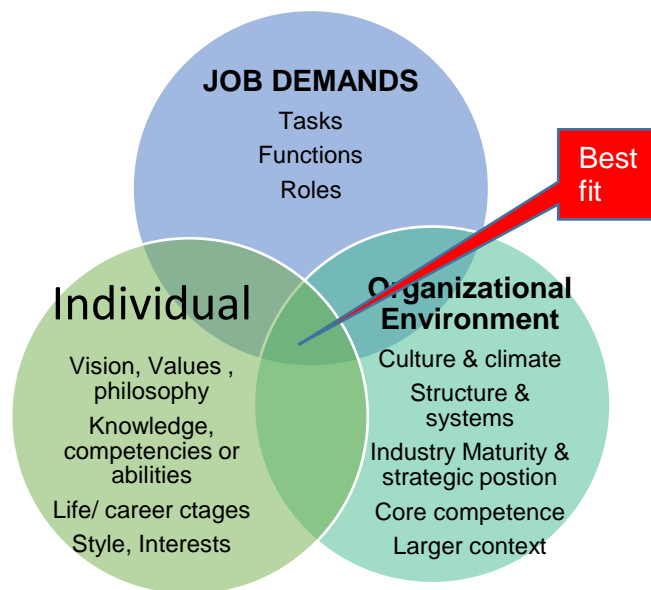
Source: Adapted from Boyatzis (2007:7)

The figure above indicates the area where maximum performance, stimulation, and commitment is the area of maximum overlap or integration (Boyatzis, 2007:7).

2.5.2   Competency Models

In order to assess the need for effective leaders in the organisation, Van Velsor et al. (2010:33) listed three tools: leader competency models, leadership metrics, and forums for regular reviews of leader effectiveness in the organisation. Organisations create leadership competency models or frameworks to describe what effective leadership entails, and these models summarise the knowledge, skills, and perspectives that distinguish superior leadership performance, as well as what needs to be developed in leaders (Van Velsor, et.al., 2010; Lucia and Lepsinger, 1999). According to Van Velsor et al. (2010:33), competency models:

- delineate eight to sixteen competencies that contribute to a leader's effectiveness;
- promote a shared understanding within the organisation of what characterises; effective leaders, in terms of development, what kind of leaders must be developed;
- serve as a benchmark for assessing the performance of leaders; and
- serve as an integrating function in the system.

Spencer and Spencer (1993:4) are developed a competency model that clearly indicates that knowledge and skills competence can be easily developed due to their visibility and surface characteristics, while trait and motive competence are core personalities which are difficult to assess and develop. Attitudes and values can be changed with personality development.

Figure 2.12: Competency Structure
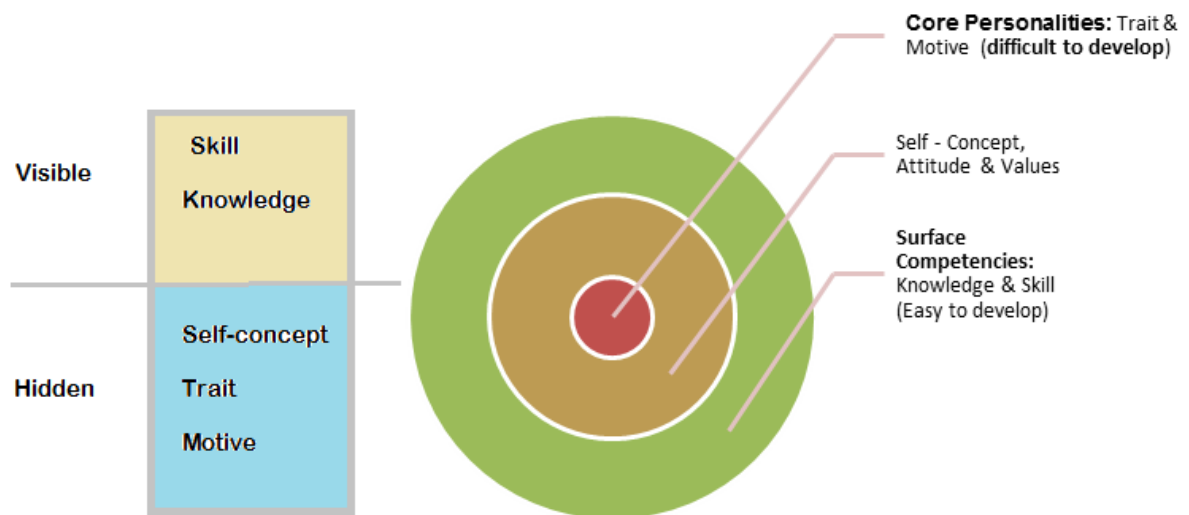
Source: Adapted from Spencer & Spencer (1993)

Spencer and Spencer (cited by Crawford, 2005:9) defined five competency characteristics and mentioned that knowledge (the information a person has in specific content areas) and skill (the ability to perform a certain physical or mental task) are considered to be surface competencies and can be readily developed and assessed through training and experience. Three core personality characteristics, motives, traits, and self-concept, are considered difficult to assess and develop. Crawford (2005:8) developed a competence framework that reconciles the competency model/attribute based and performance-based approaches. The model is explained as follows (Crawford, 2005:9):

"*It provides a basis for identifying and measuring aspects of competence against standards and recognises that competence is not a single measure. Competence can be inferred from attributes, which include knowledge, skills and experience, personality traits, attitudes and behaviours (attribute-based inference of competence). This is represented in the model by knowledge and skills, classified as input and personal competencies. Performance-based*

*inference of competence relies upon demonstrable performance, or use of practices in the workplace in accordance with occupational, professional or organisational. Competency standards are represented in the model as output competencies. Together, the attribute and performance-based inference of competence or input, personal and output competencies, account for the various aspects of competence th*at are addressed in the literature and in a more limited way in standards. *Measurement requires standards against which such measurement can be made".*

Figure 2.13: Integrated model of competence identifying components of the overall construct.
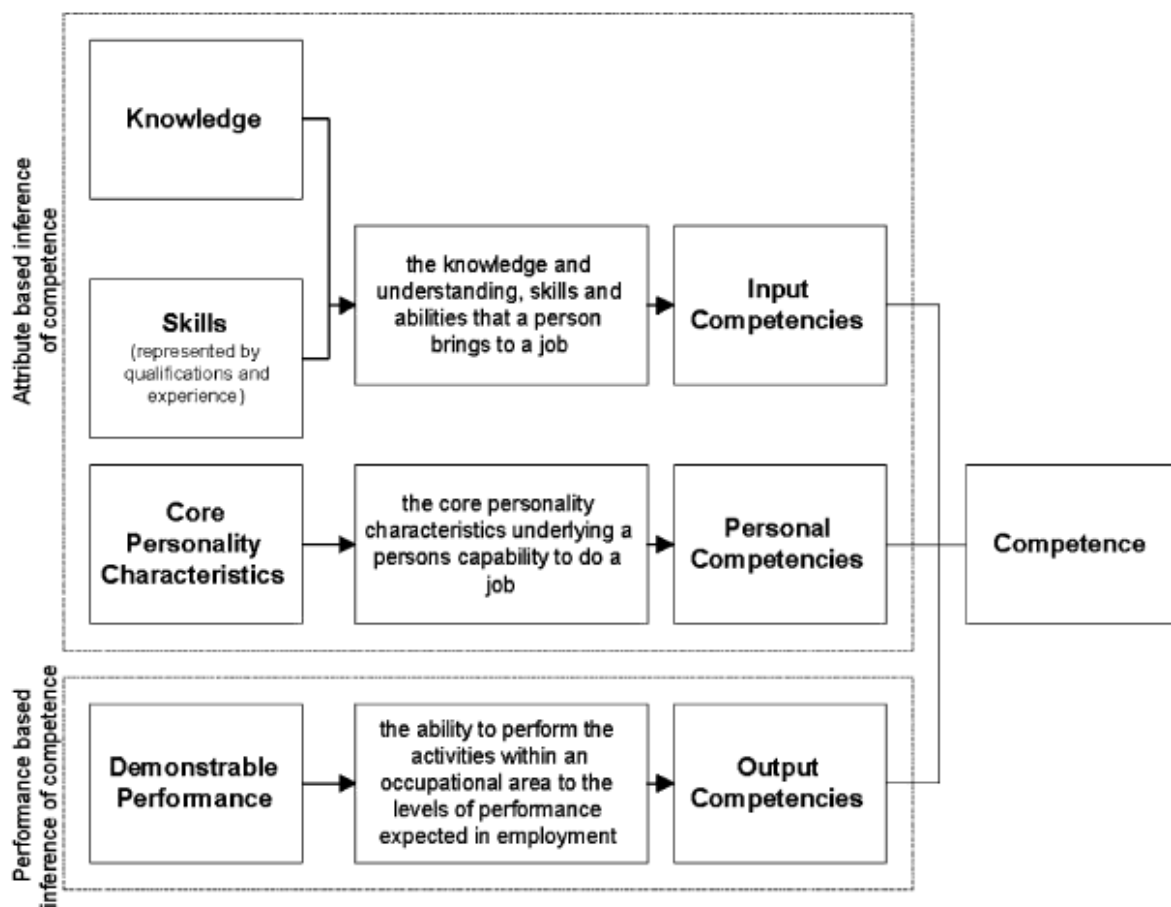
Source: Adapted from Crawford (2005:9)

Van Velsor et al. (2010:14-17) from the Centre for Creative Leadership have identified human capabilities that better enable individuals to carry out leadership tasks of setting direction, gaining commitment, creating alignment, managing own thoughts, feelings and actions (leading oneself) as finally leading the organisation. These capabilities are:

- Leading oneself;
- Self-Awareness;
- Ability to balance conflicting demands;
- Ability to learn;
- Leading values;
- Leading others;
- Ability to build and maintain relationships;
- Ability to build effective work groups;
- Communications skills;
- Ability to develop others;
- Leading the organisations;
- Management skills;
- Ability to think and act strategically;
- Ability to think creatively and lastly, and
- Ability to initiate and implement change.

McShane and Von Glinow (2010:363) listed eight leadership competencies that have been identified by researchers and leads to superior performance.

Table 2.11: Competencies of effective leadership

Leadership Competency	Description
Personality	The leader's higher levels of extroversion (outgoing, talkative, sociable, and assertive) and conscientiousness (careful, dependable, and self-disciplined)
Self-Concept	The leader's self-beliefs and positive self-evaluation about his or her own leadership skills and ability to achieve objectives
Drive	The leader's inner motivation to pursue goals
Integrity	The leader's truthfulness and tendency to translate words into deeds
Leadership Motivation	The leader's need for socialised power to accomplish team or organisational goals
Knowledge of the business	The leader's tacit and explicit knowledge about the company's environment, enabling the leader to make more intuitive decisions.
Cognitive and practical intelligence	The leader's above average cognitive ability to process information and ability to solve real work problems by adapting to, shaping, or selecting appropriate environments
Emotional Intelligence	The leader's ability to monitor his or her own and others emotions, discriminate among them and use the information to guide his or her thoughts and actions

Source: Adapted from McShane and Von Glinow (2010:363)

Tedstone and McWilliams (2008:2) did a review of various Competency Models and then compared them with Schroder's 11 High-Performance Management Competence (HPMC) Model (1989), because it holistically addresses aspects of leadership in general (Strategic, Personal Interaction, Inspiration, and Achievement related behaviours); it has been validated (Hunt 1995; Schroder, 1989). The results of the comparison indicated that highly effective leadership need to include Schroder's HPMC as well as Goleman's Emotional intelligence. Competency models of highly effective leaders cited by Tedstone and McWilliams (2008:2) are:

- Schroder's High-performance Competencies (Schroder,1989);
- Boyatzis' Leadership Competencies (Boyatzis,1982);
- Development Dimensions International's (DDI) Common Executive Level Competencies / dimensions (Byham,2000);
- Yukl's Taxonomy of Leadership of Managerial Practices (Yukl,2002);
- Sydamaalakka's Competence Tree of Leadership Competencies (Sydamaalakka,2003);

- Spencer and Spencer's model for superior performance (Spencer,1993); and
- Emotional intelligence Leadership Competencies (Goleman, 2002)

The Schroder High Performance Leadership Competencies Model is presented as follows (Spangenberg & Theron, 2003:30):

Thinking Capabilities
- Informational Capability (IC) - The breadth of current and future information gathered and exchanged with regards to issues.
- Conceptual Capability (CC) -Linking different kinds of information and ideas to form diagnostic and system-level concepts about a desired future.
- Strategic Capability (SC) - Designing alternative routes to support learning about change and how to reach desired futures

Learning Capabilities
- Developmental Capability (DC) - Providing stretching job opportunities and facilitating the generation of developmental feedback and competence development.
- Interpersonal Learning (IL) - Sharing ideas in a non-evaluative setting to gain an understanding of the "other's" ideas from their viewpoint.
- Cross-Boundary Learning (CBL) - Facilitating dialogue about shared ideas to form higher-level, explanatory team ideas about change.

Inspirational Capabilities
- Purpose Building (PB) - Building commitment to shared purposes which are owned and used by members to initiate new thinking and ideas.
- Confidence Building (CB) - Building a unit/organisation in which members value the reactions of others to their ideas, feel confident that they will succeed and celebrate the successes they achieve.

Action Capabilities
- Proactive Capability (PC) - Reduces organisational constraints and controls on members so they can take broader responsibility and use discretion in putting ideas about direction/change into action.
- Achievement Capability (AC)
  Setting progressive measures of challenging objectives so that members
  can use performance feedback to learn and continuously improve performance.

Effective transformational leaders have the following competencies according to a study done by Tichy and Devanna (1986):

- They are prudent risk-takers;
- They believe in people and are sensitive to their needs;
- They have a set of clear core values which guide their behaviour;
- They are flexible and open to learn from experience;
- They possess strong cognitive skills and believe in disciplined thinking; and
- They are visionaries who trust their intuition.

2.5.3 Leadership competencies of the future

O'Connor and Associates (2011) identified 10 trends and critical leadership competencies that will shape the employment landscape in the next decade. This was compiled from researched reports; government data sources, surveys, books and business leaders, and are as listed:

- Globalisation;
- Corporate Social Responsibility (CSR);
- The Knowledge Economy;
- Skills Shortages;
- Shifting Workforce Demographics;
- Employment to Deployment;
- Agile Working;
- Internet of Things (IoT);
- A Culture of Connectivity; and
- Social Networks

However, CCL researchers asked 148 leaders about a change they successfully navigated in the past 12 to 18 months. The researchers then chose 127 other leaders and asked them about an unsuccessful change effort that they were involved within the same time frame. Through this analysis, 3 competencies repeatedly were seen in successful change initiatives (Bendixen et al., 2017:11):

- Communication;
- Collaboration; and
- Commitment.

O'Connor and Associates (2011) identified the following future competencies as critical for the 2020 leader:

- Collaborative Orientation;
- Developer of people;
- Learning Agility;
- Digitally proficient;
- Global mindset including cultural agility;
- Conscious capitalist / leader;
- Future Focus;
- Adaptability / Change focus;
- Innovative / creative Champion; and
- 360 communicators.

Leadership is not a one-size-fits-all. The organisations must develop competencies that support their strategic intent. In Conclusion, the Centre for creative Leadership (Bendixen et al. 2017:1) recommend that if you are a leader facing complex business challenges that require changes in the way people have always done things, their recommendations in leadings change are:

- *Change yourself.* Leading change successfully means spending time outside of your comfort zone.
- *Don't go it alone.* Leading change is a team activity.
- *Know the signs.* Recognise the early warning signs that indicate an initiative is starting to derail.

2.6   PUTTING IT ALL TOGETHER

Leadership is different to management because management is about doing things right and leadership is doing the right things Drucker (2004). Kotter (1990:104) in his article when he differentiated management from leadership by saying management is about coping with complexity while leadership is about coping with change. From the literature review, organisational structure changes are viewed as "planned change" and it is recommended that these types of change requires transformational leaders, who are also called "change agents", who will create a compelling vision for the future (Northouse, 2013:191). Transformational leaders are change agents and should possess traits, behaviours, skills,

and competencies to be able to understand different situations in order to influence their followers towards that common goal. The organisation under study has identified as a set of leadership competencies that will contribute to superior performance. According to Mumford et al. (2007:154), focusing on leadership competencies will promote better leadership. Society for Human Resource Management (SRHM, 2008:309) stated that, "a competency-based approach to leadership assists organisations to identified essential leadership competencies as well as global competencies. However, future business trends and strategy should drive the development of new leadership competencies and organisations should also define what leadership competencies are distinctive to their operations to create competitive advantage". There are Leadership Competencies which have been identified and adopted by the targeted organisation are listed below (*Source: Obtained from the targeted organisation's intrane*t):

- One Organisational mindset;
- Shaping Business Strategy;
- Business Acumen;
- Customer Focus;
- Driving Accountability & High Performance;
- Fostering teamwork and collaboration;
- Leveraging Diversity and Inclusion;
- Nurturing and Coaching;
- Building Partnerships; and
- Developing Self.

2.6.1 Targeted Organisation Leadership Competency Model

The organisation under study has listed the following leadership competencies:

Table 2.12: Comparisons of leadership competencies

Targeted Organisation – Competencies *(Source: Obtained from the target organisation's intranet)*	MLQ 30 (Beazer and Cameron, 2015:7-8)	HPMC model (Spangenberg & Theron, 2003:30)
One mindset	Managing and implementing change	Purpose Building Competency (PBC)
Shapes Business Strategy	Developing strategy and acting strategically	Conceptual Competency (CC)
Business Acumen	Managing costs and financial performance	
Customer Focus	Managing customer relationships and services	
Drives Accountability & High Performance	Displaying initiative and drive	Proactive Competency (PC)
Fosters teamwork and collaboration	Cultivating teamwork and collaboration	Cross-boundary Learning Competency (CLC)
Leverages Diversity and Inclusion	Managing culture and diversity	Interpersonal Learning Competency (ILC)
Nurtures and Coaches	Coaching and developing people	
Builds Partnerships	Relating and networking	
Develops Self	Learning and developing continuously	Developmental Competency (DC)
		Achievement Competency (AC)
		Confidence Building Competency (CBC)
		Conceptual Flexibility (CF)
		Information Competency (IC)

When the competencies of the targeted organisations are tabled against Multi Leadership Questionnaire and well as the HPMC model, the competencies of the targeted organisations completely aligns with the MLQ Competency Model. It is on this basis that the survey questionnaire will be based on the MLQ 30 questionnaire. The 10 competencies for the targeted organisation will be used to measure the transformational and transactional aspects of leadership. It is important to note the assessment/questionnaire will be measuring perceptions of management and leadership competencies in the targeted chemical organisation.

2.6.2 Leadership Competencies Development

Leaders operating in different levels of the organisation face different challenges and their skills and competencies cannot be the same. The Leadership Development Roadmap developed by Centre for Creative leadership is illustrated below.

Leadership Development Roadmap (CCL, 2016:5) is used to connect the challenges leaders' face daily with the essential skills needed in order to be successful, and were categorised into five levels, namely:

- Leading Self - Individual contributors, professional staff, and emerging leaders
- Leading Others - Leaders of individual contributors
- Leading Managers - Experienced leaders who lead other managers or senior professional staff
- Leading the Function - Senior leaders of organisational functions or divisions
- Leading the Organisation - Top executives leading the enterprise

CCL's Leadership Development Roadmap (CCL, 2016:2) helps to "match the right learning at the right time for each leader, whether it's Leading Self, Leading Others, Leading Managers, Leading the Function, or Leading the Organisation". CCL identified four fundamental leadership competencies, namely: Communication, Self – awareness, Learning Agility, and Influence (CCL, 2016:5).

Table 2.13: Leadership levels, competencies, and challenges.

Leadership Development Pipeline / Levels	Leadership Challenges	Leadership Competencies
Leading Self	• Prepare for management or leadership role • Build a common leadership language within an organisation • Increase personal effectiveness and performance	• Establishing credibility • Leading with purpose • Delivering results • Doing whatever it takes • Interpersonal savvy • Embracing flexibility • Tolerating ambiguity • Understanding one's own values and culture
Leading Others	• Transition from individual performer to leading a team • Build relationships to get work done • Deal effectively with conflict • Solve problems successfully	• Coaching and developing others • Leading team achievement • Building and maintaining relationships • Resolving conflict • Learning to delegate • Innovative problem solving • Embracing change • Adapting to cultural differences
Leading Managers	• Integrate cross-functional perspectives in decisions • Handle complexity • Manage politics • Sell ideas to senior leaders • Select and lead managers for high performance	• Thinking and acting systemically • Managing organisational complexity • Negotiating adeptly • Selecting and developing others • Taking risks • Implementing change • Managing globally dispersed teams • Building resiliency
Leading the Function	• Set vision and build toward the future • Balance trade-offs between the short-and long-term • Align the organisation for strategy implementation	• Being visionary • Driving results • Strategic thinking and acting • Creating engagement • Identifying innovation opportunities for new businesses • Working across boundaries • Leading globally
Leading the organisation	• Set organisational direction • Foster alignments across the organisation • Gain commitment for performance • Refine and build strong executive persona	• Creating and articulating vision • Creating strategic alignment • Developing a leadership and talent strategy aligned with business strategy • Leading the culture • Executive image • Creating a culture of innovation • Catalysing change • Leading outwardly

Source: Adapted from CCL (2016:6)

2.7   SUMMARY

Chapter 2 discussed change management with the objective of identifying steps to be taken to lead successful change, to sustain the organisation. Selected change management models were discussed in detail, including challenges faced by the organisations currently and in future. The change management models and the challenges faced by the organisations now and in future as discussed are relevant to the survey study. Successful change management as discussed above requires leaders with certain behaviours to lead the change effort successfully. The study first differentiated between management and leadership to assist in understanding who is a leader and who is not. The study discussed that leadership is not the same as management and is not better than management or not a replacement of management. Leadership and management were found to be two complementary processes, which are important and necessary in a changing business environment. Different leadership theories were discussed to assist to better understand, predict and control successful leadership, namely:

- The Trait Theories discussed distinctive **characteristics / personal qualities** that differentiate leaders from non-leaders.
- Behavioural Leadership Theories discussed distinctive **styles** used by effective leaders or to define the nature of their work. The theory discussed whether effective leaders should be task orientated or people-orientated or whether there are **identifiable or unique leadership** behaviours that differentiates leaders from non-leaders.
- Situational / Contingency Leadership Theories discussed the **appropriate leadership style based on the leader, followers, and situation**. The theory discussed how the situation influences good leadership, which leadership style should be used when you need to make quick decisions or when you need team commitment.
- Integrative Leadership Theories discussed a theory of **combining the traits, behavioural, and contingency /situational theories to explain successful, influencing leader-follower relationships**. The study was only limited to transformational, transactional and charismatic leadership to understand if leaders are made or born or whether they should have the charisma or if leadership is something that can be taught.

Leadership competencies were discussed to address the leadership implications /challenges of organisational change, with the purpose of identifying key leadership competencies that are critical to the organisation to sustain it through changes. The study discussed leadership competencies required for executing the change strategies now and in the future. The leadership competency constructs for the survey study were also discussed, as well as, constructs for current and future leadership competencies.

The literature objectives, to conceptualise and define the study constructs have been achieved. Chapter 3 will discuss the empirical research.

CHAPTER 3 EMPIRICAL RESEARCH

3.1   INTRODUCTION

The literature study from the previous chapter focused on the definitions of leadership, change management, and leadership competencies. The research process and empirical research will be discussed in this chapter, including objectives of the study, data collection, statistical analysis, and conclusions. The survey questionnaire was derived from the literature study.

3.2   RESEARCH OBJECTIVES

3.2.1   Primary Objectives

The main purpose of the survey was to investigate leadership competencies required for effective change management now and in the future (three to five years from now) and to answer the following questions:

- What are the leadership challenges facing the organisation now? Will the current leadership competencies address the current leadership challenges?
- What are the leadership challenges the organisation is likely to face in the next three to five years' time? Will the current leadership competencies address the future leadership challenges?

3.2.2   Secondary objectives

Secondary objectives which have been derived from the primary purpose and research problem for the chemical organisation under study are to:

- Evaluate perceptions (**current observations**) regarding current leadership competencies associated with effective change management;
- Evaluate perceptions (**expected**) regarding current leadership competencies associated with effective change management;
- Determine what leadership competencies are missing in the current leadership team; and

- Evaluate challenges facing the organisation today and in the next three to five years.

3.3   DATA DESIGN

A quantitative approach in the form of the structured questionnaire was used in order to accomplish research objectives. Harwell (2011:149) commented that quantitative research methods are beneficial because they can be replicated, research findings can be generalised and the studies are interested in predictions. A quantitative approach according to Page and Meyer (2006:17) focuses on manipulating data numerically. A cross-section design in the form of a questionnaire, which is best suited to address descriptive and predictive functions with the correlational design in examining relationships between variables, was used.

3.4   DATA COLLECTION

The questionnaire was based on data obtained from the literature review. A discussion was held with senior officials of the targeted chemical organisation to request authority to conduct a survey study of the targeted employees of the chemical organisation, as well as the objectives and importance of the study. Participation in the survey was voluntary. Confidentiality and anonymity of the targeted participants were guaranteed. A hard copy envelope-enclosed questionnaire was physically delivered to the workplace of the targeted participants by the researcher to ensure confidentiality and was collected after a maximum of five days by the researcher. Feedback will only be given to the interested research participants.

3.5   TARGET POPULATION

The total number of the targeted population was estimated to be around 550 at the time of the study and is based on their ability to apply systematic thinking when responding to the questionnaire. The targeted population for the study was current employees of the targeted chemicals organisation (skilled professionals and various management levels). A list of employees falling within the targeted population was provided by human resources. This population consists of employees from all the departments and role categories, namely, production, maintenance, and technical support, Safety, Finance, Human Resources and Supply Chain.

## 3.6	RESEARCH INSTRUMENT DESIGN

Permission was requested from the targeted chemical organisation to undertake the study. The questionnaire was constructed from information obtained from literature study. The questionnaire included biographical characteristics like age, gender, level of employment, a period of employment, current position and highest qualifications. Questions were developed to assess current perceptions about leadership competencies to deal with current and future challenges, to be able to manage changes effectively. A Likert scale was used for respondents to indicate their agreement or disagreement with the given statements. The coding of the Likert scale ranged from 1 to 4, with 1 indicating "strongly disagree" and 4 indicating "strongly agree". The questionnaire was divided into four sections as indicated in Appendix 1.

### 3.6.1	Section A: Demographic Information

This section requested participants' gender, age, department of work, current organisational role category, duration of employment and highest qualification obtained.

### 3.6.2	Section B: Observed versus expected behaviour

This section consisted of 30 questions aimed at detecting the prevalence of constructs of transformational and transactional leadership competencies by looking at currently observed behaviours and expected behaviours regarding the current competencies in their organisation associated with effective change management. Table 3.1 below shows questions, OB1 – OB30 aimed at measuring observed leadership behaviours as well as EX1 – EX30, aimed at measuring expected leadership behaviours, and it is also aimed at identifying the gap between observed and expected behaviours.

Table 3.1: Observed and expected leadership behaviours

Constructs	Associated Questions (Observed Behaviour)	Associated Questions (Expected Behaviour)
Developing strategy and acting strategically	OB1 - OB3	EX1 – EX3
Managing costs and financial performance	OB4 – OB6	EX4- EX6
Coaching and developing people	OB7 - OB9	EX7 – EX9
Managing culture and diversity	OB10 - OB12	EX10- EX12
Learning and developing continuously	OB13 - OB15	EX13 – EX15
Displaying initiative and drive	OB16 - OB18	EX16 – EX18
Managing and implementing change	OB19 - OB21	EX19 – EX21
Managing customer relationships and services	OB22 - OB24	EX22- EX24
Cultivating teamwork and collaboration	OB25 - OB27	EX25 – EX27
Relating and networking	OB28 - OB30	EX28 – EX30

3.6.3 Section C: Current and future leadership challenges

This section consists of 20 leadership challenges and is aimed at measuring challenges facing the organisation currently and in the next three to five years. These challenges will be ranked, and the top five current and future challenges will be analysed to see if they will be addressed by a current leadership competency identified in section B above. The matching construct column shows competencies identified in the MLQ30 questionnaire (Smith, 2017:3-4).

Table 3.2: Current and future leadership challenges

Coding	Current and Future Challenges	Matching Construct / Competency (Smith, 2017:3-4).
CC1 / FC1	Looking to develop new products and services	Developing strategy and acting strategically
CC2 / FC2	Implementing new technology	*Managing knowledge and information*
CC3 / FC3	Looking for new markets	Developing strategy and acting strategically
CC4 / FC4	Redesigning processes or systems	Improving processes and systems
CC5 / FC5	Cost Spending Restrictions	Managing costs and financial performance
CC6 / FC6	Focusing on Core Businesses	Developing strategy and acting strategically
CC7 / FC7	Downsizing or Redundancies	Managing costs and financial performance
CC8 / FC8	Succession planning	Coaching and developing people
CC9 / FC9	Employee engagement and morale	***Facilitating and improving communication***
CC10 / FC10	Changing the culture	Managing culture and diversity
CC11 / FC11	Maintaining Employee Engagement and Morale	***Motivating people and inspiring them to excel***
CC12 / FC12	Developing appropriate leadership and management styles	Coaching and developing people
CC13 / FC13	Managing the people aspects of change	Managing culture and diversity
CC14 / FC14	Performance management	***Attracting and managing talent***
CC15 / FC15	Retention of key employees	***Attracting and managing talent***
CC16 / FC16	Balancing strategic and operational pressures	Developing strategy and acting strategically
CC17 / FC17	Managing workload	Cultivating teamwork and collaboration
CC18 / FC18	Managing Change	Managing and implementing change
CC19 / FC19	Improving efficiency / doing more with less	Displaying initiative and drive
CC20 / FC20	Organisational Politics	Managing culture and diversity

The highlighted competencies are not listed as part of the targeted organisation's leadership competencies.

3.6.4   Section D: Current Leadership Competency Gap

The section consists of 7 constructs aimed at measuring the prevalence of leadership competency gaps identified by literature review. These competencies will be ranked, and the top three will be analysed to see if they will be addressed by a current leadership competency identified in section B above or not. The matching construct is a competency identifying in the MLQ30 questionnaire (Smith, 2017:3-4).

Table 3.3: Missing leadership competencies

Coding	Missing Competency	Matching Constructs / Competencies (MLQ30 - Smith, 2017:3-4)
SG1	Ability to create a learning culture and support the development of employees	Coaching and developing people / Learning and developing continuously
SG2	Ability to foster innovation and creativity	*Creating and innovating*
SG3	Setting direction and creating the right conditions to head in that direction	*Executing strategies and plans*
SG4	Ability to plan and manage resources	*Managing plans and projects*
SG5	Ability to foster the development of collaborative and partnership working with other organisations	*Thinking and managing globally*
SG6	Ability to see the big picture and identify opportunities to add value	Developing strategy and acting strategically
SG7	Effectively assess risks and seize opportunities	*Making sound decisions*
SG8	None of the above	

The highlighted competencies are not listed as part of the targeted organisation's leadership competencies.

3.7   ETHICAL CONSIDERATIONS

A discussion was held with the senior manager of the targeted organisation as well as a written letter requesting authorisation which was granted, to conduct the research by requesting employees to complete the survey questionnaire. The intended research method was reviewed by the Research Ethics Committee of the North-West University. The researched survey was finally reviewed by the study supervisor as well as the statistician of the North-West University. Participation in the survey was voluntary. Confidentiality and anonymity of the targeted participants were guaranteed. A hard copy envelope-enclosed

questionnaire was physically delivered to the workplace of the targeted participants by the researcher to ensure confidentiality and was collected after a maximum of five days by the researcher. In order to guarantee the anonymity of respondents as well as encourage honest feedback, identification of participants in any form was not required. A total of 132 questionnaires were sent to the North-West University Statistics Department for data capturing and analysis.

3.8   STUDY POPULATION

A stratified random sample of 250 was taken, and hard copies were physically delivered to the targeted participants. A stratified sample was used based on the participant organisational role category and department. A total of 132 participants (53%) completed and returned

3.9   DESCRIPTION OF DEMOGRAPHIC DATA

The distribution of the demographic data is represented graphically in terms of gender, age, department, organisational role category, duration of employment and highest qualification obtained.

3.9.1   Gender distribution

From the pie chart exhibited in Figure 3.1 below, which shows the percentage distribution between male and female participants, it can be seen that a third of the participants were female and the rest were male.

Figure 3.1: Gender distribution of participants
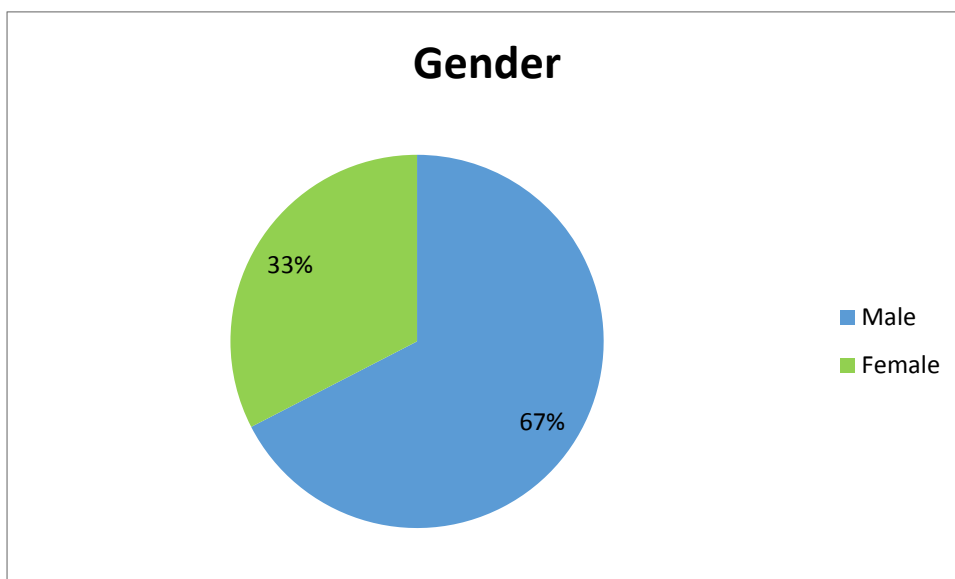
The bar chart in Figure 3.2 below shows the age distribution of participants. Only 6.92% of the participants were aged above 60 years while 16.15% were between 21 and 30 years of age. On average, 23.08% of the participants were aged between 31 and 40 years and 24. 62% were aged between 51 and 60 years. The majority of the participants ranged between 41 and 50 years, representing 29.23% of the study population.

Figure 3.2: Age distribution of participants
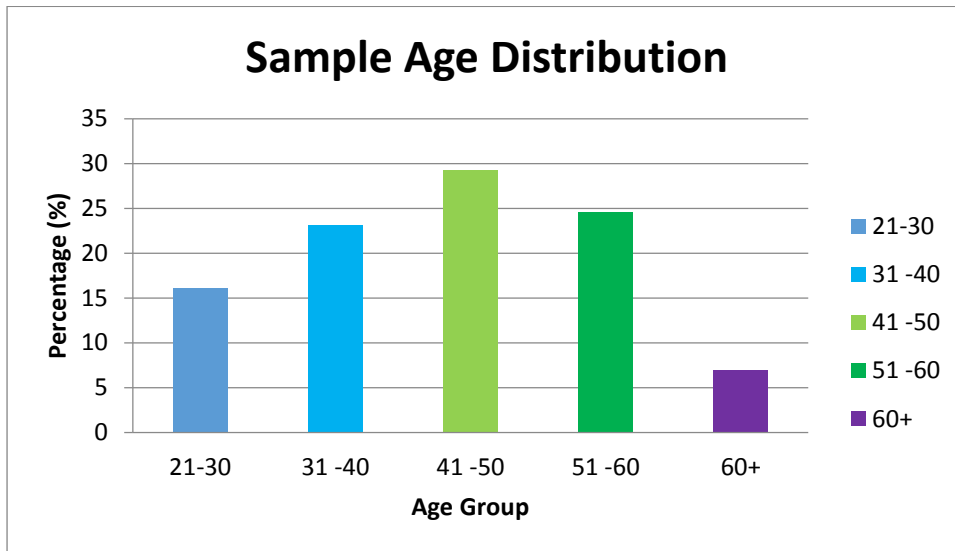
The pie chart in Figure 3.3 below shows the departments where the participants work. Only 8% of the participants were from Safety, Health and Environment (SHE) department while 13% were from combined departments (Supply Chain, Human Resources and Finance). These departments were combined because they normally have few employees than the others. The majority of the participants were from Production (26%), Technical Support (26%) and Maintenance (27%). This is a more representative sample considering the fact that the targeted organisation is a production facility, requiring mostly production, maintenance and technical personnel.

Figure 3.3: Departmental distribution of participant
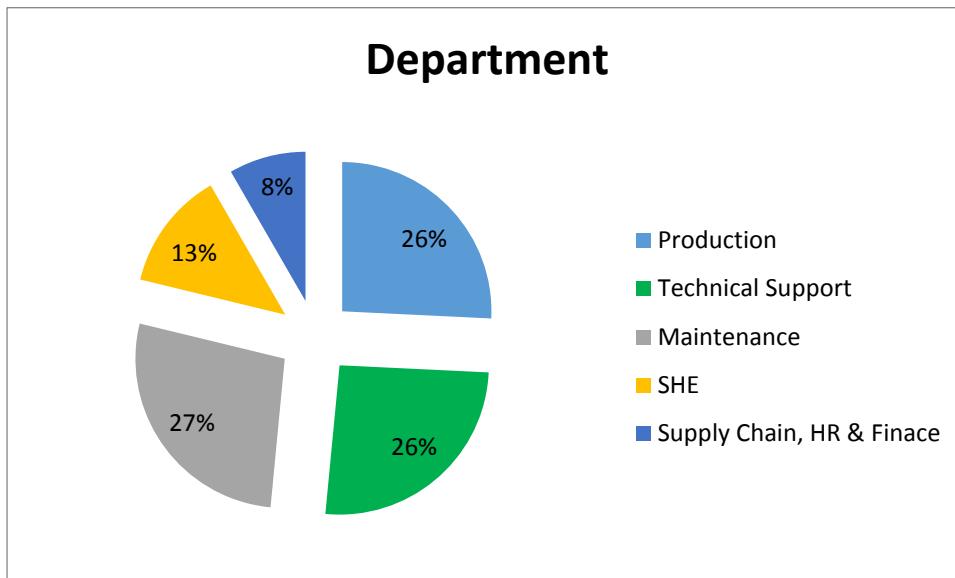
The pie chart in Figure 3.4 below shows the participants' organisational role categories. Only 15% of the participants were in the role category of Management and Specialisation. This is a fair representation as there should be fewer managers and specialists than other role categories. 25% of the participants were from Execution, and 27% of the participants were from Operation and Functional Optimisation role categories. This is also a fair representation because execution role categories include technicians, foremen, junior discipline engineers, junior scientists, and junior accountants while Operation and Functional Optimisation role categories include senior engineers, senior scientists, senior accountants and discipline area managers. As expected, the majority of the participants were execution (33%). This role category consists of most entry level roles like administrators from all departments, maintenance and production operators.

Figure 3.4: Organisational Role category distribution of participants

Sample Organizational Role category

- Technical & Process Optimisation — 33%
- Execution — 25%
- Operation & Functional Optimisation — 27%
- Management, Specialisation & Expertise — 15%
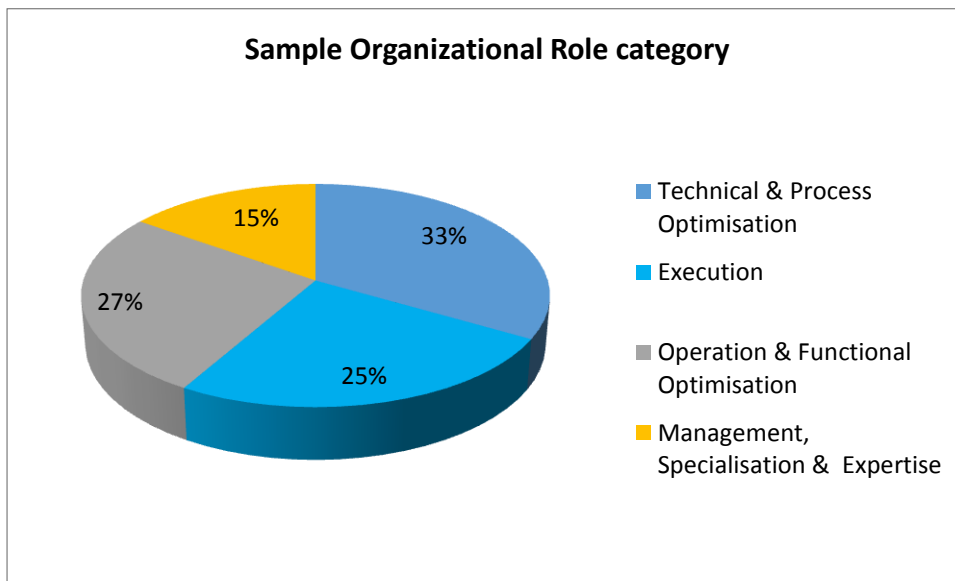
The bar chart in Figure 3.5 below shows the participants' duration of employment at the targeted organisation. Only 14% of the participants have less than 5 years working experience. 18% of the participants have 5 to 10 years working experience 21% of the participants have over 10 to less than 15 years working experience. The majority of the participants have over 15 years working experience, representing 41% on the study population.

Figure 3.5: Duration of employment distribution of participants
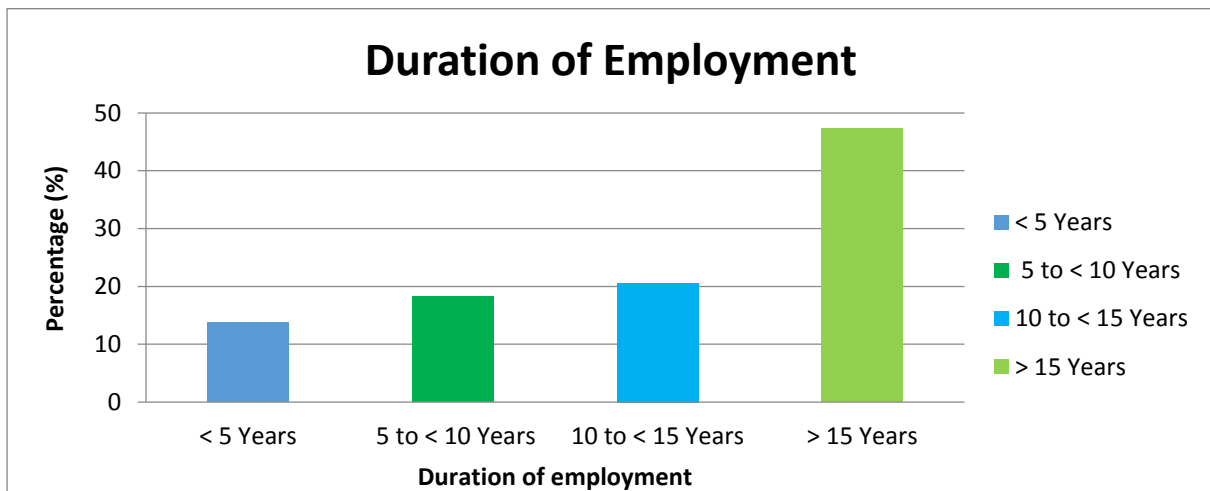
The bar chart in Figure 3.6. below shows the participants' highest qualification. Only 11% of the participants have matric while 20% of the participants have a postgraduate qualification. 28% of the participants have a degree, and the majority of the participants have a diploma, representing 41% of the study population.

Figure 3.6: Distribution of participants by highest qualification
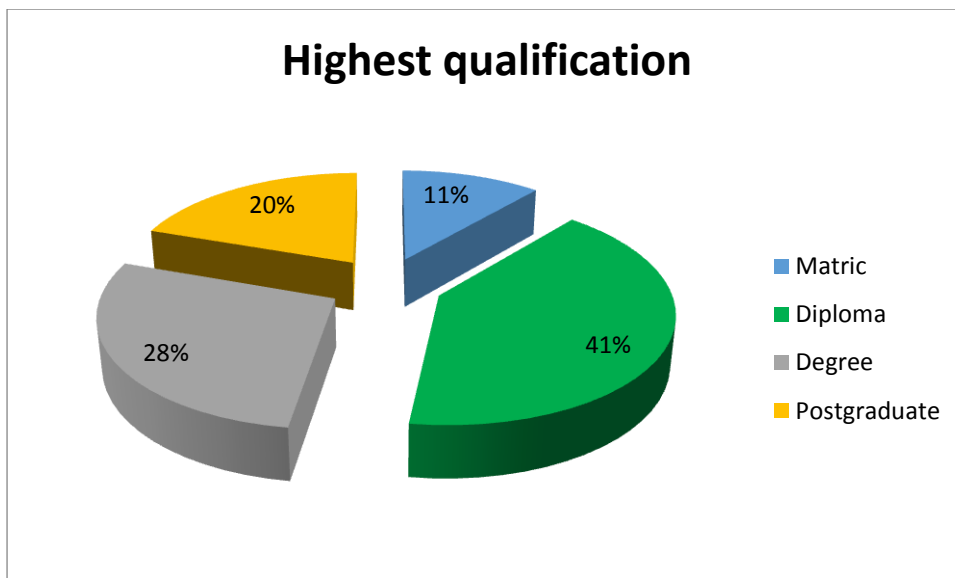
3.10   DESCRIPTIVE STATISTICS

The responses to the questions in section B, C and D were coded to enable statistical analysis. A 4-point Likert scale was used: Strongly disagree =1; Disagree =2; Agree = 3 and Strongly Agree =4.

In section B, responses assessing perceived leadership behaviours as well as expected behaviours were analysed.

Using SAS (2015), a frequency analysis and descriptive statistics were done on the dataset by Statistical Consultation Services of the North-West University.

3.10.1 Analysis of the mean and standard deviation

An arithmetic mean is described by Levine, Stephan, Krebel and Bereson (2008:97) as the most commonly used measure of central tendency which indicates the balance point in a data set. Field (2009:38) describes a standard deviation of a sample as a measure of the extent of variation in a frequency distribution, which gives an indication of how close the data is to the mean – a higher standard deviation indicating a larger spread around the mean. According to Levine et al. (2008:120), 95% of the sample data values will fall within ± two standard deviations of the mean. The Table 3.4 below indicate the arithmetic mean and standard deviation of the constructs measuring the participants' perception of current and expected leadership competencies in their organisation.

Table 3.4: The arithmetic mean and standard deviation

Construct	Observed Leadership Behaviours			Expected Leadership Behaviours		
	Size	Mean	Std Dev	Size	Mean	Std Dev
Developing strategy and acting strategically	130	2.75	0.69	131	3.35	0.60
Managing costs and financial performance	130	2.56	0.64	131	3.30	0.63
Coaching and developing people	130	2.17	0.76	131	3.45	0.49
Managing culture and diversity	130	2.28	0.74	131	3.44	0.49
Learning and developing continuously	130	2.25	0.68	131	3.42	0.53
Displaying initiative and drive	132	2.45	0.78	132	3.40	0.57
Managing and implementing change	132	2.71	0.77	132	3.45	0.49
Managing customer relationships and services	132	2.31	0.70	132	3.46	0.49
Cultivating teamwork and collaboration	132	2.81	0.63	132	3.44	0.49
Relating and networking	132	2.59	0.72	132	3.45	0.50

From Table 3.4 above the observed leadership competencies, the following six constructs yielded higher mean values of greater than 2.5 (which can be rounded off to **3 = Agree**) for the participants' perception of current leadership competencies in their organisation.

- Cultivating teamwork and collaboration (2.8)
- Developing strategy and acting strategically (2.8)
- Managing and implementing change (2.7)
- Managing costs and financial performance (2.6)
- Relating and networking (2.6)
- Displaying initiative and drive (2.5)

For the observed leadership competencies, the following four constructs yielded low mean values of less than 2.4 (which can be rounded off to **2 = Disagree)** for the participants' perception of current leadership competencies in their organisation.

- Coaching and developing people (2.2)
- Managing culture and diversity (2.3)
- Learning and developing continuously (2.3)

- Managing customer relationships and services (2.3)

The mean values of the participants' perception of expected leadership competencies in their organisation range between 3.3 and 3.46 (which can be rounded off to **3 = Agree** and **4 = Strongly Agree**) for the participants' perception of expected leadership competencies in their organisation.

Table 3.5: Current versus future leadership challenges

Organisational Challenges	Current Challenges			Future Challenges		
	N	Mean	Std Dev	N	Mean	Std Dev
Looking to develop new products and services	129	2.19	0.84	128	3.26	0.84
Implementing new technology	129	2.18	0.82	128	3.29	0.83
Looking for new Markets	129	2.56	0.96	128	3.48	0.66
Redesigning processes or systems	129	2.33	0.92	128	3.13	0.93
Cost Spending Restrictions	129	3.08	0.93	128	3.33	0.83
Focusing on Core Businesses	129	2.48	1.02	128	3.00	0.99
Downsizing or Redundancies	129	2.68	1.07	128	3.01	1.01
Succession planning	129	3.16	0.93	128	3.49	0.64
Employee engagement and morale	129	2.30	0.91	128	2.77	1.03
Changing the culture	129	2.47	1.01	128	2.90	1.05
Maintaining Employee Engagement and Morale	129	2.32	0.94	128	2.80	1.03
Developing appropriate leadership and management styles	129	3.13	0.96	128	3.53	0.57
Managing the people aspects of change	127	2.69	1.00	128	3.15	0.87
Performance management	128	2.34	0.86	128	2.91	0.92
Retention of key employees	129	3.19	0.91	128	3.38	0.74
Balancing strategic and operational pressures	128	2.70	0.98	127	3.15	0.82
Managing workload	129	2.61	1.02	127	2.92	0.95
Managing Change	129	3.19	0.88	127	3.44	0.61
Improving efficiency / doing more with less	129	2.95	1.00	127	3.37	0.72
Organisational Politics	129	2.72	1.07	127	3.05	1.10

From Table 3.5 above, the perceived current top 5 challenges facing the organisation are indicated by higher mean values of greater than 3.0 (which can be rounded off to **3 = Agree**) are:

- Managing change (3.19)
- Retention of key employees (3.19)
- Succession planning (3.16)
- Developing appropriate leadership and management styles (3.13)
- Cost spending restrictions (3.08)

From Table 3.5 above, the perceived top 5 challenges facing the organisation in the next three to five years from now are indicated by higher mean values of greater than 3.0 (which can be rounded off to **3 = Agree**) are:

- Developing appropriate leadership and management styles (3.53) – can be rounded off to **4 = Strongly Agree**
- Succession planning (3.49) - can be rounded off to **4 = Strongly Agree**
- Looking for new markets – (3.48) - can be rounded off to **4 = Strongly Agree**
- Managing change (3.43) - can be rounded off to **3 = Agree**
- Retention of key employees (3.38) - can be rounded off to **3 = Agree**

Four of the twenty challenges facing organisations have been identified by participants as both current and future challenges facing their organisation, namely:

- Developing appropriate leadership and management styles
- Succession planning
- Managing change
- Retention of key employees

Cost spending restrictions are seen as a current challenge while looking for new markets is perceived as a future challenge.

Table 3.6: Current Leadership Competency Gap

Leadership Competencies (Gap Identification)	Sample Size	Sample Mean	Standard Deviation
Ability to create a learning culture and support the development of employees	127	3.38	0.548145
Ability to foster innovation and creativity	127	3.42	0.58338
Setting direction and creating the right conditions to head in that direction	126	2.70	0.98358
Ability to plan and manage resources	127	2.06	0.957411
Ability to foster the development of collaborative and partnership working with other organisations	127	3.13	0.970699
Ability to see the big picture and identify opportunities to add value	127	2.55	1.088968
Effectively assess risks and seize opportunities	126	2.09	1.050865
None of the above	106	1.11	0.318352

From Table 3.6 above, the perceived current top 3 current leadership skills gaps indicated by higher mean values of greater than 3.0 (which can be rounded off to **3 = Agree**) are:

- Ability to foster innovation and creativity (3.42)
- Ability to create a learning culture and support the development of employees (3.38)
- Ability to foster the development of collaborative and partnership working with other organisations (3.13)

When eliminating "none of the above" from the options, it can be seen that the participants agree that "effectively assessing risks and seize opportunity (mean = 2.09)' as well as "ability to plan and manage resources (mean = 2.06)' are currently not seen as gap in leadership skills at the organisation.

3.11   RELIABILITY

According to Field (2009:673), a reliable questionnaire is expected to provide results that are both accurate and consistent. Neuman (2007:119) described reliability as the credibility of the research findings. Ravid (2011:192) expanded it further by explaining reliability as the degree of consistency of a questionnaire and the extent to which the same results are obtained when using the same instrument repeatedly to the same group or individuals.

For this study, Cronbach's alpha coefficient was used to determine the reliability of each of the items in sections B. Cronbach alpha coefficient was developed in 1951 by Lee Cronbach as a method of measuring the internal consistency of the questionnaire scale to estimate reliability (Takavol & Dennick, 2011:53).

Cronbach's alpha coefficient indicated as α, is expressed as a number between 0 and 1, describing the extent to which items measure the same construct (that is the inter-relatedness of the items), with the acceptable values ranging from 0.7 to 0.95 (Takavol & Dennick, 2011:54). Cronbach alpha coefficient was calculated using SAS (2015) for each of the 10 constructs and the results are indicated in Table 3.7 below.

Table 3.7: Cronbach alpha coefficient of the constructs

Constructs	Number of items	Cronbach alpha coefficient (α)
Developing strategy and acting strategically	3	0.83
Managing costs and financial performance	3	0.83
Coaching and developing people	3	0.93
Managing culture and diversity	3	0.89
Learning & developing continuously	3	0.77
Displaying initiative and drive	3	0.93
Managing and implementing change	3	0.96
Managing customer relationships and services	3	0.87
Cultivating teamwork & collaboration	3	0.90
Relating & networking	3	0.95

All the Cronbach alpha coefficient values for the constructs were found to be above 0.77, indicating a high degree of internal consistency for the survey questionnaire used. Based on the above findings, the questionnaire used to evaluate perceptions (current behaviour observations) regarding current leadership competencies associated with effective change management as well as perceptions (expected behaviours) regarding current leadership competencies associated with effective change management, can therefore, be regarded as reliable.

3.12   VALIDITY

According to Field (2009:11), it is important to test for validity if the test results are used to infer other aspects. For this study, construct validity was used to measure the validity of the questionnaire used.

Ravid (2011:204) defined validity as the degree to which the instrument actually measures what it was designed to measure. Field (2009:12) explained that construct validity assesses the degree to which individual items in the questionnaire represent the construct are being measured and also that they cover the full range of the construct. According to Field (2009:12), to be valid, the instrument must first be reliable. The data collected by the survey questionnaire was tested for reliability and found to be reliable. Suhr (2006:1) suggested that evaluation of construct validity is through confirmatory factor analysis (CFA) and defined CFA as a statistical technique applied to test the hypothesis that a relationship exists between the observed variables (items) and their underlying latent constructs. For this study, CFA was performed in SAS (2015) using the observed competency data taking into account Kaiser's measure of sampling adequacy (MSA) and variation of commonalities. According to Field (2009:647), MSA test was developed by Kaiser, Meyer and Olkin and gives an indication of the inter-correlations between variables. Field further explained that the MSA statistic varies between 0 and 1 and the closer the value to 1 the more it is likely that a factor analysis should yield distinct and reliable factors. Interpretation of the MSA statistics is according to the following guidelines as outlined by Field (2009:647) on table 3.8 below, with a recommended cut-off value of 0.50 and desirable MSA values of 0.80 or higher.

Table 3.8: MSA values guidelines

MSA values	Interpretation
0.00 to 0.49	unacceptable
0.50 to 0.59	miserable
0.60 to 0.69	mediocre
0.70 to 0.79	middling
0.80 to 0.89	meritorious
0.90 to 1.00	marvellous

The MSA values for the 10 constructs which represent leadership competencies were calculated using SAS (2015) and are shown Table 3.9.

Table 3.9: The MSA values for the 10 constructs

Constructs	Number of items	Overall MSA
Developing strategy and acting strategically	3	0.63
Managing costs and financial performance	3	0.65
Coaching and developing people	3	0.76
Managing culture and diversity	3	0.66
Learning and developing continuously	3	0.60
Displaying initiative and drive	3	0.70
Managing and implementing change	3	0.73
Managing customer relationships and services	3	0.68
Cultivating teamwork and collaboration	3	0.70
Relating and networking	3	0.75

Half of the constructs yielded values ranging from 0.60 to 0.66, which is the mediocre range while the other half yielded values between 0.70 and 0.76, which is the middling range. Listed in order of mediocrity are the following constructs:

- Learning and developing continuously;
- Developing strategy and acting strategically;
- Managing costs and financial performance;
- Managing culture and diversity;
- Managing customer relationships and services;
- Listed in order of middling are the following constructs;
- Cultivating teamwork and collaboration;
- Displaying initiative and drive;
- Managing and implementing change;
- Relating and networking; and
- Coaching and developing people.

The results show that all MSA values are above the cut-off value of 0.5; a logical conclusion can be reached that it is appropriate to perform a factor analysis on the ten (10) constructs

3.13   FACTOR VARIATION

The amount of variance that may be explained by a particular linear component is represented by the eigenvalues associated with each construct (Field, 2009:660). For this study, SAS (2015) was used to calculate the eigenvalues of the correlation matrix of the items associated with each of the 10 constructs. In SAS (2015) software, using eigenvalues greater than one (MINEIGEN) criterion, allows factors with eigenvalues of greater than 1 to be retained. From the SAS (2015) results only 1 factor was retained by the MINEIGEN criterion for each of the constructs. Table 3.10 below indicate the proportion or variation percentage that is explained by each of the constructs as calculated in SAS (2015).

Table 3.10: Proportion or variation percentage of the constructs

Constructs	Eigen-value	Factors retained	Proportion (% Variation)
Developing strategy and acting strategically	2.26	1	75.18%
Managing costs and financial performance	2.26	1	75.27%
Coaching and developing people	2.62	1	87.17%
Managing culture and diversity	2.46	1	82.06%
Learning and developing continuously	2.07	1	68.96%
Displaying initiative and drive	2.64	1	88.05%
Managing and implementing change	2.78	1	92.75%
Managing customer relationships and services	2.36	1	78.83%
Cultivating teamwork and collaboration	2.51	1	83.71%
Relating and networking	2.71	1	90.48%

The results from the table above show that the percentage variation explained by the 10 constructs ranges between 68.96% for the construct "learning and developing continuously" to 92.75% for the construct "managing and implementing change". SAS (2015) results show that all the items showed substantial loading on their respective constructs, which is an indication that an appropriate level of information is retained using the 10 constructs in the study.

3.14   COMMUNALITY VARIATION

The communality is defined by Field (2009:637) as the proportion of common variance present in a variable that is explained by the retained components. He further explained that a variable with no specific variance would have a communality of 1 and a variable that

shares none of its variance with another variable would have a communality of 0. In summary, variables with a high communality weigh heavily on at least one of the retained or extracted components and those with low communality suggest that they do not share much in common with the extracted components. SAS (2015) was used to calculate communality estimates which show the multiple correlations between each variable and a retained factor. A range of communality estimates calculated by SAS (2015) for the items associated with each of the ten (10) constructs is shown in Table 3.11 below.

Table 3.11: Communality estimates for the constructs

Constructs	Lowest	Highest
Developing strategy and acting strategically	0.53	0.87
Managing costs and financial performance	0.6	0.86
Coaching and developing people	0.86	0.88
Managing culture and diversity	0.64	0.91
Learning and developing continuously	0.45	0.83
Displaying initiative and drive	0.78	0.92
Managing and implementing change	0.89	0.96
Managing customer relationships and services	0.66	0.85
Cultivating teamwork and collaboration	0.8	0.91
Relating and networking	0.86	0.93

Items from the survey questionnaire with the lowest contribution of less than 0.6 to a construct fall within the constructs "learning and developing continuously and developing strategy and acting strategically" while the items with the highest contribution of 0.96 falls within the constructs "managing and implementing change". The results above show that a range of communalities calculated for the 10 constructs are high and it can be concluded that they are acceptable for the analysis.

3.15   COMPARISON OF OBSERVED AND EXPECTED LEADERSHIP BEHAVIOURS

In order to reach a conclusion about the population from which the sample was drawn when conducting a research study, Steyn (2002:10) recommends that a random sample must be taken and tested for statistical significance. Field (2009:51) stated that for results to be statistically significant, 95% confidence is assumed or p-value smaller than 5% ($p < 0.05$). Ellis and Steyn (2003:51) highlighted that the *p*-value is used as a measure to determine if the results obtained are statistically significant and it gives the probability that the obtained result could be achieved applying the assumption that the null hypothesis is true, that there

is no difference between the population must be calculated from the mean and standard deviations in order to establish the importance of a relationship that has been found to be statistically important .Field (2009:57) recommends that the most commonly used measure for the effect sizes of differences is Cohen's *d* effect size. Steyn (2000:2) shows a calculation for Cohen's *d* effect size as follows: *d* = (mean of sample 1 - mean of sample 2) / pooled standard deviation.

The effect size can be interpreted as follows according to Cohen (1988:40) given the value of *d*:

- *d* = 0.2 small effect;
- *d* = 0.5 medium effect (noticeable with the naked eye);
- *d* ≥ 0.8 large effect (practically significant and therefore of practical importance)

Therefore, when *d* is calculated to be greater than 0.8, the effect size is large and considered to be practically significant and thus of practical importance. Using the analysis of variance (ANOVA) methodology in SAS (2015) the difference of means. Calculated for each of the 10 constructs for the Observed Leadership Competencies and Expected Leadership Competencies were analysed for statistical significance and t-tests were calculated manually. The effect size between the means for the Observed and Expected datasets was manually calculated using Cohen's *d effect* size equation.

The results of the tests are summarised in Table 3.12 below.

Table 3.12: Cohen's effect size between the means for the Observed and Expected datasets

Construct	Observed Behaviours		Expected Behaviours		Mean Difference	Pooled Standard deviation	P-values	d = effect size
	Mean	Std Dev	Mean	Std Dev				
Developing strategy and acting strategically	2.75	0.69	3.35	0.60	-0.60	0.42	0.0204	0.93▲
Managing costs and financial performance	2.56	0.64	3.30	0.63	-0.74	0.40	0.0204	1.17▲
Coaching and developing people	2.17	0.76	3.45	0.49	-1.28	0.41	0.0204	2.00▲
Managing culture and diversity	2.28	0.74	3.44	0.49	-1.16	0.40	0.0204	1.84▲
Learning and developing continuously	2.25	0.68	3.42	0.53	-1.17	0.37	0.0204	1.91▲
Displaying initiative and drive	2.45	0.78	3.40	0.57	-0.94	0.46	0.0204	1.38▲
Managing and implementing change	2.71	0.77	3.45	0.49	-0.74	0.42	0.0204	1.14▲
Managing customer relationships and services	2.31	0.70	3.46	0.49	-1.15	0.36	0.0204	1.91▲
Cultivating teamwork and collaboration	2.81	0.63	3.44	0.49	-0.63	0.32	0.0204	1.12▲
Relating and networking	2.59	0.72	3.45	0.50	-0.87	0.39	0.0204	1.39 ▲

Notes:

- The sum of the mean difference is manually calculated as 9.28, and the average mean for 10 constructs is 0.93.
- The sum of the pooled standard deviation is calculated as 3.95, and the resultant standard deviation for 10 constructs is 0.4
- The t-test is calculated as mean / standard deviation = 2.348, with a Df of 129, which gives a p-value of 0.020395 which is statistically significant at a 0.05 level.
- ▲ denotes practically significant (d ≥ 0.8)

Assumptions:

- p-values are used in probability sampling studies. The survey study done was a non-probability purposive sampling study. It is assumed that p-values be used as in a probability sampling study.

Table 3.12 above shows that the results of the t-tests for the difference in construct means are statistically significant for all constructs with very low p-values calculated (< 0.02). Cohen's *d* effect size results show that the differences between the Observed leadership competencies and Expected Leadership Competencies for all the 10 constructs can be regarded as large (*d* > 0.80) and thus of practical significance. The ranking of the ten (10) constructs in Table 3.14 below in descending order of effect size shows how participants perceive the growth in importance of each of the leadership competencies required for effective change management

Table 3.13: Ranking of Cohen's effect size.

Construct	d = effect size
Coaching and developing people	2.00▲
Learning and developing continuously	1.91▲
Managing customer relationships and services	1.91▲
Managing culture and diversity	1.84▲
Relating and networking	1.39▲
Displaying initiative and drive	1.38▲
Managing costs and financial performance	1.17▲
Managing and implementing change	1.14▲
Cultivating teamwork and collaboration	1.12▲
Developing strategy and acting strategically	0.93▲

3.16   Discussion of the research findings

3.16.1 Assessing the current leadership challenges facing the organisation.

Lucy et al, (2016:14-32) performed a Management Agenda survey on challenges faced by the organisation in the political and economic environment. These challenges were included in the survey questionnaire in Section C of the questionnaire to test if the targeted organisation is also facing similar challenges. **Table 3.14** below shows a ranking of the current challenges according to the mean values.

Table 3.14: Results for perceived current challenges with mean ranking

Ranked Current Organisational Challenges	Mean Ranking
Managing Change	3.19
Retention of key employees	3.19
Succession planning	3.16
Developing appropriate leadership and management styles	3.13
Cost Spending Restrictions	3.08
Improving efficiency / doing more with less	2.95
Organisational Politics	2.72
Balancing strategic and operational pressures	2.70
Managing the people aspects of change	2.69
Downsizing or Redundancies	2.68
Managing workload	2.61
Looking for new Markets	2.56
Focusing on Core Businesses	2.48
Changing the culture	2.47
Performance management	2.34
Redesigning processes or systems	2.33
Maintaining Employee Engagement and Morale	2.32
Employee engagement and morale	2.30
Looking to develop new products and services	2.19
Implementing new technology	2.18

The top five current challenges identified by participants as facing their organisation are, namely:

- *Managing change;*
- *Retention of key employees;*
- *Succession planning;*
- *Developing appropriate leadership and management styles; and*
- *Cost spending restrictions.*

From the study done by Lucy et al, (2016:18), where they asked the question "What are the main people challenges your organisation is facing now?" their findings in order of importance were:

- Developing appropriate leadership and management styles;
- Succession planning;

- Employee engagement and morale;
- Changing the culture;
- Managing the people aspects of change; and
- Performance management.

The study of Lucy et al. (2016:30) asked, "What are the top three challenges you face as a leader / manager in your organisation?" and the top response was "Managing change". This is also identified as a current challenge by the participants. From the 20 identified challenges in the study, it is interesting to note that managing change, developing appropriate leadership and management styles as well as succession planning were identified by both the participants of the current study as well as Lucy et al. (2016:14-32) as the top current challenges.

Similar findings:

- 2 of the 4 biggest challenges facing business leaders listed in the Bizjournal.com according to Manciagli (2016) were demand for skilled talent (recruiting and retaining top performers) and change (improving and refining leadership skills).
- 4 of the top 6 leadership challenges listed in the article Top 6 leadership challenges around the world by CCL researchers Gentry et al. (2016:2) are: developing managerial effectiveness and leading a team (similar to developing appropriate leadership and management styles), developing employees (this include succession planning and will result in retention of key employees) and guiding change.

3.16.2 Assessing the currently observed leadership competencies required for effective change management at the targeted organisation

The ten (10) constructs were ranked in descending order of the effect size showing how participants perceive the growth in importance of each of the leadership competencies required for effective change management. Table 3.15 shown the ranked means of observed current leadership competencies required for effective change management.

Table 3.15: Ranked means of observed current leadership competencies required for effective change management

Observed Leadership Behaviours - Ranked	Mean
Cultivating teamwork & collaboration	2.81
Developing strategy and acting strategically	2.75
Managing and implementing change	2.71
Relating & networking	2.59
Managing costs and financial performance	2.56
Displaying initiative and drive	2.45
Managing customer relationships and services	2.31
Managing culture and diversity	2.28
Learning & developing continuously	2.25
Coaching and developing people	2.17

It can be seen from Table 3.15 above that the top 5 leadership competencies mostly practised by leaders in the targeted organisation are, namely:

- **Cultivating teamwork & collaboration**;
- Developing strategy and acting strategically;
- Managing and implementing change,
- **Relating & networking** and
- Managing costs and financial performance.

Zenger and Folkman (2014) did a survey of 332,860 superiors, peers, and subordinates for Harvard Business Review of which skills have the greatest impact on a leader's success in their organisations and respondent selected the top four competencies out of a list of 16 that was provided. Results from the survey indicated the top 6 from 16 which were between 30% and 38% included the following:

- Inspires and motivate others (38%)
- Displays high integrity and honesty (37%)
- Solves problems and analyse issues (37%)
- **Drive for results (36%)**
- Communicates powerfully and prolifically (35%)
- **Collaborates and promotes teamwork (33%)**
- **Build relationships (30%)**

The highlighted competencies are also listed as constructs and also ranked high by the participants.

3.16.3 Assessing the expected leadership competencies required for effective change management at the targeted organisation

The ten constructs were ranked in descending order of the mean showing how participants perceive the expected leadership competencies required for effective change management. Table 3.16 shown the ranked means of expected leadership competencies required for effective change management.

Table 3.16: Ranked means of expected leadership competencies required for effective change management

Expected Leadership Behaviours - Ranked	Mean
Managing customer relationships and services	3.46
Relating & networking	3.45
Managing and implementing change	3.45
Coaching and developing people	3.45
Cultivating teamwork & collaboration	3.44
Managing culture and diversity	3.44
Learning & developing continuously	3.42
Displaying initiative and drive	3.40
Developing strategy and acting strategically	3.35
Managing costs and financial performance	3.30

All the 10 competencies were perceived as important looking at very high mean values ranging from 3.30 to 3.46. A comparison of observed and expected leadership competencies required for effective change management is represented by figure 3.1 below, in order to identify gaps between the observed leadership competencies and expected leadership competencies.

Figure 3.7: Comparison of observed and expected leadership competencies required for effective change management.
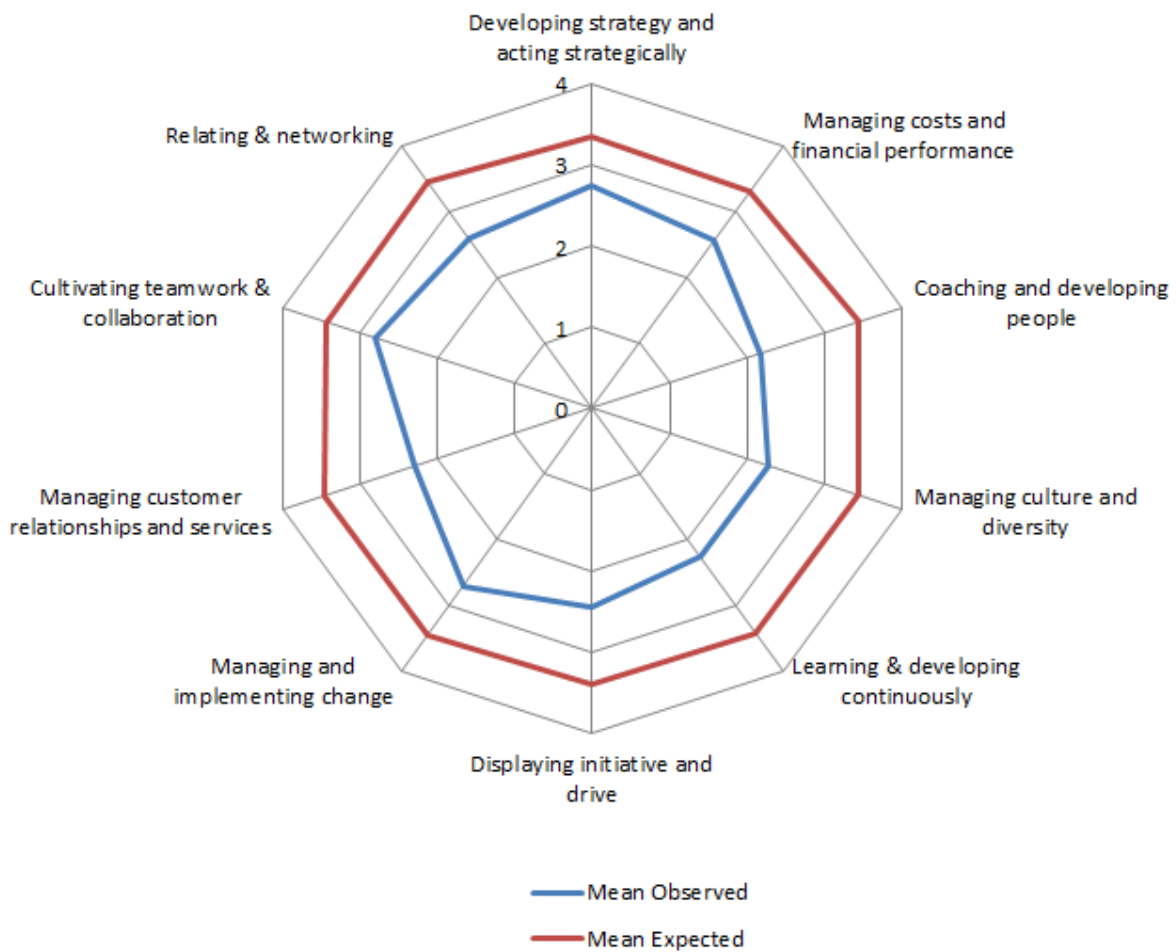
From figure 3.1 above, it could be seen that there is a wide gap between observed behaviours and expected behaviours with respect to the following competencies below:

- Coaching and developing people;
- Learning and developing continuously;
- Managing customer relationships and services; and
- Managing culture and diversity.

Contrary to the survey results above where there is an expectation gap, Zenger and Folkman (2014) did a survey of 332,860 bosses, peers, and subordinates for Harvard Business Review of what skills have the greatest impact on a leader's success in their

organisations and respondent selected the top four competencies out of a list of 16 that was provided. The least required skills were:

- Practices self-development;
- Developing others; and
- Champions change.

3.16.4 Assessing whether the current leadership competencies will address the current challenges

Lucy et al. (2016:32) study asked: "What, if any, do you see as the current skills gaps in leadership capability?" The top three current skill gaps in leadership capabilities were identified as:

- *Ability to foster innovation and creativity;*
- *Ability to create a learning culture and support the development of employees; and*
- *Setting direction and creating the right conditions to head in that direction.*

The top 3 perceived current leadership skills gaps indicated by higher mean values of greater than 3.0 are indicated table 3.17 below.

Table 3.17: Current leadership skills gaps

Leadership Competencies (Gap Identification)	Sample Size	Mean
Ability to create a learning culture and support the development of employees	127	3.377953
Ability to foster innovation and creativity	127	3.417323
Setting direction and creating the right conditions to head in that direction	126	2.690476
Ability to plan and manage resources	127	2.062992
Ability to foster the development of collaborative and partnership working with other organisations	127	3.133858
Ability to see the big picture and identify opportunities to add value	127	2.551181
Effectively assess risks and seize opportunities	126	2.087302

Results indicate that the top 3 current skill gaps in leadership capabilities are:

- Ability to foster innovation and creativity - also identified as a current skill gap by Lucy et al. (2016:32). According to Table 3.3 above, this is the same competency as "creating and innovating" which is not part of the identified leadership competencies of the organisation.
- Ability to create a learning culture and support the development of employees - also identified as a current skill gap by Lucy et al. (2016:32). According to Table 3.3 above, this is the same competency as "coaching and developing people as well as learning and developing continuously" which is part of the identified leadership competencies of the organisation.
- Ability to foster the development of collaborative and partnership working with other organisations. According to Table 3.3 above, this is the same competency as "Thinking and managing globally" which is not part of the identified leadership competencies of the organisation.

Four of the twenty challenges facing organisations have been identified by participants as current and future challenges facing their organisation, namely:

- ***Developing appropriate leadership and management*** styles - This challenge should be addressed by the competency "coaching and developing people" from table 3.2 above. From Cohen's results, this competency is the least practised by leaders at the targeted organisation also needs to be addressed.
- ***Succession planning*** - This challenge should be addressed by the competency "coaching and developing people" from table 3.2 above. From Cohen's results, this competency also needs to be addressed as it is leased practised.
- Managing change - This challenge should be addressed by the competency "Managing and implementing change "from table 3.2 above, which is one of the strong leadership competencies in the organisation as seen from Cohen's size effect.
- ***Retention of key employees*** - This challenge should be addressed by the competency "***Attracting and managing talent"*** from table 3.2 above, which is not identified as one of the key leadership competencies by the target organisation.
- Cost spending restrictions - This challenge should be addressed by the competency "Managing costs and financial performance" from table 3.2 above, which is one of the strong leadership competencies in the organisation as seen from Cohen's size effect as a current challenge

From the results, it can be seen that of the top 5 current challenges, only retention of key employees is a key challenge which should be addressed by the competency "***Attracting and managing talent***" which is NOT part of the identified 10 competencies from the organisation. Of the top 5 current challenges, four of them can be addressed by the current leadership competencies. This accounts for 80% of the current leadership competencies. Ability to foster innovation and creativity as well as ability to foster the development of collaborative and partnership working with other organisations, which have been identified as the top 3 currently missing leadership competencies, should be addressed by the competencies listed in Table 3.3 above, namely: ***creating and innovating***, and ***thinking and managing globally***. Of the top 3 currently missing leadership competencies, only one of them can be addressed by the current leadership competencies. There is still room for improvement for the current leadership. Even though there is a gap between the current leadership skill and expected leadership competencies, looking at 80% match between the current challenges and current leadership skills, there is a positive relationship between the current leadership competencies and currently identified challenges.

Based on the above findings, the following hypothesis *can be accepted.*

H1: The current leadership competencies are positively related to effective change management for the selected chemical organisation.

3.16.5.1   Assessing the leadership challenges the organisation is likely to face in the next three to five years

Lucy et al. (2016:14-32) did a Management Agenda survey on challenges faced by the organisation in the political and economic environment. These challenges were included in the survey questionnaire in Section C to test if the targeted organisation will face similar challenges in the next three to five years. Table 3.18 below shows a ranking of the perceived future challenges according to the mean values.

Table 3.18: Results for perceived future challenges (next three to five years) with mean ranking

Ranked Future Organisational Challenges	Ranking
Developing appropriate leadership and management styles	3.53
Succession planning	3.49
Looking for new Markets	3.48
Managing Change	3.44
Retention of key employees	3.38
Improving efficiency / doing more with less	3.37
Cost Spending Restrictions	3.33
Implementing new technology	3.29
Looking to develop new products and services	3.26
Managing the people aspects of change	3.15
Balancing strategic and operational pressures	3.15
Redesigning processes or systems	3.13
Organisational Politics	3.05
Downsizing or Redundancies	3.01
Focusing on Core Businesses	3.00
Managing workload	2.92
Performance management	2.91
Changing the culture	2.90
Maintaining Employee Engagement and Morale	2.80
Employee engagement and morale	2.77

The top five future challenges identified by participants as facing their organisation are, namely:

- *Developing appropriate leadership and management styles;*
- *Succession planning;*
- Looking for new Markets;
- *Managing change; and*
- *Retention of key employees.*

From the study done by Lucy et al. (2016:22-23), where they asked the question "What are the main people challenges your organisation is likely to face in five years' time?" their top findings were amongst others the following:

- *Developing appropriate leadership and management styles;*
- *Succession planning;* and
- *Retention of key employees.*

From the 20 identified challenges in the study, it is interesting to note that developing appropriate leadership and management styles, succession planning and retention of key employees were identified by both the participants of the current study as well as Lucy et al. (2016:14-32) as the top current challenges. Four of the twenty challenges facing organisations have been identified by participants as both current and future challenges facing their organisation, namely:

- Developing appropriate leadership and management styles;
- Succession planning;
- Managing change; and
- Retention of key employees.

Cost spending restrictions are seen as a current challenge facing while looking for new markets is perceived as a future challenge for the organisation.

3.16.6 Assessing whether the current leadership competencies will address the future challenges

The identified top five future challenges identified by participants as facing their organisation are, namely:

- *Developing appropriate leadership and management styles*
- *Succession planning*
- Looking for new Markets
- *Managing change*
- *Retention of key employees*

Four of the identified top five future challenges are the same as the identified current challenges except "Looking for new markets". From Table 3.2 above, the competency to address this challenge is "Developing strategy and acting strategically". From the results, it can be seen that all the 5 future challenges likely to face the organisation in the next three to five years, all five of them can be addressed by the current leadership competencies. This

accounts for 100% of the current leadership competencies. Even though there is a gap between the current leadership skill and expected leadership competencies, looking at 100% match between the current challenges and current leadership skills, there is a positive relationship between the current leadership competencies and currently identified challenges.

Based on the above findings, the following hypothesis *can be accepted:*

H2. The current leadership competencies are positively related to effective change management for the selected chemical organisation in the next three to five years.

3.17   Summary of the results

The results of the empirical study were aimed at exploring the leadership competencies required for effective change management now and in the future (three to five years from now). A questionnaire was developed based on the literature study to evaluate the perceptions of the participants observed and expected leadership competencies. The results show that two-thirds of the employees that participated in the study were males. Most of the respondents were between 41 and 50 years old. Almost 79% of the employees are from maintenance (27%), technical support (26%) and Production (26%). A third of the employees are in the technical and process optimisation role category. Most participants (47%) had over 15 years working for the organisation. Approximately 41% of employees held a national diploma qualification. The survey results were analysed using SAS (2015) by Statistical Consultation Services of the North-West University. All the Cronbach alpha coefficient values for the constructs were found to be above 0.77, indicating a high degree of internal consistency for the survey questionnaire used. Based on the above findings, the questionnaire used to evaluate perceptions (current behaviour observations) regarding current leadership competencies associated with effective change management as well as perceptions (expected behaviours) regarding current leadership competencies associated with effective change management, can, therefore, be regarded as reliable.

For this study, CFA was performed in SAS (2015) using the observed competency data taking into account Kaiser's measure of sampling adequacy (MSA) and variation of commonalities. The results showed that all MSA values are above the cut-off value of 0.5, a logical conclusion can be reached that it is appropriate to perform a factor analysis on the ten (10) constructs. The survey questionnaire was also found to be valid. SAS (2015) was used to calculate the eigenvalues of the correlation matrix of the items associated with each

of the 10 constructs. SAS (2015) results show that all the items showed substantial loading on their respective constructs, which is an indication that an appropriate level of information is retained using the 10 constructs in the study. SAS (2015) was used to calculate commonality estimates which show the multiple correlations between each variable and a retained factor. The results showed that a range of commonalities calculated for the 10 constructs are high and it can be concluded that they are acceptable for the analysis.

Cohen's *d* effect sizes were calculated to determine the gap between observed leadership competencies and expected leadership competencies for each of the ten (10) behavioural competency constructs. All effect sizes calculated yielded negative values indicating that in all cases respondents expected greater importance to give to the leadership competencies for effective change management in their organisation. A ranking of the constructs according to effect sizes was performed to provide an indication of those respondents perceived to be more important. The top 4 constructs (with d = 1.84 -2.0) which participants expected to grow in importance for leadership competency development are:

- Coaching and developing people;
- Learning & developing continuously;
- Managing customer relationships and services; and
- Managing culture and diversity.

The 4 constructs (with d = 0.93 – 1.17) which respondents expect to be less important in future are:
- Managing costs and financial performance;
- Managing and implementing change;
- Cultivating teamwork and collaboration; and
- Developing strategy and acting strategically.

Four of the twenty challenges facing organisations have been identified by participants as both current and future challenges facing their organisation, namely:
- Developing appropriate leadership and management styles;
- Succession planning;
- Managing change; and
- Retention of key employees.

Cost spending restrictions are seen as a current challenge facing while looking for new markets is perceived as a future challenge for the organisation. The perceived current top 3 current leadership skills gaps indicated by higher mean values of greater than 3.0 are:

- Ability to foster innovation and creativity; and
- Ability to create a learning culture and support the development of employees Ability to foster the development of collaborative and partnership working with other organisations.

Based on the above findings, the following hypothesis *can be accepted:*
- **H1**: The current leadership competencies are positively related to effective change management for the selected chemical organisation.
- **H2**. The current leadership competencies are positively related to effective change management for the selected chemical organisation in the next three to five years

A detailed conclusion of research findings and the recommendations to the selected organisation are discussed in Chapter 4.

CHAPTER 4 SUMMARY OF THE FINDINGS AND RECOMMENDATIONS

4.1 INTRODUCTION

The previous chapter explored the research results based on the statistical analysis and the discussion of findings. This chapter will discuss the summary of study findings and the recommendations to the targeted organisation. It also discusses limitations to the study as well as further research. The section will end with the conclusion of the research.

4.2 SYNOPSIS OF THE STUDY

- In Chapter 1, the problem statement was discussed and research objectives were outlined as well as the research method to be followed in the study.
- In Chapter 2, a literature review on change management, leadership theories and leadership competencies was discussed.
- Chapter 3 indicated the empirical methods that were followed in the study, listed the research objectives and indicated statistical analyses used. The chapter also discussed empirical results with the aid of figures and tables and also covered a discussion on findings.

4.3 REVIEW STUDY OBJECTIVES

The main purpose of the survey is to investigate leadership competencies required for effective change management now and in the future (three to five years from now) and to answer the following questions:

- What are the leadership challenges facing the organisation now? Will the current leadership competencies address the current leadership challenges?
- What are the leadership challenges the organisation is likely to face in the next three to five years' time? Will the current leadership competencies address the future leadership challenges?

4.3.1 Secondary objectives

Secondary objectives which have been derived from the primary purpose and research problem for the chemical organisation under study are to:

- Evaluate perceptions (**current observations**) regarding current leadership competencies associated with effective change management;

- Evaluate perceptions (**expected**) regarding current leadership competencies associated with effective change management;
- Determine what leadership competencies are missing in the current leadership team; and
- Evaluate challenges facing the organisation today and in the next three to five years.

4.4 SUMMARY OF FINDINGS

The section below discusses a summary of findings of the research. It discusses research findings related to the prevalence of all study constructs, namely, learning and developing continuously; developing strategy and acting strategically; managing costs and financial performance, managing culture and diversity; managing customer relationships and services; cultivating teamwork and collaboration; displaying initiative and drive; managing and implementing change; relating and networking and coaching and developing people. The section also discusses the top five current and future challenges facing the target organisation and well as the missing leadership competency gaps in the organisation.

4.4.1 Observed versus expected leadership competencies required for effective change management

It could be seen from the results that there is a wide gap between observed behaviours and expected behaviours with respect to the following competencies below:

- Coaching and developing people – identified as a transformational leadership competency from MLQ 30 questionnaire (Smith, 2017: 3-4).
- Learning & developing continuously – identified as a transformational leadership competency from MLQ 30 questionnaire (Smith, 2017: 3-4).
- Managing customer relationships and services – identified as a transactional leadership competency from MLQ 30 questionnaire (Smith, 2017: 3-4).
- Managing culture and diversity – identified as a transformational leadership competency from MLQ 30 questionnaire (Smith, 2017: 3-4).

The results show that employees need coaching and development, diversity need to be managed better as well as customer relationships. Leaders in the organisation need to develop their transformational and transactional leadership skills listed above. Mason et. al. (2014:190) commented that leadership development interventions that are more effective in supporting leaders' development should be designed as part of transformational leadership development. To close the transformational leadership gap, organisations should build

leadership for change, build understanding of and commitment to change and enable change (University of Bath, 2015:9).

4.4.2   Current and future leadership challenges facing the target organisation

Four of the twenty challenges facing organisations have been identified by participants as current and future challenges facing their organisation, namely:

- Developing appropriate leadership and management styles - This challenge should be addressed by the competency "coaching and developing people", identified as a transformational leadership competency from MLQ 30 questionnaire (Smith, 2017: 3-4).
- Succession planning - This challenge should be addressed by the competency "coaching and developing people", identified as a transformational leadership competency from MLQ 30 questionnaire (Smith, 2017: 3-4).
- Managing change - This challenge should be addressed by the competency "Managing and implementing change", identified as a transformational leadership competency from MLQ 30 questionnaire (Smith, 2017: 3-4).
- Retention of key employees - This challenge should be addressed by the competency "*Attracting and managing talent*", identified as a transformational leadership competency from MLQ 30 questionnaire (Smith, 2017: 3-4).
- Cost spending restrictions - This challenge should be addressed by the competency "Managing costs and financial performance", identified as a transformational leadership competency from MLQ 30 questionnaires (Smith, 2017: 3-4).

The results indicate that there is a need for leaders in the organisation to develop current and new leadership competencies address the key concerns identified by the employees and be able to manage retained, losing key skills. Gentry et al. (2016:9 -10) commented that some of the strategies to deal with challenges is to "take an active role in mentoring, coaching, and developing others and to develop skills to enact change".

4.4.3   Current leadership competency gap

The ability to foster innovation and creativity as well as the ability to foster the development of collaborative and partnership working with other organisations, which have been identified as the top 3 currently missing leadership competencies, and should be addressed by the competencies listed in Table 3.3 above, namely: ***creating and innovating***; and ***thinking***

and managing globally, *and both are* identified as a transformational leadership competency from MLQ 30 questionnaire (Smith, 2017:3-4).

The results indicate that there is a need for leaders in the organisation to develop current and new leadership competencies in order to be creative, innovating and start thinking globally. Harvard Business Review (2016) listed the following skills that executives need to develop to become effective global leaders:

- an intellectual understanding of the global business context;
- the capacity to simultaneously develop a global and local perspective;
- being able to overcome dominant thinking at headquarters;
- a knack for cross-boundary partnering; and
- the ability to develop networks that are internal and external to the organisation.

4.5   RECOMMENDATIONS

The findings of this study indicated a few areas of improvement for the target chemical organisation. The following are the recommendations made to the organisation.

4.5.1   People Development and Succession planning

The results indicated that employees need to be developed and coached. There is some degree of both transformational and transactional leadership being practised in the organisation under study, which requires improvement. It is recommended that Management put development plans as well as succession plans in place and adhere to the plan. Wellins et al. (2016: 1-11) commented that for the organisation to prepare the best possible leaders for today and into the future, the leadership pipeline should be optimised by doing the following:

- start by considering current and future business drivers;
- painting a clearer picture of success (what a high-performing leaders looks like in terms of organisational knowledge, experiences, competencies and personal attributes);
- manage leaders in transition to help them move rapidly and smoothly through transitions;
- create leadership acceleration pools for high-potential individuals and accelerate development; and
- choose the right people to move up the ladder.

Robbins and Judge (2017:448) recommend using personality tests to recruit employees who exhibits transformational leadership qualities, and advise managers to consider investing in leadership training such as formal courses, workshops and mentoring.

4.5.2   Thinking and Managing Globally

The leaders in the organisation should be developed to keep up to date with global trends; review the company's position and develop business relationships in other countries. This requires transformational competency development in managing culture and diversity in order to be able to better define acceptable workplace behaviour better, openly challenge bias and intolerance and act as a role-model of inclusive behaviour. Robbins and Judge (2017:56) stated that effective managers will anticipate and adapt their approaches to global issues by:

- taking on increased foreign assignments, and learn the new locations' culture and workforce before introducing alternative practices;
- working with people from different cultures and understand their culture and how their background have shaped them, then adapt management style to fit any differences; and
- by adapting to different cultural and regulatory norms I each country where they do business, to avoid costly violation implications.

4.5.3   Managing change

It is recommended that the senior managers in the organisation develop continuously change management competencies in order to be able to identify and sell the benefits of change, model the change expected of others and establish roles and structures to support change. Robbins and Judge (2017:647) recommends overcoming resistance to change by buidling support and commitment with followers, developing positive relationships, effective communication with followers as well as ensuring their participation in the change effort, implementing changes fairly. Change can also be managed by followed change management approches like action research, Kotter's eight step plan as well as Lewin's three step model of the change process (Robbins & Judge, 2017:647).

4.6   LIMITATIONS OF THE STUDY

- The literature on leadership competencies, change management and leadership focusing on the South African chemical industry is also limited.
- The study was limited to a single chemical organisation within the South African context and the results can therefore not be generalised to other chemical organisations, neither from South Africa or internationally.
- The method of data collection primarily focused on questionnaires; interviews with the selective individuals could have enhanced the study.

4.7   FUTURE RESEARCH

A study should also be conducted in the same chemical organisation, but at a different geographic area to see whether there is a difference in the perceptions of employees with respect to the organisation's current leadership competencies required for effective change management and their perception of current and future challenges facing the organisation.

4.8   CONCLUSION

The results of the empirical study in Chapter 3 indicated their current challenges and future challenges can be addressed by the current leadership competencies in the organisation. The organisation possesses both transformational and transactional leadership styles that will mitigate most of the identified challenges. Based on the above findings, it can be concluded that the current leadership competencies are positively related to effective change management for the selected chemical organisation and also positively related to effective change management for the selected chemical organisation in the next three to five years. The objectives of this research, indicated in Chapters 1 and 4, have been accomplished. The research questions pertaining to the study, all hypotheses and the problem statement were all ADDRESSED by the study.

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APPENDIX 1:

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Code number:

QUESTIONNAIRE:

AN ASSESSMENT OF LEADERSHIP COMPETENCIES FOR EFFECTIVE CHANGE MANAGEMENT IN A CHEMICAL ORGANISATION

CONTACT DETAILS:

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Leadership Competency Questionnaire

All information will be treated as **STRICTLY CONFIDENTIAL** and will only be used for academic purposes.

GENERAL INSTRUCTIONS

1. The selected employees of a South African chemical company must complete this questionnaire.
2. Please answer the questions as objectively and honestly as possible.
3. Please answer all the questions, as this will provide sufficient information to the researcher so that an accurate analysis and interpretation of data can be made.

All the questions may be answered by making a cross in the relevant block. Use the following key: **1** = Strongly disagree; **2** = Disagree; **3** = Agree, 5 = Strongly Agree. **You must select the number which best describes how you feel about the item**. For example, should you be asked the extent to which you agree with the statement:

"All employee suggestions are evaluated."

and you feel that you slightly agree, you will mark the number 3 (**3 = Agree**) as in the example:

		Strongly disagree	Disagree	Agree	Strongly Agree
B7	All employee suggestions are evaluated	1	2	✘	4

It is essential you indicate your choice clearly with a **pen**.

SECTION A: DEMOGRAPHIC INFORMATION

The following information is needed to help us with the statistical analysis of the data for comparisons among different businesses. All your responses will be treated confidentially. We appreciate your help in providing this important information.

Mark the applicable block with a cross (X). Complete the applicable information.

A1	**Gender**	Male	Female
		1	2

A2	**Age group**	21 - 30	31 - 40	41 -50	51-60	60+
		1	2	3	4	5

A3	**Department**	Production	Technical Support	Maintenance	Supply Chain	SHE
		1	2	3	4	5

A4	**Level of employment**	Junior	Middle	Senior	Top
		1	2	3	4

A5	**Duration of employment**	0 – 5 years	5– 10 years	10 – 15 years	>15 years
		1	2	3	4

A6	**Qualification**	Matric	Diploma	Degree	Postgraduate
		1	2	4	4

SECTION B: LEADERSHIP COMPETENCY QUESTIONNAIRE

Indicate to what extent you agree or disagree with the statements. Mark the applicable block with a cross (X).

1. **Indicate the extent in which you agree or disagree with the <u>current observed behaviours</u> regarding the current competencies in your organisation (what you observe from leader behaviours in your organisation)**

2. **Indicate the extent in which you agree or disagree with the <u>expected behaviours</u> regarding the current competencies in your organisation (how you expect leaders in your organisation to behave)**

Observed Behaviour	Strongly disagree	Disagree	Agree	Strongly Agree	Leadership competencies of your Organisation required for effective change management	Expected Behaviour	Strongly disagree	Disagree	Agree	Strongly Agree
OB1	1	2	3	4	My manager see the big picture	EX1	1	2	3	4
OB2	1	2	3	4	My manager review & analyse the business unit's strategy.	EX2	1	2	3	4
OB3	1	2	3	4	My manager picks up changes in the marketplace	EX3	1	2	3	4
OB4	1	2	3	4	My Manager read and interpret financial reports	EX4	1	2	3	4
OB5	1	2	3	4	My manager sets financial targets,	EX5	1	2	3	4
OB6	1	2	3	4	My manager reviews and improves financial performance.	EX6	1	2	3	4
OB7	1	2	3	4	My Manager provides people with assignments to develop their skills	EX7	1	2	3	4
OB8	1	2	3	4	My manager gives timely coaching,	EX8	1	2	3	4
OB9	1	2	3	4	My manger acts as a role model for development.	EX9	1	2	3	4
OB10	1	2	3	4	My manager defines acceptable workplace behaviour,	EX10	1	2	3	4
OB11	1	2	3	4	My manager challenges bias and intolerance,	EX11	1	2	3	4
OB12	1	2	3	4	My managers acts as a role model of inclusive behaviour.	EX12	1	2	3	4
OB13	1	2	3	4	My manager seeks feedback	EX13	1	2	3	4
OB14	1	2	3	4	My manager sets personal development goals	EX14	1	2	3	4
OB15	1	2	3	4	My manager shows a sense of humour and perspective.	EX15	1	2	3	4
OB16	1	2	3	4	My manager starts tasks right away	EX16	1	2	3	4

Observed Behaviour	Strongly disagree	Disagree	Agree	Strongly Agree	Leadership competencies of your Organisation required for effective change management	Expected Behaviour	Strongly disagree	Disagree	Agree	Strongly Agree
OB17	1	2	3	4	My managers get things done quickly	EX17	1	2	3	4
OB18	1	2	3	4	My manage is ready to go the extra mile.	EX18	1	2	3	4
OB19	1	2	3	4	My manager sells the benefits of change	EX19	1	2	3	4
OB20	1	2	3	4	My manager establishes roles and structures to support change.	EX20	1	2	3	4
OB21	1	2	3	4	My manager models the change expected of others	EX21	1	2	3	4
OB22	1	2	3	4	My manager sets high standards for customer service	EX22	1	2	3	4
OB23	1	2	3	4	My manager resolves customer issues quickly.	EX23	1	2	3	4
OB24	1	2	3	4	My manager exceeds customer expectations	EX24	1	2	3	4
OB25	1	2	3	4	My manager sets the team's direction and priorities	EX25	1	2	3	4
OB26	1	2	3	4	My manager reviews the team's successes and failures	EX26	1	2	3	4
OB27	1	2	3	4	My manager helps team members work well together.	EX27	1	2	3	4
OB28	1	2	3	4	My manager works effectively with other people,	EX28	1	2	3	4
OB29	1	2	3	4	My manager uses networks to get things done.	EX29	1	2	3	4
OB30	1	2	3	4	MY manager builds rapport and keep others in the loop	EX30	1	2	3	4

SECTION C: LEADERSHIP COMPETENCY QUESTIONNAIRE

Indicate to what extent you agree or disagree with the statements. Mark the applicable block with a cross (**X**).

1. Indicate to what extent you agree with the statements that challenges listed are currently being faced by your organisation (**Your Current Organisation's Challenges**)

2. Indicate to what extent you agree with the statements that the challenges listed are most likely to be faced be faced by your organisation in three to five years from now. (**Your Organisation's Future Challenges**)

Current challenges	Strongly disagree	Disagree	Agree	Strongly Agree	Challenges facing organisations now in the three to five years from now	Future challenges	Strongly disagree	Disagree	Agree	Strongly Agree
CC1	1	2	3	4	Looking to develop new products and services	FC1	1	2	3	4
CC2	1	2	3	4	Implementing new technology	FC2	1	2	3	4
CC3	1	2	3	4	Looking for new Markets	FC3	1	2	3	4
CC4	1	2	3	4	Redesigning processes or systems	FC4	1	2	3	4
CC5	1	2	3	4	Cost Spending Restrictions	FC5	1	2	3	4
CC6	1	2	3	4	Focusing on Core Businesses	FC6	1	2	3	4
CC7	1	2	3	4	Downsizing or Redundancies	FC7	1	2	3	4
CC8	1	2	3	4	Succession planning	FC8	1	2	3	4
CC9	1	2	3	4	Employee engagement and morale	FC9	1	2	3	4
CC10	1	2	3	4	Changing the culture	FC10	1	2	3	4
CC11	1	2	3	4	Maintaining Employee Engagement and Morale	FC11	1	2	3	4
CC12	1	2	3	4	Developing appropriate leadership and management styles	FC12	1	2	3	4
CC13	1	2	3	4	Managing the people aspects of change	FC13	1	2	3	4
CC14	1	2	3	4	Performance management	FC14	1	2	3	4
CC15	1	2	3	4	Retention of key employees	FC15	1	2	3	4
CC16	1	2	3	4	Balancing strategic and operational pressures	FC16	1	2	3	4
CC17	1	2	3	4	Managing workload	FC17	1	2	3	4
CC18	1	2	3	4	Managing Change	FC18	1	2	3	4
CC19	1	2	3	4	Improving efficiency / doing more with less	FC19	1	2	3	4
CC20	1	2	3	4	Organisational Politics	FC20	1	2	3	4

Indicate to what extent you agree or disagree with the statements. Mark the applicable block with a cross (X).

1. Indicate the extent in which you agree or disagree with the <u>current observed behaviours</u> regarding the current competencies in your organisation (what you observe from leader behaviours in your organisation)

2. Indicate the extent in which you agree or disagree with the <u>expected behaviours</u> regarding the current competencies in your organisation (how you expect leaders in your organisation to behave)

Observed Behaviour	Strongly disagree	Disagree	Agree	Strongly Agree	Leadership competencies of your Organisation required for effective change management	Expected Behaviour	Strongly disagree	Disagree	Agree	Strongly Agree
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OB5	1	2	3	4	My manager sets financial targets,	EX5	1	2	3	4
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OB7	1	2	3	4	My Manager provides people with assignments to develop their skills	EX7	1	2	3	4
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OB14	1	2	3	4	My manager sets personal development goals	EX14	1	2	3	4
OB15	1	2	3	4	My manager shows a sense of humour and perspective.	EX15	1	2	3	4
OB16	1	2	3	4	My manager starts tasks right away	EX16	1	2	3	4

THANK YOU FOR YOUR TIME