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**Factors that positively contribute to the development of managers into
leaders within an organisational hierarchy.**

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ABSTRACT

The need for this research stems from the need for organisations to develop, nurture and grow managers into leadership positions and identifying the factors that positively contribute to this growth within organisational hierarchy. In this study, leadership and management skill requirements are conceptualised as being layered or segmented, and are described using a one-by-one grid matrix. Based on this grid, this study utilises up to of five categories of management and leadership requirements: managing oneself, managing others, managing teams, managing functions and managing companies. The model is then tested in a sample of ninety two (92), junior, midlevel, and senior managers, within an organisation hierarchy.

A quantitative research methodology was utilised, with self-administered questionnaires, developed to test for management and leadership dimensions among employees within an organisational hierarchy. Based on this the study explores those factors that contributed the transitioning of employees from managers into leadership positions.

Findings support the element of the model through the emergence of the leadership skill requirement categories. Findings also support the second portion of the model in that different categories of leadership skill requirements emerge at different organisational levels, and that jobs at higher levels of the organisation require higher levels of all leadership skills. In

addition, although certain skill requirements are important across organisational levels, certain strategic skill requirements only fully emerge at the highest levels in the organisation. However on management skill levels, it was found to be not conclusive, the findings show that management skill requirements are important across organisational levels, irrespective of the employee's level in the hierarchy, be it at the lower or highest levels in the organisation.

Lastly it shows that for management and leadership development, individual and personal traits are not as critical for managers and management development, however they are extremely critical for leaders and leadership development, as one transitions up the hierarchy within an organisation.

This proved to be a valuable tool for conceptualising leadership skill requirements across organisational levels.

Keywords.

Leadership, Management, Development, Organisational, Hierarchy.

DECLARATION

I declare that this research project is my own, unaided work. It is submitted in partial fulfillment of the requirements of the degree of Masters of Business Administration for the Gordon Institute of Business Science, University of Pretoria. It has not been submitted before for any degree of examination in any other university. I further declare that I have obtained the necessary authorisation and consent to carry out this research.

Date: 13th December 2010.

Elvis Philip Alwali Ademba

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1. CHAPTER 1: INTRODUCTION TO THE RESEARCH PROBLEM

1.1. Problem Definition.

The global recession and financial credit crunch that started in 2007, has caused many companies to face increasingly critical challenges in an unprecedented economy. In the same vein lack of service delivery in many government departments and private firms, in South Africa (Finweek, 2010), has led to the argument that there is too much management and very little leadership. Johnson (2009) argues that the recent continuous round of economic, political and educational disasters such as the handling of Hurricane Katrina in America, the Iraq War and the financial sector meltdown can all be related to too much focus on leadership instead of management. It can also be said that a lack of leadership within the European Union has worsened Greece's current financial crisis (Finweek, 2010). It is no longer business as usual, and many companies are desperately searching for capable managers and leaders. In the case of South Africa (Finweek, 2008) due to the black economic empowerment (BEE) and Affirmative Action (AA) requirements, women and black candidates in senior leadership positions are in short supply. Finweek (2008) goes on to say that in 1994, with a previously predicted economy growth rates of about 1 to 2% South Africa needed 235 000 black managers by 2000 but when in reality the economic growth rates doubled to 4% and above, the country failed to grow enough business managers and leaders quickly enough, leading to a skills shortage hence poor service delivery and country competitiveness.

Against this backdrop environment of rapid change, uncertainty, and tumbling companies it serves to show that the concept of management and leadership is not the same (Johnson, 2009). And to move forward requires the people who run companies to balance the management and leadership in the organisation while envisioning a different future for the organisation. The need for management has not gone away, but what is taking place is the need to grow management into leadership. In addition building on the combination of the theoretical work, it would be important to build a model that would help in leadership development programmes. This being the case and recognising the fact that training people is at best difficult, costly and time consuming (Fiedler, 1965), how can business organisations ensure that they are constantly building managers and generating a pipeline of leaders for the future? Romero (2010) argues that its only in understanding the distinction of the two that will provide clarity on the organisational design, roles and responsibilities, management and leadership practice. It is unusual for one person to have the skills to serve as both an inspiring leader and a professional manager. In large, complex organisations, these two distinct roles are even more difficult to assimilate in one person, and the tendency for organisations to favour either leadership skills aside in favor of managing the workplace, or vice versa. Organisational life is replete with flux, unpredictability and complexity and any leadership development needs to take account of that. Take for instance the recent Icelandic volcano: it was unpredictable and airlines and the hospitality industry was caught totally unaware of the impact of ash clouds on their businesses, not to mention primary producers in the southern hemisphere who

could not get perishable product to northern hemisphere markets (bbcnews, 2010).

1.2. Research Aim

The aim of this study is to gain an understanding of the leadership and management skill requirements across organisational levels (hierarchical) by identifying the categories of leadership and management skill requirements across organisational levels. Thus being to identify the right skills at the right time for managers and leaders in organisations.

The study also aims to delve into and identify those factors that are key to influencing and positively contributing to the development of management into leadership and development of managers into leaders; within an organisational hierarchy as they progress through the ranks from managing themselves and others to managing the entire enterprise. Given that people need certain skills and behaviours to be effective at work, but as they transition into leadership if these are not defined, they can become lost in vague generalisations. Hence this information will be useful for organisational practitioners attempting to implement leadership development programmes, training programs for company managers and executive leaders especially within an enterprise wide level or organisational hierarchy. Such that the training and development programs can be appropriately directed for the different levels. McCauley (2006) says that that focus on leadership competencies and skill development promotes better leadership. And that, skills needed for a particular position may change depending on the specific leadership level in the organisation. By using a competency approach,

organisations can determine what positions at which levels require specific competencies. When selecting and developing leaders, human resource professionals should consider the competencies that the individual possesses and compare those to the ones that need further development for success in a leadership role. By looking at his/her current competencies and comparing those to the skills necessary to fill a leadership position, organisations can make better-informed decisions in hiring, developing and promoting leaders.

In addition it may be used for individual professional development, and in the aiding of planning, evaluation, selection and placement of people into management & leadership positions with or without the required skills, and ensuring that the expectation of a leadership position in the hierarchy is set correctly. Finally it attempts to raise awareness about different levels of mix in management and leadership skills requirement within an organisation's hierarchy.

1.3. Summary

The way in which management and leadership development is managed within an organisation is important. The specific characteristics and skills required by managers and leaders are aligned, but may not be the same as one transition from one level into the other, and at different levels in the organisation; This will be explored in the next section including the different theories of management and leadership.

2. CHAPTER 2: THEORY AND LITERATURE REVIEW

2.1. Introduction

According to Kotter (1990), leadership is an age-old concept that has been around for centuries, while management is a concept developed in the last 100 years, when Mary Parker Follet (Monin and Bathurst, 2008), on her foundational theory on business administration, in part from the rise of the industrial revolution. Ricketts (2009) argues that today's groups, organisations, and teams need both effective leaders and effective managers to run a successful operation. While some obvious similarities between the two such they both involve influencing constituents or employees; authority and power are generally given with both positions, it can also be found between leadership and management, there are also some striking differences. This chapter will explore the concept of management and leadership and a comparison of the competencies and differences between the two will be done. Leadership theories will also be highlighted.

2.2. Leadership and Management

Drucker (2003), argues “ the task of management is to make people capable of joint performance, to make their strengths effective and their weaknesses irrelevant. He asserts that this is what the organisation is all about, and it is the reason that management is the critical, determining factor” and leadership as a responsibility; “ someone who has followers; popularity is not leadership, results

are; leaders are highly visible, they set examples; leadership is not rank, privilege, title or money, it is responsibility". While Ricketts (2009) defines leadership as a process whereby an individual influences a group of individuals to achieve a common goal, and that management is to exercise executive, administrative, and supervisory direction of a group or organisation; While management is to exercise executive, administrative, and supervisory direction of a group or organisation. However Romero (2010) argues that the essence of management involves predictability and order while leadership is change. Bennis and Nanus (1985) define management as accomplishing activities and mastering routines; and leadership means to influence others and create visions for change. Rost (1991) asserts that leadership is a multidirectional influence relationship; management is a unidirectional authority relationship. Zaleznik (1992) argues that management and leadership require different types of people. (i.e. management is often more task-oriented; leadership is often considered more inspirational and visionary).

One of the questions then that must be asked is, what are the characteristics of a good leader? Should leaders be the most educated philosophers as Plato puts forth in his *Republic* (Jowett, 1995), or should they lead only after they themselves have been lead as Aristotle suggests (Ellis, 1995)? Yukl (1989) in his comprehensive conceptual model of leadership, defined the relationship between leadership traits, managerial behaviour, follower effort, organisational structure, culture, and situational variables. He suggested that leadership results from the social process that ensues within the organisational context.

So how can we distinguish between leadership and management? In *table 2-1* we

see a direct comparison between leadership and management activities (Northouse, 2007). An individual can be a great leader, a great manager, or both, but each area requires the mastery of slightly different skills and competencies.

Table 2-1 A Comparison of Management and Leadership Competencies.

Management Produces Order & Consistency	Leadership Produces Change & Movement
<ul style="list-style-type: none"> • Planning and budgeting • Establishing agendas • Setting timetables • Allocating resources 	<ul style="list-style-type: none"> • Establishing direction • Creating a vision • Clarifying the big picture • Setting strategies
<ul style="list-style-type: none"> • Organising and staffing • Provide structure • Making job placements • Establishing rules and procedures 	<ul style="list-style-type: none"> • Aligning people • Communicating goals • Seeking commitment • Building teams and coalitions
<ul style="list-style-type: none"> • Controlling and problem solving • Developing incentives • Generating creative solutions • Taking corrective action 	<ul style="list-style-type: none"> • Motivating and inspiring • Inspiring and energise • Empowering subordinates • Satisfying unmet needs

Source: Northouse, 2007, p. 10.

2.3. Theories of Leadership.

There are many different theories of leadership that have been put forth. Bass' (1990) theory of leadership states that there are basic ways to explain how people become leaders. Trait theory, which states that some personality traits may lead people naturally into leadership roles. Great man theory which stated that leaders are born. The situational or contingency theory, which states that leaders emerge. An important event or crisis may cause a person to rise to the occasion, which brings out extraordinary leadership qualities in an ordinary person. And the transformational leadership or behavioral theory, which argue that leaders are made and not born. People can choose to become leaders and people can learn leadership skills. It is the most widely accepted theory today and the premise on which this study is based.

2.4. *The five traits*

The big five personality traits or factors and their constituent traits as summarised by (Matthews et al 2003) as below. The big five traits factors were first defined by Digman, (1990) who developed the works done by (Ernest Tupes and Raymond Cristal in 1961) are openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism

- Openness – Appreciation for art, emotion, adventure, unusual ideas, curiosity and variety of experience.
- Conscientiousness – A tendency to show self-discipline, act dutifully, and aim for achievement; planned rather than spontaneous behaviour.

- Extraversion – Energy, positive emotions, surgency, and the tendency to seek stimulation in the company of others.
- Agreeableness – A tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others.
- Neuroticism – A tendency to experience unpleasant emotions easily, such as anger, anxiety, depression, or vulnerability.

Buckmaster (2008), writes that extraversion is related to leadership. Extraverts are sociable, assertive, and energetic people. They enjoy interacting with others in their environment and demonstrate self-confidence. Because they are both dominant and sociable in their environment, they emerge as leaders in a wide variety of situations. Another personality trait related to leadership is conscientiousness. Conscientious people are organised, take initiative, and demonstrate persistence in their endeavors. Conscientious people are more likely to emerge as leaders and be effective as leaders. Finally, people who have openness to experience and those who demonstrate originality, creativity, and are open to trying new things, tend to emerge as leaders and tend to be effective as leaders. According to Buckmaster (2008), out of all personality traits, extraversion has the strongest relationship to both leader emergence and leader effectiveness, followed by conscientious people. But he also mentions that not all effective leaders are extraverts, but you are more likely to find extraverts in leadership positions.

There are also some traits that are negatively related to emerging as a leader and being successful as a leader. Judge, Bono and Gerhardt (2002), note that agreeable people who are modest, good natured, and avoid conflict are less likely to be perceived as leaders. He also argues that one has to be aware that not all traits are equally effective in predicting leadership potential across all circumstances. According to House & Aditya (1997), organisational situations allow leader traits to make a greater difference. They argue that in small, organisations where leaders have a lot of leeway to determine their own behavior, the type of traits leaders have may make a difference in leadership potential. However in large, bureaucratic, and rule-bound organisations, such as the government and the military, a leader's traits may have less to do with how the person behaves and whether the person is a successful leader (Judge et al, 2002). Hence, some traits become relevant in specific circumstances. For example, bravery is likely to be a key characteristic in military leaders but not necessarily in business leaders. To this argument Hackman & Wageman (2002), conclude that instead of trying to identify a few traits that distinguish leaders from nonleaders, it is important to identify the conditions under which different traits affect a leader's performance, as well as whether a person emerges as a leader.

These factors were used in this study to survey and determine their relationship and difference between managers and leaders in relation to the skills required and development into leadership positions.

2.5. Relationship based on roles

On the other hand various authors argue that there is an overlap between the two constructs, namely that of management, and that of leadership. When managers are involved in influencing a group of employees to meet its goals, they are performing leadership functions. In addition, when leaders are involved in aspects such as planning, organising, staffing or controlling, they are operating within the management realm. Mary Parker Follett in her works (cited by Monin and Bathurst, 2008) argues that “.... the primary responsibility of leadership is to discover the sense-making thread that structures understanding of the ‘total situation’, establish the ‘common purpose’ that emerges from this, and by leading, ‘anticipating’, make the next situation”. Follett, goes on to say that ‘leadership’ is a necessary management skill; and of those carrying out the functions of ‘business administration’ as ‘managers’. Hence while distinguishing between leadership and management, suffice it to say that while different, they may never be completely separate.

2.6. Developing Managers into Leaders within an Organisation Hierarchy.

There are significant differences in work requirements at various leadership levels that require different skills. But if leadership can be developed, what are the key things that separate successful ones from the ones that grow appropriate skills as they moved up the leadership hierarchy. Mumford, Campion and Morgeson (2007), argue that Leadership skill requirements can be described as being stratified by

organisational level. In their works they found out that leadership skill requirements can be empirically grouped into a four-part complex: cognitive, interpersonal, business, and strategic. That is, jobs at higher levels in the organisation have significantly greater overall leadership skill requirements. The study found that the amount of leadership skill required by a job varied depending on the leadership skill category across all levels in the organisation.

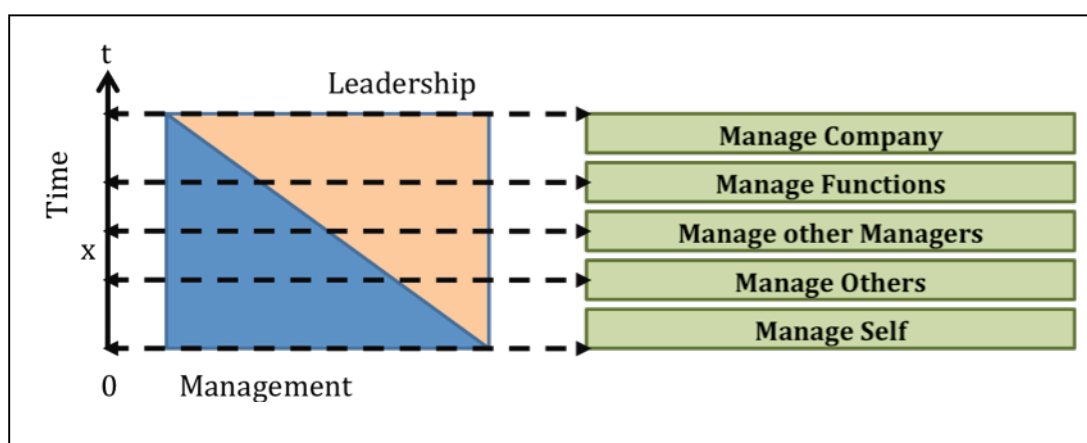
The way in which management and leadership development is managed within an organisation is important. The specific characteristics and skills required by managers and leaders are aligned, but may not be the same as one transition from one level into the other, and at different levels in the organisation. This will be explored in the next section including the different theories of management and leadership.

At each different level in the hierarchy, it requires a different mix leadership and management skills. By focusing on leadership skill requirements, Mumford (2007) shows that managers can become better leaders, in part because skills represent capabilities that can be developed and the focus shifts from the person holding the job to the job itself. Therefore, instead of trying to identify the characteristics of leaders the focus should be on the job (combination of management and leadership), and the skills it requires, and then developing this skills within the organisation for that specific job. These combinations of skills it will vary according to the job and the hierarchy in the organisation.

This is comparable to the growth of a manager model (Luyt, 2009) and the one by one grid, by using the postulated stages of growth of a manager within an organisation hierarchy. Luyt (2009) conceptualised that from the time an employee

joins an organisation at an entry-level position, and as they climb the corporate ladder within the organisation, their roles in management and leadership change over time. Such that initially, one only has to manage yourself, the focus is on the controlling, planning, monitoring (operational management). And as they are promoted into a management role and positions, each promotion the employee will need to manage others. They would then transition into a middle level management role of managing other managers. The next step into manage managers or manage functions in a company (say marketing manager), the focus shifts from planning and controlling, to leading, which involves more visioning and influence of others to follow the vision. Finally, on a managing director level, most of the work and time would be spent on visioning and influence and strategy, instead of operational management (Luyt, 2009). Through all this stages the individual shall a certain set of skills in order as to perform their function effectively. These combinations of skills will vary according to the job and the hierarchy in the organisation.

Figure 2-1: Growth of a Manager



(Source Luyt, 2009)

Luyt uses the one-by-one grid to show the progression of roles and situations from one particular role to another specific role or situation over a period of time. And as the employee transitions in the organisation, and is promoted to different levels as shown in the growth of a manager model as above, differing percentages of both roles will be present during this period of transition. The one by one grid model when mapped shows that at different levels in the hierarchy certain percentage of management and leadership are required at each transition. At any point in time, a certain percentage of both roles will be present, e.g. at time x , the role will contain (a) portion of management skills required and (b) portion of leadership skills required for that particular role. The only time (theoretically) that only one of the two roles will be present, is at time 0, as the employee joins the company when only manage oneself skills is required, and time t (at end of transition) when theoretically only leadership skills will be present.

In the same vein McCauley, (2006) lists the leadership competencies as follows.

Leading the organisation:

- managing change
- solving problems and making decisions
- managing politics and influencing others
- taking risks and innovating
- setting vision and strategy
- managing the work
- enhancing business skills and knowledge
- understanding and navigating the organisation

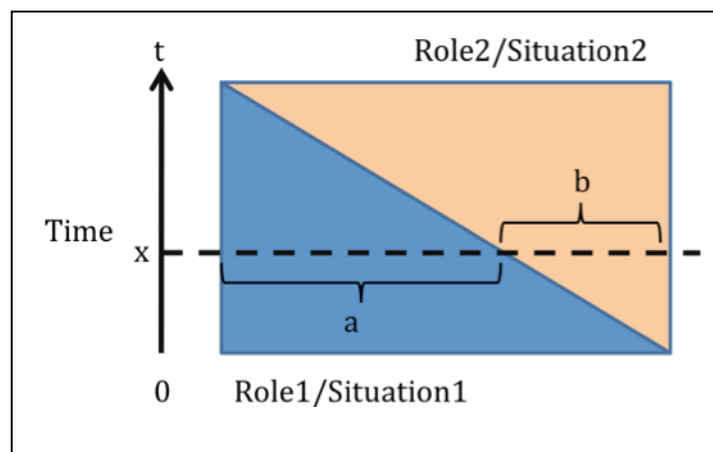
Leading the self:

- demonstrating ethics and integrity
- displaying drive and purpose
- exhibiting leadership stature
- increasing your capacity to learn
- managing yourself
- increasing self-awareness
- developing adaptability

Leading others:

- communicating effectively
- developing others
- valuing diversity and difference
- building and maintaining relationships
- managing effective teams and work groups

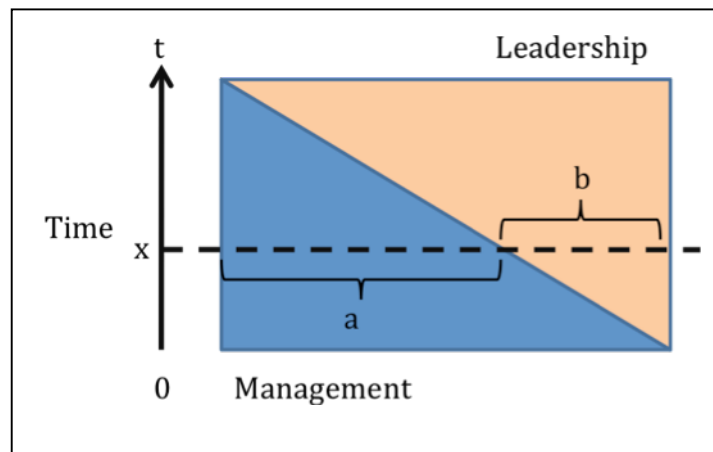
Figure 2-2: *One-by-One Grid explained diagrammatically*



(Source Luyt, 2009).

Therefore when using the one-by-one grid, one could postulate that a management role normally starts off with more management functions, and transitions into a purely leadership role over time (Luyt, 2009).

Figure 2-3: *One-by-One Grid applied to Management and Leadership*



(source Luyt, 2009).

2.7. Creating the Leadership Pipeline.

McGurk (2009) in his works on the assessment of outcomes of management and leadership development (MLD) at individual, business and organisational levels, found out that often leadership development programmes lead to more effective compliance with prescribed objectives, but with very little contribution to strategic change. It is interesting to note that McGurk also found out that the individualised leadership programme had individual benefits but negligible impact on the business; and yet due to informal external factors showed how a collective and emergent approach to leadership development made a significant but unintended contribution to strategic change.

McGurk identifies the following informal and external factors as having an impact on the MLD.

- The extent to which the human resource function of the organisation is strategically integrated, with policies of, for example, management reward and recruitment, that reinforce rather than undermine MLD activities and which support the organisation's overall strategy
- The external influences on the learning process, such as managers' memberships of professional associations, that serve to regulate and shape desired management competences

The Conventional "off-the-shelf" MLD interventions such as qualifications-based management development programmes and introspective self-awareness workshops have their place (McGurck, 2009, p. 468). In order to reap benefits from these MLDs organisations should ensure that they are linked to both the realities of the managerial role and the organisational strategy.

Based on McGurk findings and relating to the one-by-grid, it can be argued that "off-the-shelf" and universal development programmes may not be effective there is need for targeted development programmes based on the job requirements. This is what is explored via this research.

2.8. Building a Leadership Base.

Continuing on the theme of the leadership pipeline, typically a corporate organisation would be structured on a hierarchy of levels. Each passage

represents a change in organisational position and a different level and complexity of management and leadership involving: skill requirements, involving new capabilities in performance skills (behavioural, inter- personal and process), Time applications governing the time frames at which one works and Work values covering what in effort. Top managers handle the strategic management and mid-level managers communicate objectives top down or deliver information relevant for decision-making bottom up (Jurgen 2010). He argues that companies should be anticipating these developments, and lay the foundations for their own competence problems of tomorrow. He asserts that networking or relationship management cannot replace strategic management, because at the end of the day markets and target groups are created by the company itself. It would therefore be important that the protection of the current competence portfolio by using a clear role allocation between top and middle management should be an objective for strategic competence developments in companies.

2.9. Development programs

Organisations and individuals do invest substantial resources in leadership development. Collins and Holton (2004), writes that great results are not guaranteed. The research conducted by Collins and Holton (2004) which was a quantitative analysis of the findings of 83 studies concluded that, organisations should only feel comfortable that their managerial leadership development programs will produce substantial results, especially if they offer the right

development programs for the right people at the right time. For example, it is important to know whether a six-week training session is enough or the right approach to develop new competencies that change managerial behaviours, or is it individual feedback from a supervisor on a weekly basis regarding job performance that is most effective?

Just as the leadership challenges vary by level, so do the required leadership competencies also vary from one organisation to another. Fulmer & Goldsmith (2001) found that a majority of the best-practice organisations have identified leadership competencies or, at least, tried to define characteristics and qualities of successful leaders. Conger (2004) says that organisations can cause leadership development by using leadership development frameworks and programs, to identify and fast track the identified leadership pool, these programs would include;

- Coaching
- Mentorship
- Networking
- 360 degree feedback
- Management action learning
- Different job assignments
- Intellectual stimulation
- Individual consideration
- Specialised / technical skills.
- Leadership development program
- Organisational opportunity / Crisis exposures.

- Organisational culture
- Organisational structure

2.10. Individual Considerations, self management and social skills.

Leadership development can also be seen from a social dynamics point of view, such that self-management, social skill and work facilitation must all be developed. And the organisation must provide the environment for this to be developed and leadership to thrive. Self-management includes self-awareness, ability to balance conflicting demands, ability to learn and leadership values. Social capabilities include the ability to build and maintain relationships, ability to build effective work groups, communication skills and the ability to develop others. Work facilitation includes management skills, the ability to think and act strategically, the ability to think creatively, and the ability to initiate and implement change (Van Velsor and McCauley, 2004). They write that personal mastery precedes interpersonal effectiveness. Sustained personal effectiveness requires continual willingness to invest in the self-nurturing oneself, which fosters healthy and sustained success.

The following factors are considered.

- Self-awareness.
- Ability to learn.
- Ability to build and maintain relationships.
- Ability to build effective work groups.
- Ability to develop others.

- Ability to think and act strategically.
- Ability to initiate and implement change.

2.11. Summary

As employees move within an organisational hierarchy, from management into leadership, they move from managing one (self), others, teams and to managing the enterprise, and there are certain factors that positively contribute to this development. Based on the leadership theories and the one-by-one grid matrix, they can be mapped and in the next section we will examine the fact that the higher one goes in the company, the more leadership skills are required than management skills.

3. CHAPTER 3: RESEARCH QUESTIONS

The research explores the factors that could “push” the split line up (see *figure 2.3*), in other words reducing leadership capacity, be specific personality traits or feelings of inferiority. It could also be learnt skill. On the other hand, certain personality traits / types automatically push the line down (i.e. dominant type, or charismatic type).

3.1. Proposition 1

The management and leadership skills differ within the organisational hierarchy

3.1.1. Hypothesis 1

This hypothesis says that leadership skill is different from management skill and that these two requirement categories will be empirically distinguishable within an organisational, and it is possible to discern these differences.

H0: The leadership and management skill requirement categories will **not** be empirically distinguishable in an organisational hierarchy.

H1: The leadership and management skill requirement categories will be empirically distinguishable in an organisational hierarchy

3.1.2. Hypothesis 2

Leadership and management skill requirements will interact with organisational level such that:

- i. Leadership and management skill requirements will vary by organisational hierarchy level and that leadership skills will be needed the greatest amount at higher levels.

H0: The leadership and management skill requirement categories will be empirically distinguishable in an organisational hierarchy, that leadership skills will not be needed the greatest amount at higher levels.

H1: The leadership and management skill requirement categories will be empirically distinguishable in an organisational hierarchy, that leadership skills will be needed the greatest amount at higher levels.

- ii. Leadership and management skill requirements will vary by organisational hierarchy levels and that management skills will be needed the greatest amount at lower levels.

H0: The leadership and management skill requirement categories will be empirically distinguishable in an organisational hierarchy, that management skills will not be needed the greatest amount at lower levels.

H1: The leadership and management skill requirement categories will be empirically distinguishable in an organisational hierarchy, that management skills will be needed the greatest amount at lower levels.

3.2. Proposition 2

There are certain personal and organisational factors that can increase the capacity for leadership (i.e. push the line down), such that.

3.2.1. Hypothesis 3

The big five personality trait factors will not increase the capacity for leadership within and organisational hierarchy.

- i. Openness to experience will not increase the capacity for leadership within and organisational hierarchy.
- ii. Conscientiousness will not increase the capacity for leadership within and organisational hierarchy.
- iii. Extraversion will not increase the capacity for leadership within and organisational hierarchy.
- iv. Agreeableness will not increase the capacity for leadership within and organisational hierarchy.
- v. Neuroticism will not increase the capacity for leadership within and organisational hierarchy.

3.2.2. Hypothesis 4

Organisational factors and leadership development programs will not increase the capacity for leadership within and organisational hierarchy.

- i. Self-awareness will not increase the capacity for leadership within and organisational hierarchy.
- ii. Ability to learn will not increase the capacity for leadership within and organisational hierarchy.
- iii. Ability to build and maintain relationships will not increase the capacity for leadership within and organisational hierarchy.
- iv. Ability to build effective work groups will not increase the capacity for leadership within and organisational hierarchy.
- v. Ability to develop others will not increase the capacity for leadership within and organisational hierarchy.
- vi. Ability to think and act strategically will not increase the capacity for leadership within and organisational hierarchy.
- vii. Ability to initiate and implement change will not increase the capacity for leadership within and organisational hierarchy.

4. CHAPTER 4: RESEARCH METHODOLOGY

4.1. Introduction

Since the need for research on leadership within organisational hierarchy, in this study we shall examine it within and specifically managers at all levels of the hierarchy still working for their organisation. Much exploratory research has already been carried out in this area; hence this research is designated as qualitative. It is descriptive in nature, meaning that it is research designed to describe characteristics of a population or phenomenon (Zikmund, 2003). It will use close-ended questions in order to ascertain frequencies of responses to questions where orders of importance of some factors are required. A cross-sectional design was chosen because it's a study in which various segments of the population are sampled at a single point in time (Zikmund, 2003).

4.2. Research Design

The research design was quantitative in nature and took the form of a descriptive study. There are four research methods for descriptive research studies namely, surveys, experiments, secondary data studies and observations (Zikmund, 2003). A survey specifically a questionnaire is appropriate to carry out a descriptive study as in line with what Zikmund (2003) advocates that surveys attempt to describe a characteristic in terms of "what", "who" and/or to quantify certain factual information.

A literature review was conducted to identify key variables that can be used as the

construct factors for developing managers from management into leadership.

4.2.1. Scope

The scope, of this study was limited to those managers and leaders within an organisational hierarchy, such that its was only those who had come up within the ranks in the same organisations, and grown or were developed from management positions into leadership positions. In light of the above, the study made use of leaders from varying organisations and or from the same organisation.

4.2.2. Population

The population consisted of all managers and leaders who hold positions of influence in organisations in South Africa. Such that the individuals in these positions needed to have sub-ordinates reporting to them. They were therefore people in organisations who were either, managing others, managing functions, managing businesses or managing enterprises.

Exclusions: This study excluded those managers in organisations, who were not managing others, or in companies of less than ten (10) people.

The above population and population criteria were set because the aim of the study was to examine the factors and the experience that the individuals have in management and leadership within an organisational hierarchy. It is assumed here that smaller companies of less than ten (10) people may not have a well-defined hierarchy.

4.2.3. The unit of analysis

The unit of analysis was the manager or the leader as identified in companies irrespective of the hierarchical level.

4.2.4. Sample and Sampling

A non-probability sampling method was used, and this described by Zikmund (2003) as being a technique in which the probability of any particular member of the population being chosen is un-known. More specifically convenience sampling was used to obtain the companies from which the units of people (managers and leaders), at different levels of the organisations were be obtained, where each unit was drawn randomly within each of the specified stratum. This is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher. Three Human Resource (HR) managers who are also doing MBA the Gordon Institute of Business Science were approached and agreed to distribute the questionnaire in their respective companies. The benefits of this sampling technique are because it is fast, inexpensive, easy and the subjects are readily available (Zikmund 2003), in this case being organisational hierarchy. From a sample size perspective, the objective was that we targeted at least 20 managers at each level in the hierarchy for each individual company participating in the survey. This was to ensure that sufficient responses are arrived at taking into account and assuming response rate of 20%.

The respondents were informed through their organisations human resource managers and extracted from department (HR) database in the different

companies, who identified and sent our questionnaires to the different managers in the companies. Respondents were screened from the database assuming they meet the potential population criteria specified above. All potential respondents were emailed a link to an online questionnaire. Because it was important to ensure that managers and leaders at all levels in the organisation were represented, for each company, the HR managers distributed the questionnaire to all managers within their organisation or divisions irrespective of rank and position in the organisation, as long as they met the population criteria.

4.2.5. Sample Frame

Five different South Africa companies were approached and were kind enough to allow for the access to the managers through the human resource department. These five were big companies, in the Mining, and Manufacturing and financial sectors. This was facilitated by obtaining the managers database via the human resource managers and directors in these organisations. Therefore a sampling frame of all the managers in the three companies surveyed drawn up from lists supplied by human resource department databases were used.

4.3. Data Collection Process

4.3.1. Research Instrument

A detailed questionnaire was used to determine what leadership and management skills or characteristics present in the individual, as well as the factors that positively contributed to their development into leadership from management. The

questionnaire was pre-tested to ensure that it is well refined and met the objectives.

The questionnaire comprised four parts.

- The first part included instructions to guide the respondent toward successfully understanding and completing the questionnaire.
- The second part included questions referring to the demographic profile of the participant such as designation, previous roles of service, management functions etcetera.
- The third part comprised a series of questions and statements reflecting the items of the constructs of the first question of the study. Specifically management and leadership as relates to the different levels in an organisation hierarchy.
- The fourth part comprised a series of questions and statements reflecting the items of the constructs of the first question of the study. Specifically the personal and organisational factors that positively contribute to the development of leadership from management.

The questionnaire was based on the levels of passage of manager's within an organisation and the questions were formulated to reflect different management and leadership tasks.

The questionnaire's questions were formulated such that it was easier to code based on the leadership and management level of each respondent. Care was put

into consideration in order as to preserve the internal validity of the questions and the questionnaire.

4.3.1.1. Online Tool

The instrument used for data collection was a closed web, with the invitation being an email with an URL embedded. The respondents were first emailed a letter (through email) positioning the research, including a link to the questionnaire that was to be via a self-administered online web-based survey tool, (therefore all potential respondents were emailed a link to an online questionnaire). Because it was important to ensure that managers and leaders at all levels in the organisation were represented, for each company, the human resource managers distributed the questionnaire to all managers within their organisation or divisions irrespective of rank and position in the organisation, as long as they met the population criteria.

The link to the questionnaire led to a survey response collection website. The respondents were required to first give their consent by answering the first section of the questionnaire. Only after giving consent were they able to proceed to the second part of the questionnaire. At all times during the duration of the questionnaire, the respondents were given the option to quit or exit the survey should they wish to, via an exit button at the bottom of the page. In addition anonymity of the respondents was ensured, as no names, company names, or IP addresses were requested or collected in the survey or the website.

4.3.2. Response Rate

Five companies were approached and availed from their database through their human resource managers, access to send the survey tool to managers and leaders in the organisations. Every respondent was sent an email with a link to the survey website, which gave them the opportunity to participate in the survey questionnaire. There were a total of two hundred and eighty nine (289) emails sent out and a total of ninety two (92), complete and valid responses obtained in a usable format. This represented a response rate of 31.83%.

4.4. Data Analysis

The analysis was be descriptive in nature, and the relationships among the different factors was not tested prior to analysis, but was modelled in combination. The method of analysis used was mainly descriptive statistics and correlations.

Reliability Analysis

According to Hair, Black, Babin, Anderson, and Tatham (2006) reliability is considered an assessment of the degree of consistency between multiple measurements of a variable. It is a measurement concept that represents the consistency with which an instrument measures a given performance or behaviour. A measurement instrument that is reliable will provide consistent results when a given individual is measured repeatedly under near-identical conditions. The diagnostic measure used is the reliability coefficient that assesses the consistency of the entire scale, namely cronbach's alpha, which is

the most widely used measure. The generally agreed upon lower limit for cronbach's alpha is 0.70.

Correlations

Correlation analysis is the analysis of the degree to which changes in one variable are

associated with changes in another (McDaniel & Gates, 2006). It is a measure of the relation between two or more variables. Correlation coefficients can range from -1.00 to +1.00. The value of -1.00 represents a perfect negative correlation, while a value of +1.00 represents a perfect positive correlation. A value of 0.00 represents a lack of correlation.

Descriptive's & frequencies

The descriptive statistics used in the analysis were as follows.

The mean is calculated by summing the values of a variable for all observations and then dividing by the number of observations (Norusis, 2005). This describes the central tendency of the data.

The standard deviation is calculated as the square root of the variance (Norusis, 2005). This describes the dispersion of the data. Since standard deviation is a direct form of variance, it will be used in place of the latter when reporting.

The Median is considered another measure of central tendency. It is the middle value when observations are ordered from the smallest to the largest (Norusis, 2005).

Skewness is a measure of symmetry of a distribution; in most instances the comparison is made to a normal distribution (Hair et al., 2006).

Schepers (undated) emphasises those variables with a skewness of higher than 2 should be avoided.

Kurtosis is a measure of the peakedness or flatness of a distribution when compared with the normal distribution (Hair et al., 2006). Leptokurtosis is normally associated with low reliabilities and should be avoided at all costs. Indices as high as seven are rather extreme and signify very low reliabilities (Schepers, undated).

Chi-Square Test

The chi-square test will be used. This statistic compares the actual cell frequencies to an expected cell frequency.

If the p-value is found to be less than 0.05, then the demographic variable at hand is said to be unrepresentative of the population. A conservative rule for the use of the chi-square test requires that most cells have expected values greater than 5. If more than 20% of the cells have expected values less than 5, categories should then be combined if the intended new combinations are logical (Norusis, 2005).

ANOVA & T-Tests

The analysis of variance, known as the Kruskal-Wallis test was also done, because of the fact that a questionnaire gives a form of non-parametric data. This test also widely known as ANOVA in parametric tests; determines whether the population of

interest are identical to one another or different to one another. These tests were utilised to determine whether any of the background variables specified have a statistical relationship with the work constructs in the laid out research objectives. The independent samples t-test (also known as the two-sample t test) compares the means of one variable for two groups of cases (SPSS Inc, 2005a). This test is commonly used for comparisons between groups of only two categories, such as gender. The one-Way ANOVA procedure produces a one-way analysis of variance for a quantitative dependent variable by a single factor (independent) variable. Analysis of variance is used to test the hypothesis that several means are equal. This technique is an extension of the independent t-test (SPSS Inc, 2005a). Such staple examples of three category variables include that of race or tenure. If the p-value is found to be less than 0.05, the independent variable in question does have a significant relationship with the factor at hand.

4.5. Limitations of the research

The limitations of this study as identified included but not limited to the following.

- The managers and leaders (respondents) were chosen using a judgmental sampling method, which may have introduced a bias; the respondents' definition of management and leadership may have varied. Also there was a risk where self-administered questionnaires introduce a self-selection bias in the results. The geographical distribution of the sample was also a limitation.

- The researcher did not in any way attempt to segment the respondents into industry specific or occupation specific groupings. This may have had an effect on the role of the manager and leader in the respective organisation and hierarchy.
- There was no gender or race differentiation in the analysis; this may have had an effect on the leadership factors, traits, and experiences more so specific to the male and female respondents.
- Convenience of access to the organisations chosen in terms of geographical location, may also have had a limiting factor in that it inferred all the factors affecting management and leadership in this organisations based in Johannesburg were the same as those in elsewhere in the country.
- Although the multiple-site data collection in different companies increased the richness as well as the complexity of analysis. However a single-site, single-culture study could have eliminated variance due to individual and organisational cultural differences hence this may limit the contribution of this research.
- One limitation of this study concerns the use of self-report measures to assess personality, and job performance. The fact that the respondents rated themselves on the measures of the big five personality traits by self-report means that there are potential problems of variance.

4.6. Conclusion

The research design and methodology were done so as to meet the specific requirements as laid out at the beginning of this research report. Occupational Information Network (O*NET) type of questions questionnaire was also used. O*NET is the primary source of occupational information for the United States. These questionnaires can be used as a starting point to collect occupational data in support of a wide range of economic / workforce investment activities and human resource management functions. Their questionnaires can be used by anybody and may be completed by job incumbents, job analysts, or other subject matter experts. Along with insights and information take from academic literature written by other leading scholars and researchers in this field of leadership and management.

5. CHAPTER 5: RESULTS

5.1. Introduction

The questionnaire as discussed in chapter 4, has formed the basis for and the tool for data collection in this research. The response rates, demographic information and statistical techniques are reviewed in this chapter. It also summarises and presents all the research results, statistical analysis and interpretation.

5.2. Response Rate

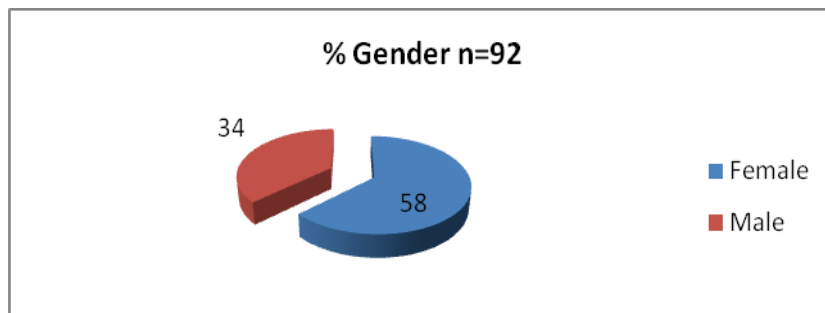
Five companies were approached and availed from their database through their human resource managers, access to send the survey tool to managers and leaders in the organisations. Every respondent was sent an email with a link to the survey website, which gave them the opportunity to participate in the survey questionnaire. There were a total of two hundred and eighty nine (289) emails sent out and a total of ninety two (92) complete and valid responses obtained in a usable format. This represented a response rate of 31.83%.

5.3. Demographic Information

There were seven demographic categories that the respondents were asked to complete in order to fill out the demographic profile of the managers and leaders. These were gender, age, what is your current position in the company, where does your current role fit in the company, how long have you been in the company, how

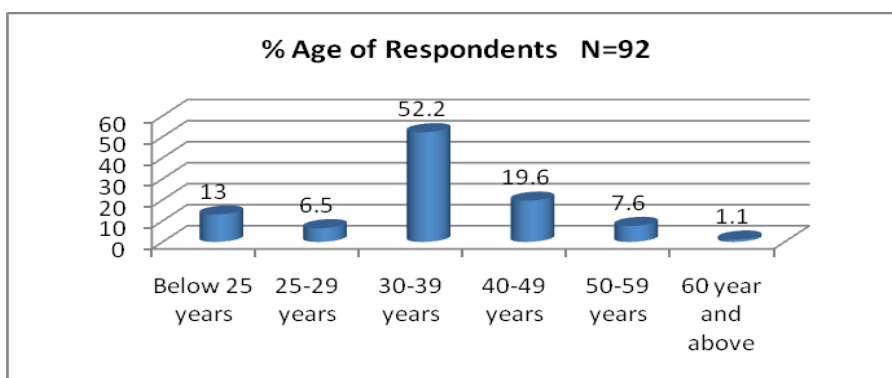
many people report to you directly, and how many people report to you directly and indirectly through your reports. The distribution samples of most of these categories are graphically presented below. The results shown here are of all the 92 respondents with valid responses in a usable format.

Figure 5-1: Distribution of respondents by gender.



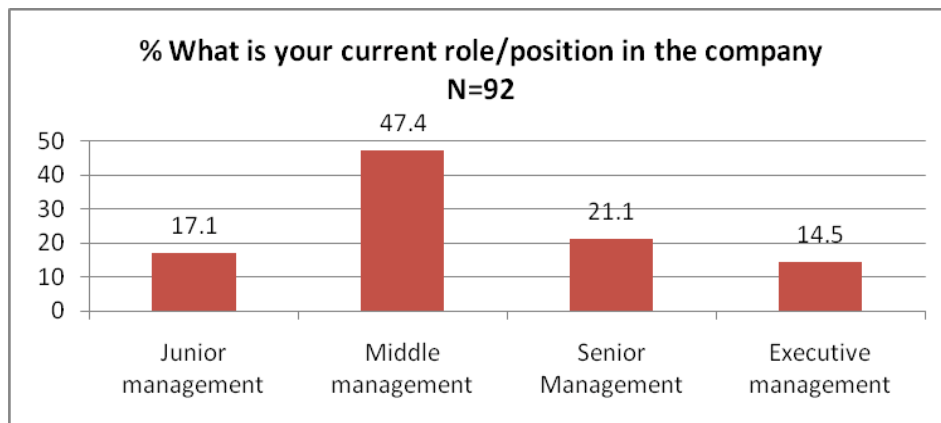
The results indicate that the majority of the respondents were females (58%) compared to men (34%). Furthermore the majority of the respondents were middle aged (30-39 years), followed by those 40-49 years, below 25 years and , 50-59 years, 25-29 years and a minority of those aged 60 above.

Figure 5-2: Distribution of respondents by age



The graph below indicates that the majority of respondents were in middle management (47.4%), followed by those in Senior Management (21.1%), with a minority of junior management (17.1%) and executive management (14.5%). This implies that almost 4-5 members out of every ten members in the organisation belong to Middle management, 1 out of every 5 belong to senior management.

Figure 5-3: Distribution by role.



The graph below indicates that the majority of the respondents play the role of managing others (47.4%) compared to the role of managing oneself (27.2%), managing functions, units or Divisions (21.7%) and the minority have the current role of managing a group of companies (4.3%), and managing companies (4.3%).

Figure 5-4: Distribution by current role fit

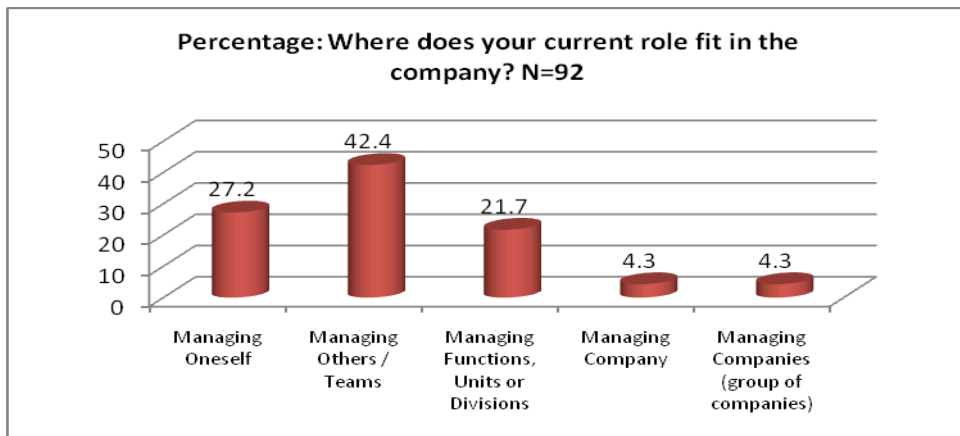
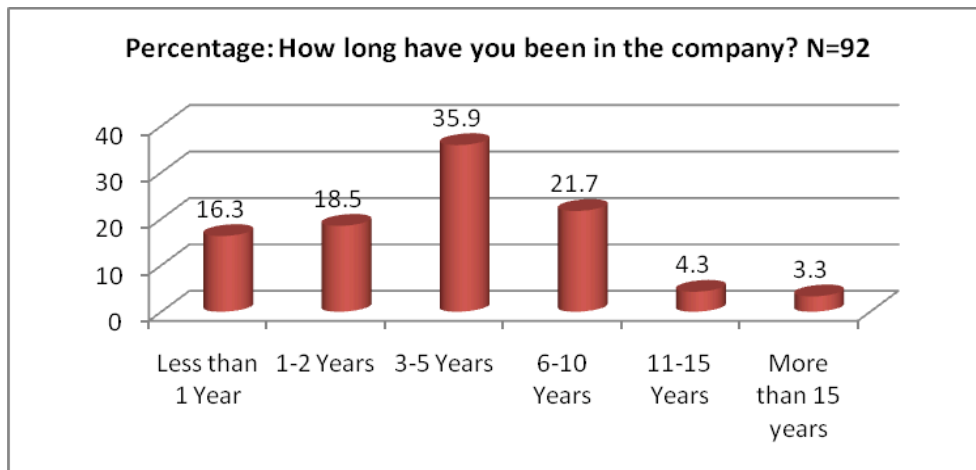
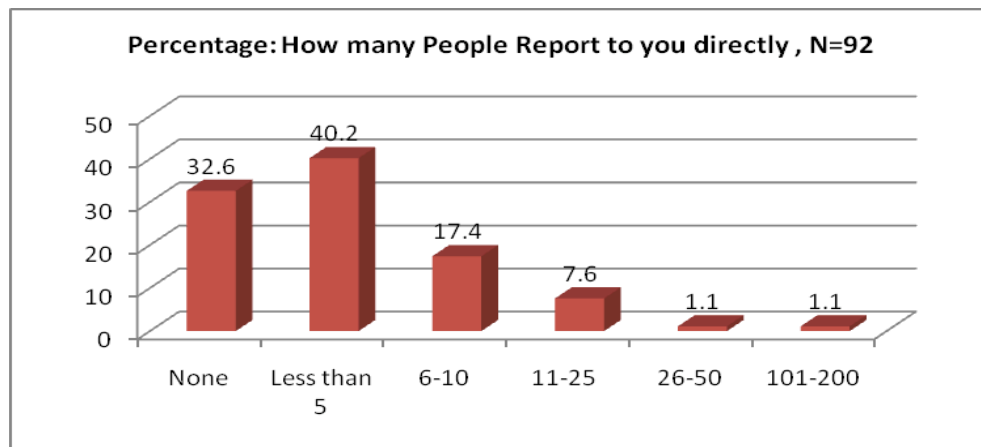


Figure 5-5: Distribution by length of service



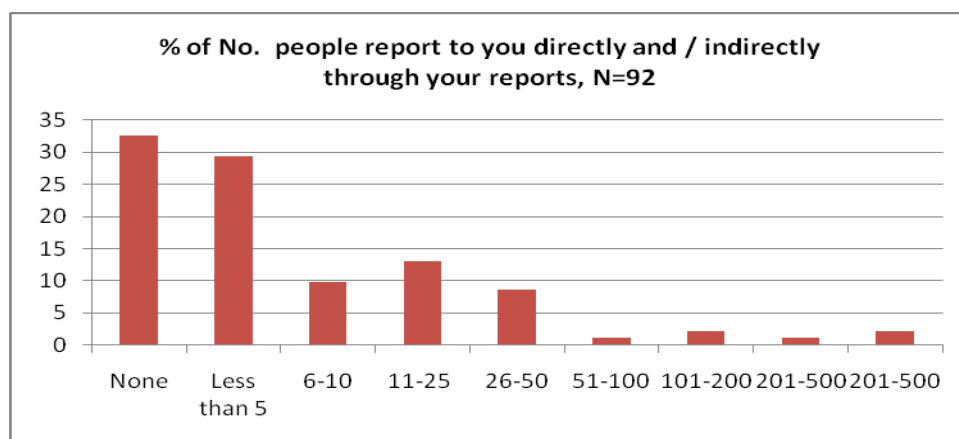
The majority (35.9%) of the respondents have been in the company for a period of 3-5 years, followed by those who have been there for 6-10 years(21.7%), those 1-2 years in the organisation (18.5%), those less than a year(16.3%) and lastly a minority (3.3%) of them have been in the organisation for more than 15 years.

Figure 5-6: Distribution by direct reports



The above graph indicates that the majority (40.2%) of the respondents had less than 5 subordinates, followed by those who had no subordinates at all (32.6%), while less than 10% had over 10 subordinates.

Figure 5-7: Distribution by Indirect reports



5.4. Research Propositions

5.4.1. Introduction

The questionnaire was divided into four parts. The first section was described in detail as above and relates to the demographics of the respondents. The next sections are discussed as follows.

5.4.2. Proposition 1.

This section of the questionnaire included statements and questions in which the respondents were asked to rank their responses on a five-point likert scale. They were presented with roles or tasks related to management or leadership and asked to consider the extent to which their current job in their current positions relates to them. The responses were coded and grouped in the different categories relating to how their roles related to either management oriented or leadership oriented as described by Northouse (2007). Further this was categorised in relation to how they related to the growth of a manager model (Luyt, 2009), from managing oneself to managing companies.

5.4.2.1. Hypothesis 1

Hypothesis 1: The leadership and management skill requirement categories will be empirically distinguishable in an organisational hierarchy.

H0: The leadership and management skill requirement categories will ***not*** be empirically distinguishable in an organisational hierarchy.

H1: The leadership and management skill requirement categories will be empirically distinguishable in an organisational hierarchy.

Table 5-1 Analysis of variance for leadership and management for the hierarchy levels

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Management Dimension	Between Groups	3.636	2	1.818	3.358	0.039
	Within Groups	48.176	89	0.541		
	Total	51.812	91			
Leadership Dimension	Between Groups	11.061	2	5.53	10.14	0
	Within Groups	48.538	89	0.545		
	Total	59.599	91			

The table 5.1 above depicts the results of the test of between-subject effects regarding different management and leadership dimensions. The table indicates for management dimension a significance level of 0.039 which is smaller than the critical value (F) and a strong significance level of 0.000. This significance indicates that there is a significant difference between the mean scores of within and between the groups (management and leadership dimensions).

5.4.2.2. Hypothesis 2

Hypothesis 2: Leadership and management skill requirements will interact with organisational level such that:

i. Leadership and management skill requirements will vary by organisational hierarchy level and that leadership skills will be needed the greatest amount at higher levels.

H0: The leadership and management skill requirement categories will be empirically distinguishable in an organisational hierarchy, that leadership skills will not be needed the greatest amount at higher levels.

H1: The leadership and management skill requirement categories will be empirically distinguishable in an organisational hierarchy, that leadership skills will be needed the greatest amount at higher levels.

ii. Leadership and management skill requirements will vary by organisational hierarchy levels and that management skills will be needed the greatest amount at lower levels.

H0: The leadership and management skill requirement categories will be empirically distinguishable in an organisational hierarchy, that management skills will not be needed the greatest amount at lower levels.

H1: The leadership and management skill requirement categories will be empirically distinguishable in an organisational hierarchy, that management skills will be needed the greatest amount at lower levels.

Following the ANOVA test, and for the purpose of this study it is appropriate to include the result of a Scheffe's test.

Scheffe's test: Is a statistical test that is used to make unplanned comparisons, rather than pre-planned comparisons, among group means in an analysis of variance (ANOVA) experiment. While Scheffe's test has the advantage of giving the researcher the flexibility to test any comparisons that appear interesting, the drawback of this flexibility is that the test has very low statistical power.

A regression analysis was not done on the data given the limitation of the sample size. A general rule for the ratio of observations to independent variables is 5 to 1, although the desired level is between 15 to 20 observations for each independent variable. However, if a stepwise procedure is used, the recommended level increases to 50 to 1. The current data was too small to run such a regression on 92 respondents.

Table 5-2 Scheffe's test for management dimension for the hierarchy levels

Multiple Comparisons					
Test: Scheffe					
Dependent Variable	Where does your current role fit in the company?	(J) [R] Where does your current role fit in the company?	Mean Difference (I-J)	Std. Error	Sig.
Management Dimension	Managing Oneself	Managing Others / Teams	-0.24769	0.1885	0.425
		Managing Functions, Units, Divisions, Company	-.52333*	0.20245	0.04
	Managing Others / Teams	Managing Oneself	0.24769	0.1885	0.425
		Managing Functions, Units, Divisions, Company	-0.27564	0.18224	0.323
	Managing Functions, Units, Divisions, Company	Managing Oneself	.52333*	0.20245	0.04
		Managing Others / Teams	0.27564	0.18224	0.323

*. The mean difference is significant at the 0.05 level.

The results in table 5.2 above indicate that at 5% level there is no statistical significance between managing oneself and managing others/teams ($p=0.42$).

Table 5-3 Scheffe's test for leadership dimension for the hierarchy levels

Multiple Comparisons					
Test: Scheffe					
Leadership Dimension	Managing Oneself	Managing Others / Teams	-.52261*	0.18921	0.026
		Managing Functions, Units, Divisions, Company	-.91364*	0.20321	0
	Managing Others / Teams	Managing Oneself	.52261*	0.18921	0.026
		Managing Functions, Units, Divisions, Company	-0.39103	0.18293	0.108
	Managing Functions, Units, Divisions, Company	Managing Oneself	.91364*	0.20321	0
		Managing Others / Teams	0.39103	0.18293	0.108

*. The mean difference is significant at the 0.05 level.

It also shows that there is a statistical significance between managing oneself, and managing functions, units, or company ($p=0.04$), which is lower than 0.05.

There is no statistical significance between managing others/teams and managing oneself ($p=0.425$) as well as no statistical significance between managing

others/teams and managing functions, units, divisions ($p=0.323$). There also is a 5% level of statistical significance between managing functions, units, divisions or company and managing oneself ($p=0.04$). There is no statistical significance between managing functions, units, divisions and managing others ($p=0.323$).

There is a statistical significance between managing oneself and managing other/teams ($p=0.026$). This implies that leadership does differ statistically significantly for these independent variable (managing others/team). There is a strong statistical significance between managing oneself and managing others/teams ($p=0.000$). This implies that leadership does differ statistically significantly for these independent variables. There is a statistical significance at 5% level between managing others/teams and managing oneself ($p=0.026$). This implies that leadership does differ statistically significantly for these independent variable (managing oneself).

There is no statistical significance at 5% level between managing others/teams and managing functions, units, divisions ($p=0.108$, however this may be significant at 10% level indicating a weak association). This implies that at 5% significance level, leadership does not differ statistically significantly for these independent variable (managing functions, units, divisions).

There is a strong statistical significance between managing functions, units, divisions, company and managing oneself ($p=0.000$). This implies that leadership does differ statistically significantly for these independent variable (managing oneself).

There is no statistical significance between managing functions, units, divisions, company and managing others/team ($p=0.108$). This implies that leadership does not differ statistically significantly for these independent variables.

Table 5-4 Management and leadership for the hierarchy levels (junior to executive management) descriptives

Descriptives				
		N	Mean	Std. Deviation
Management Dimension	Junior management	13	3.6795	0.739
	Middle management	36	3.4745	0.78927
	Senior/Executive Management	27	3.6019	0.6099
	Total	76	3.5548	0.71667
Leadership Dimension	Junior management	13	3.4965	0.9725
	Middle management	36	3.6364	0.7784
	Senior/Executive Management	27	3.8923	0.56887
	Total	76	3.7033	0.75411

Table 5-5 Anova for leadership and management for the hierarchy levels

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Management Dimension	Between Groups	0.494	2	0.247	0.474	0.624
	Within Groups	38.028	73	0.521		
	Total	38.522	75			
Leadership Dimension	Between Groups	1.681	2	0.841	1.498	0.23
	Within Groups	40.969	73	0.561		
	Total	42.651	75			

The table 5.5 indicates for leadership dimension a significance level of 0.23 which is smaller than the critical value (F) This significance indicates that there is a significant difference between the mean scores of within and between the groups for leadership dimension.

5.4.2.3. Management and Leadership Dimensions

Table 5-6: Descriptive Leadership dimensions

	Mean	Median	Std. Deviation	Skewness
How Important is the following to the performance of your current job?				
Seeking commitment	3.97	4	0.895	-0.687
Controlling and problem solving	3.96	4	0.982	-0.765
Motivating and inspiring	3.84	4	1.092	-0.754
Establishing direction	3.83	4	0.945	-0.521
Communicating goals	3.83	4	1.135	-0.802
Taking corrective action	3.83	4	0.979	-0.575
Setting timetables	3.79	4	1.075	-0.825

The scores in the above table indicates the relative importance of the factor associated with the current job of the respondents (not important, somewhat important, important, very important and extremely important). Furthermore table 5.5.1 indicates that the factor ranked highest is seeking commitment (Mean score=3.97) implying that seeking commitment is regarded as very important by the majority of the respondents, with a negatives skewness implying that more responses were below the mean score (very important). The least ranked factor with regards to the importance in their current job was the making of job placements (Mean score=2.6) implying that making job placements was regarded

as 'somewhat important. Seeking commitment, controlling and problem solving, establishing directions and allocating resources have the least standard deviation implying that most of the respondents did not have varied perceptions, i.e. most did not think otherwise except that seeking commitment, controlling and problem solving, establishing directions and allocating resources were very important.

5.4.2.4. Leadership and Management Rankings

Respondents were asked to rate the following in order of rank as the most importance to the performance in their current Job - top five (5) only.

Table 5-7 Leadership and Management Rankings

Rank - Job Performance	Unmarked	Marked
Planning and budgeting	45.70%	54.30%
Communicating goals	58.70%	41.30%
Allocating resources	65.20%	34.80%
Setting strategies	68.50%	31.50%
Setting timetables	69.60%	30.40%

The above table 5.7 indicates that the most ranked item which the respondents felt as being associated with their performance in their current jobs is planning and budgeting (54.3%); second in rank are communication goals (41.3%), thirdly is allocation of resources (34.8%), fourthly is setting strategies (31.5%) and lastly setting timetables(30.4%). Examining the results the implication is that about half of the respondents attribute planning an budgeting most important in their

performance in their current job, while 2 out of 5 respondents felt communicating goals was the contributing factor, and lastly 3 out of 10 felt that allocation of resources, setting strategies and setting timetables were factors most important to their performance in their current jobs. This generally gives a reflection that over half of the respondents did not attribute the above factors as most important in their current jobs, except planning and budgeting. These results show that planning and budgeting plays a big role in the performance of the respondents in their current jobs, while setting time-tables was one of the least important.

5.4.3. Proposition 2.

Proposition 2: Are there certain personal and organisational factors that can increase the capacity for leadership (i.e. push the line down)?

5.4.3.1. Hypothesis 3

Organisational factors and leadership development programs will not increase the capacity for leadership within and organisational hierarchy.

- i. Self-awareness will not increase the capacity for leadership within and organisational hierarchy.
- ii. Ability to learn will not increase the capacity for leadership within and organisational hierarchy.
- iii. Ability to build and maintain relationships will not increase the capacity for leadership within and organisational hierarchy.

- iv. Ability to build effective work groups will not increase the capacity for leadership within and organisational hierarchy.
- v. Ability to develop others will not increase the capacity for leadership within and organisational hierarchy.
- vi. Ability to think and act strategically will not increase the capacity for leadership within and organisational hierarchy.
- vii. Ability to initiate and implement change will not increase the capacity for leadership within and organisational hierarchy.

Table 5-8 Trait and organisational factor correlations.

Correlations			
		Management Dimension	Leadership Dimension
Trait Dimension	Pearson Correlation	.424**	.356**
	Sig. (2-tailed)	.000	.001
	N	92	92
Organisational Dimension	Pearson Correlation	.569**	.522**
	Sig. (2-tailed)	.000	.000
	N	92	92

Pvalue (here indicated as Sig. 2tailed is significant (i.e. < 0.05) for all relationships.

The Pearson Correlation amount is your correlation coefficient, so you here it's a medium strength (between 0.4 and 0.6) for most, while low strength (between 0.2 - 0.4) for trait vs. leadership.

5.4.3.1.1. Rankings for personal and organisational factors

Table 5-9 The top five factors only.

<i>How important was as a factor for your rise to your current role?</i>	<i>Mean</i>	<i>Median</i>	<i>Std. Deviation</i>	<i>Skewness</i>	<i>Kurtosis</i>
Conscientiousness	4.09	4	0.922	-0.606	-0.675
Openness to experience	3.75	4	1.001	-0.415	-0.285
Extraversion	3.64	4	1.033	-0.572	-0.138
Networking	3.37	3	1.247	-0.287	-0.878

The table 5.9 above indicates that as a factor for their rise to their current roles, conscientiousness was ranked highest (Mean score=4.09) and a minimum standard deviation (sd=0.9). This means that conscientiousness is highly regarded as very important of all aspects in their rise to their current roles. Secondly, followed by openness to experience (Mean score=3.75), and intellectual stimulation (Mean score=3.6) and extraversion. This means that openness to experience, conscientiousness and extraversion were also regarded as second very important aspects in their current roles. The least of the five highest ranked traits is networking (Mean score=3.37) implying that organisational crisis as a factor for their rise in their role was least important of the five.

Table 5-10 Trait and organisational factors for the hierarchy levels (junior to executive management)

Descriptives				
		N	Mean	Std. Deviation
Trait Dimension	Junior management	13	3.3626	0.68167
	Middle management	36	3.3611	0.66787
	Senior/Executive Management	27	3.0899	0.59452
	Total	76	3.265	0.64973
Organisational Dimension	Junior management	13	2.9679	0.93945
	Middle management	36	2.919	0.70048
	Senior/Executive Management	27	2.9568	0.62462
	Total	76	2.9408	0.71126

Table 5-11 Anova for trait and organisational factors for the hierarchy levels

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Trait Dimension	Between Groups	1.284	2	0.642	1.543	0.221
	Within Groups	30.378	73	0.416		
	Total	31.661	75			
Organisational Dimension	Between Groups	0.034	2	0.017	0.032	0.968
	Within Groups	37.908	73	0.519		
	Total	37.942	75			

The table 5.11 above indicates for personal trait dimension a significance level of 0.221 which is smaller than the critical value (F) This significance indicates that there is a significant difference between the mean scores of within and between the groups when considering personal or individual traits. Furthermore for organisational dimension the table 5-11 also indicates for management dimension a significance level of 0.968 which is larger than the critical value (F=0.032) this indicates that there is no significant difference between the mean scores of within and between the groups when considering organisational factors.

A regression analysis was not done on the data given the limitation of the sample size. A general rule for the ratio of observations to independent variables is 5 to 1, although the desired level is between 15 to 20 observations for each independent variable. However, if a stepwise procedure is used, the recommended level increases to 50 to 1. The current data was too small to run such a regression on 92 respondents.

5.4.3.2. Hypothesis 4

Organisational factors and leadership development programs will not increase the capacity for leadership within and organisational hierarchy.

- i. Self-awareness will not increase the capacity for leadership within and organisational hierarchy.
- ii. Ability to learn will not increase the capacity for leadership within and organisational hierarchy.
- iii. Ability to build and maintain relationships will not increase the capacity for leadership within and organisational hierarchy.
- iv. Ability to build effective work groups will not increase the capacity for leadership within and organisational hierarchy.
- v. Ability to develop others will not increase the capacity for leadership within and organisational hierarchy.
- vi. Ability to think and act strategically will not increase the capacity for leadership within and organisational hierarchy.
- vii. Ability to initiate and implement change will not increase the capacity for leadership within and organisational hierarchy.

The results as shown in the table below was that we accepted the null hypothesis and rejected the alternative hypothesis, because it was found that there were no significant difference between the management dimension and leadership dimension as concerns the organisation factors.

Table 5-12 Coping with Leadership

Cope with Leadership	Unmarked	Marked
Ability to Learn.	51.10%	48.90%
Ability to Build and Maintain Relationships.	60.90%	39.10%
Self-Awareness.	72.80%	27.20%
Ability to Think and Act Strategically.	72.80%	27.20%
Ability to Initiate and Implement Change.	88.00%	12.00%

With regards to contributing and helping to cope with leadership in the organisation, the above table shows that ability to learn was the highest ranked contributing factor (48.9%), followed by ability to build and maintain relationships (39.1%), self awareness (27.2%), ability to think and act strategically (27.20%), and lastly ability to initiate and implement change (12.0%). Categories based on the hierarchy levels. Generally the factors as shown in table 5-12 seems not to have a significant contribution to the respondents' coping mechanisms with regards to their leadership in the organisation. This is so because less than half of the respondents felt these factors have an impact, with ability to learn and ability to maintain relationships being the two prominent contributing factors. It should be noted that more than seven (7) out of ten (10) respondents felt that self-awareness,

strategic thinking and initiate change factors did not contribute to any coping mechanisms in their leadership in the organisation.

5.5. Conclusion of Results

The different sections of the questionnaire generated significant results, and this were tabulated as discussed above in this chapter. The results will be discussed in more detail in chapter 6 and insights will be given as to the factors positively contribute to the development of managers into leaders within an organisational hierarchy.

6. CHAPTER 6: DISCUSSION OF RESULTS

6.1. Introduction

Leadership and management are two notions that are often used interchangeably. However, these words actually describe two different concepts. Using the existing literature as illustrated in chapter 2, we discussed the differences, and similarities and explained why both terms are thought to be similar. Using the leadership growth model (Luyt, 2009), leadership is just one of the many assets a successful manager must possess as he transitions higher in the organisation. The model has five categories, and each level requires a different set of leadership and management skill requirements. These skill requirements depend on one's level of management within an organisational hierarchy.

This research was designed to investigate the difference in the skill categories of management and leadership among managers at different levels of an organisation, and to identify the personality traits, and organisational factors that help in the development of managers into leaders.

6.2. Research Propositions

6.2.1. Proposition 1:

6.2.1.1. Hypothesis 1

Hypothesis 1: The leadership and management skill requirement categories will be empirically distinguishable in an organisational hierarchy.

H0: The leadership and management skill requirement categories will **not** be empirically distinguishable in an organisational hierarchy.

H1: The leadership and management skill requirement categories will be empirically distinguishable in an organisational hierarchy.

Mumford et al (2007) argued that leadership skill requirements can be described as being stratified by organisational level, with leadership skills being required more at the higher levels of the organisation. Luyt (2009) writes that as an employee transitions within an organisational hierarchy, he / she requires a different mix leadership and management skills, and that these combinations of skills will vary according to the job and the hierarchy in the organisation. Therefore it should be possible to identify empirically the leadership and management skill requirement categories. The results in this study indicates that there is a significant difference between the mean scores of within and between the groups (management and leadership dimensions). Table 5.1 shows that for management dimension a significance level of 0.039, which is smaller than the critical value (F) and gives a strong significance level of 0.000. In conclusion, regarding this hypothesis it is

concluded that, the null hypothesis that the leadership and management skill requirement categories will not be empirically distinguishable in an organisational hierarchy is rejected. The alternative hypothesis, which should state that the leadership and management skill requirement categories will be empirically distinguishable in an organisational hierarchy, is not rejected.

6.2.1.2. Hypothesis 2

Hypothesis 2: Leadership and management skill requirements will interact with organisational level such that:

i. Leadership and management skill requirements will vary by organisational hierarchy level and that leadership skills will be needed the greatest amount at higher levels.

H0: The leadership and management skill requirement categories will be empirically distinguishable in an organisational hierarchy, that leadership skills will not be needed the greatest amount at higher levels.

H1: The leadership and management skill requirement categories will be empirically distinguishable in an organisational hierarchy, that leadership skills will be needed the greatest amount at higher levels.

ii. Leadership and management skill requirements will vary by organisational hierarchy levels and that management skills will be needed the greatest amount at lower levels.

H0: The leadership and management skill requirement categories will be empirically distinguishable in an organisational hierarchy, that management skills will not be needed the greatest amount at lower levels.

H1: The leadership and management skill requirement categories will be empirically distinguishable in an organisational hierarchy, that management skills will be needed the greatest amount at lower levels.

For the management dimension and based on the analysis of results the conclusion was that this hypothesis was not rejected, which is in support of hypothesis 1 above, and in-line to the expected as postulated by Mumford et al (2007) and Luyt (2009). It had been expected that since the management skill requirement categories will be empirically distinguishable in an organisational hierarchy, and based on the growth of a manager model (2009) then it would follow that management skill requirements will vary by organisational hierarchy levels. The results indicate that at 5% level there is no statistical significance between managing oneself and managing others/teams ($p=0.42$); and no statistical significance between managing others/teams and managing functions, units, divisions ($p=0.323$). However there is a statistical significance between managing oneself, and managing functions, units, or company ($p=0.04$), which is lower than 0.05. This variation can then be interpreted to be incremental and is in direct support of the one-by-one grid matrix postulated by Luyt (2009). This implies that management requirements may not seem to statistically vary so much when

looking at hierarchy levels next to each other, but actually varies when compared against others levels much higher or much lower in the organisation.

For the leadership dimension and based on the analysis of results the conclusion again was that this hypothesis was not rejected and again this is in support of hypothesis 1 above. It is also to the expected as postulated by Mumford et al (2007) and Luyt (2009). It had been expected that since the leadership skill requirement categories will be empirically distinguishable in an organisational hierarchy, and based on the growth of a manager model (2009) then it would follow that leadership skill requirements will vary by organisational hierarchy levels. In terms of leadership dimension there is a statistical significance between managing oneself and managing other/teams ($p=0.026$), and that there is no statistical significance at 5% level between managing others/teams and managing functions, units, divisions ($p=0.108$, however this may be significant at 10% level indicating a weak association). Also there is a strong statistical significance between managing functions, units, divisions, company and managing oneself ($p=0.000$).

A regression analysis was not done on the data given the limitation of the sample size. A general rule for the ratio of observations to independent variables is 5 to 1, although the desired level is between 15 to 20 observations for each independent variable. However, if a stepwise procedure is used, the recommended level increases to 50 to 1. The current data was too small to run such a regression on 92 respondents.

But as mentioned above there is no statistical difference between managing oneself and managing others for the management dimension, which may indicate that most management functions, hence skills, are to be needed the greatest amount at the lower levels of the organisational hierarchy. The same goes for leadership dimension, as there is no statistical significant difference between managing teams and managing companies. This may indicate that leadership starts from middle management to the upper echelons of the company. However this needs to be investigated further.

In conclusion, regarding leadership and management dimension it can be concluded that:

The dimensions of management and leadership skills hierarchy as surveyed received empirical support. Such that leadership skill requirements are related to organisational level. That is, jobs at higher levels in the organisation have significantly greater overall leadership skill requirements. The study found that the amount of leadership skill required by a job varied depending upon the hierarchy level category. The study also found that, across all levels in the organisation, skill requirements between close hierarchy levels (example managing oneself and managing others) did not differ statistically significantly. However they differed significantly between levels hierarchy levels that are not close to each other (example managing oneself and managing companies).

Furthermore the study found that the strength of leadership skills was not at all statistically significant between the levels of managing teams and managing companies. This suggests that as managers are promoted up through jobs in the

organisational hierarchy, the acquisition of leadership skills will be more critical for their success, especially once they get to managing teams. It means that leadership skills kick in at this level of managing teams.

6.2.2. Proposition 2.

Proposition 2: There are certain personal and organisational factors that can increase the capacity for leadership (i.e. push the line down)?

6.2.2.1. Hypothesis 3

Organisational factors and leadership development programs will not increase the capacity for leadership within and organisational hierarchy.

- i. Self-awareness will not increase the capacity for leadership within and organisational hierarchy.
- ii. Ability to learn will not increase the capacity for leadership within and organisational hierarchy.
- iii. Ability to build and maintain relationships will not increase the capacity for leadership within and organisational hierarchy.
- iv. Ability to build effective work groups will not increase the capacity for leadership within and organisational hierarchy.
- v. Ability to develop others will not increase the capacity for leadership within and organisational hierarchy.
- vi. Ability to think and act strategically will not increase the capacity for leadership within and organisational hierarchy.

- vii. Ability to initiate and implement change will not increase the capacity for leadership within and organisational hierarchy.

The results is that we rejected the null hypothesis and accepted the alternative hypotheis, because it was found that there was significant difference between the management dimension and leadership dimension as concerns the personality trait factors. This is in agreement to and according to House & Aditya (1997), organisational situations allow leader traits to make a greater difference. Therefore some traits become relevant in specific circumstances. In the case of the large organisation as those surveyed in this study, a leader's traits may have more to do with how the person behaves and whether the person is a successful leader. These large organisations are to an extent bureaucratic and rule-bound organisations. This was in agreement to Buckmaster (2008) and Judge et al (2002), who postulated that personality trait factors increase the capacity of leadership. This result and finding also contrasts with the argument of Hackman & Wageman (2002), that instead of trying to identify a few traits that distinguish leaders from nonleaders, it is important to identify the conditions under which different traits affect a leader's performance, as well as whether a person emerges as a leader. Hence in the case of leadership within a closed organisational hierachy, The leaders personality traits plays a huge role in their positive development from managent into leadership.

Furthermore, when examined further, conscientiousness and openness to experience were selected as the most important factors attributed to the

respondents rise to leadership positions. This finding means that as much as the personality trait factors did increase the capacity for leadership within an organisational hierarchy, but that conscientiousness was highly regarded as very important of all aspects in their rise to their current roles, hence it's a nice to have.

6.2.2.2. Hypothesis 4

Organisational factors and leadership development programs will not increase the capacity for leadership within and organisational hierarchy.

- i. Self-awareness will not increase the capacity for leadership within and organisational hierarchy.
- ii. Ability to learn will not increase the capacity for leadership within and organisational hierarchy.
- iii. Ability to build and maintain relationships will not increase the capacity for leadership within and organisational hierarchy.
- iv. Ability to build effective work groups will not increase the capacity for leadership within and organisational hierarchy.
- v. Ability to develop others will not increase the capacity for leadership within and organisational hierarchy.
- vi. Ability to think and act strategically will not increase the capacity for leadership within and organisational hierarchy.
- vii. Ability to initiate and implement change will not increase the capacity for leadership within and organisational hierarchy.

The results is that we accepted the null hypothesis and rejected the alternative hypothesis, because it was found that there were no significant difference between the management dimension and leadership dimension as concerns the organisation factors. This was in contrast to the argument by Hackman & Wageman (2002), that instead of trying to identify a few traits that distinguish leaders from nonleaders, it is important to identify the conditions under which different traits affect a leader's performance, such as the organisational factors. This result indicates that irrespective of the organisational leadership development programs, and a sound organisational environment, it is not a guarantee of developing managers into leaders. Individual personality traits must ideal also be resident in the individual as shown above in hypothesis three (3). Hence when designing leadership development programs, and identifying leadership talent pool, the personality traits are of importance.

6.3. Conclusion.

The findings and conclusions drawn from the research propositions and hypotheses have yielded interesting insights into organisational development of managers into leadership. It has been shown that in general, as an employee transitions (promoted) upwards in an organisation into positions of higher responsibility, he / she moves from more management roles into leadership roles and that personality trait factors such as conscientiousness and openness to experience play a huge role in building leadership capacity and performance. In

addition organisational factors such as leadership programmes may not play a huge role as compared to the individual trait factors.

7. CHAPTER 7: CONCLUSION

The two key roles to play on the stage of business are those of leader and manager. Leadership and management are crucial to individual and organisational success in today's challenging global environment. Leaders conceive and initiate strategies that create and sustain competitive differentiation and advantage. Therefore in today's complex world of business, big organisations must ensure that they assist individual employees to achieve their personal and organisational goals, by enhancing and developing their management and leadership potential. They must also ensure that they grow that leadership pipeline.

As demonstrated in this study, within an organisation be it business or government, one must be both good at both management and relationship effective as both a manager and a leader. These roles are extremely complex. It's vital for senior individuals in positions of great responsibility to be able to play both roles: the boss who cannot manage will kill an organisation just as fast as one who cannot lead. But the person who can do both, they are on the path to success.

Leaders emerge from within the structure of the formal or informal organisation. Their personal qualities, the demands of the situation, or a combination of these and other factors attract followers who accept their leadership within one or several overlay structures. The study shows that instead of the authority of position held by an appointed manager, head or chief, the emergent leader wields influence or power by leveraging their individual personal traits and organisational factors. Leadership is a stronger form of influence because it reflects a person's ability to

enforce action through the control and deliver results. Influence is the ability of a person to gain co-operation from others by means of persuasion or control over rewards.

There always will be skill gaps when promotions occur. But thousands of managers have been placed in their current positions without the proper training or tools to help them take on their new responsibilities of leadership.

For example, a new supervisor may need to manage a budget, discipline employees, hire, fire and delegate tasks. If an employer does not invest the time and funding to develop the new leaders, failure is unavoidable. Employees need to be committed to their new roles, too. They may be supervising peers that they consider friends. Or, they may be managing unfamiliar responsibilities or budgets. Employees should remain open to new learning experiences, constructive criticism and development that will enable them to grow professionally. If employees are not open to new learning situations and difficult challenges, their careers as managers will be short.

Given that with the current tools and systems existing in organisations today, the promotion process is not an exact science. A company should remain open and flexible to change and should be willing to alter the promotion process in mid-stream if needed and to consult with external resources in order to develop the required leadership capacity and competencies. When the process is done right, employee productivity will improve, turnover will be reduced, and costs will decrease. Subsequently, customers will be more satisfied with the quality of the

work. The investments made in the promotion process will positively impact both the organisation and its customers.

7.1. Recommendations for organisations

In order for organisation to be able to retain and develop managers into leaders, they must have a deeper understanding of the basic concepts and constructs of the relationships between the two, and also with the organisation as a whole. The respondents indicated that they require both management and leadership skills irrespective of the organisational position or hierarchy albeit with some differences in the amount required. This research has shown that in most cases there are similar management requirements across the organisation and at all levels, while those leadership skill requirements do differ, with increasing need as one climbs up in the organisation. The management requirements are as important when an employee is at managing oneself, as at managing teams or managing others.

Therefore management training programs and leadership training programs should be targeted and tailor made, so as to align to the specific level of the managers involved. It is also very important for organisations to understand the difference considerations to make when appointing managers into management positions, and when appointing into leadership positions. Individual trait, personal and organisational factors have not been of primary concern in the appointment into management positions, however as per this study they should be considered when making appointments to leadership positions. Given that those employees at the

senior levels perform both these roles at the same time, but with varying degrees of requirement, it is important that the organisation ensures that a nice blend of the two is present in the individual as they rise in positions, and to take action to develop the required competencies.

- Organisation should try to find people with specific traits. Openness to experience, conscientiousness and extraversion (Buckmaster, 2008).
- Train the staff in both management and leadership.
- The training programs should be directed and differ for different levels in the hierarchy depending on need of the skills.

Finally, developing a career path for the individual employee, either by himself or through the organisation, one should consider that in order to increase their effectiveness at the top, that they identify their personal traits, to ensure a better fit and in addition to the organisational factors. When organisations identify the required leadership traits early on, they can be used to fast track these employees, into the required leadership positions. This is more so relevant for the South African environment where there is lack of skills in terms of management and leadership relating to the previously disadvantaged large population of African blacks. Hence the organisations will be able to build capacity from within the organisation. Also they will be able to fast track employment equity and affirmative action candidates faster and more effectively up the ladder in the organisation.

The industry needs to track the trends within the workforce. It's more than just quotas and empowerment codes, companies need to look at their hiring, development and promotion decisions and understand how these choices are made, for example, not being influenced by subconscious preferences.

7.2. Limitations

There were some limitations identified in this study. The managers and leaders (respondents) were chosen using a judgmental sampling method, which may have introduced a bias; the respondents' definition of management and leadership may have varied.

The researcher did not in any way attempt to segment the respondents into industry specific or occupation specific groupings. This may have had an effect on the role of the manager and leader in the respective organisation and hierarchy. There was no gender or race differentiation in the analysis; this may have had an effect on the leadership factors, traits, and experiences more so specific to the male and female respondents.

The geographical distribution of the sample was also a limitation. Convenience of access to the organisations chosen in terms of geographical location, may also have had a limiting factor in that it inferred all the factors affecting management and leadership in this organisations based in Johannesburg were the same as those in elsewhere in the country. Although the multiple-site data collection in different companies increased the richness as well as the complexity of analysis. However a single-site, single-culture study could have eliminated variance due to

individual and organisational cultural differences hence this may limit the contribution of this research.

7.3. Recommendations for future research

The area of management and leadership development has been explored by many, but there still exists a need to focus on the finer aspects of the above but only those specific to an individual organisation. This will assist organisations to better understand and assist them in their quest for improved talent management.

Future research should take advantage of this practical findings, based on the one-on-one grid model and the growth of a manger model and further test the models in other organisations, to refine management and leadership development.

Further research should be attempted with specific emphasis of getting very many respondents, such that more tests could be done, such as regression analysis stepwise analysis and factor analysis. If possible these respondents should be dispersed in different organisations in different locations so as to overcome the limitation of geographical distribution.

One limitation of this study concerns the use of self-report measures to assess personality, and job performance. The fact that the respondents rated themselves on the measures of the big five personality traits by self-report means that there are potential problems of variance. Therefore there was a risk where self-administered questionnaires introduce a self-selection bias in the results. So one would rather want to include a better personality test for future.

7.4. Conclusion

It is vitally important for organisations to develop leadership, and to promote from within the ranks. Leadership skills are not something many people are born with, however some have traits that would endear them to leadership, when given opportunity, nurtured and trained. Also with proper training and development in leadership theory most are able to develop a quality leadership style from a fusion of their own natural leadership traits and the leadership development training. These organisations should therefore ensure a proper leadership development programs and not confuse or mix management development as the ultimate that eventually transitions to leadership development. Finally, some changes need to happen on a personal level. “Managers and colleagues need to change attitudes, for example, not assume that since they are in positions of management, they have become leaders. They must accept the needs are different be flexible to endeavor to develop themselves within the organisational hierarchy.

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APPENDIX 1. Survey Questionnaire

Questionnaire - Consent

My name is Elvis Ademba and I am an MBA graduate student at the Gordon Institute of Business Science, University of Pretoria, working under the supervision of Karen Luyt. I am conducting a study designed to answer questions on management and leadership functions and their relationship within an organisational hierarchy. This study should take no more than 15 minutes to complete.

This research project was designed solely for research purposes. No one except the researchers will have access to any of your responses. All responses will be kept confidential. Your participation in this project is voluntary. Please be advised that you may choose not to participate in this research, and you may withdraw at any time without consequence. There is no penalty for non-participation. There are no anticipated risks associated with participation. There are no direct benefits to you for participating in this study.

If you have any questions or comments about this research, please contact Elvis Ademba at +27 076 1012428 or Karen Luyt at +27 (0)11 266 6792. Any other Questions or concerns about research participants' rights may be directed to the Gordon Institute of Business Science office at +27 (0)11 771 4000. If you encounter any technical problems with the online form, please contact Elvis Ademba (elvis.ademba@bluespaceconsulting.co.za).

Clicking the button below next to "Yes, I agree to participate" indicates that you have read the procedure described above, and that you voluntarily agree to participate in the procedure.

Yes, I agree to ☒ participate *

DEMOGRAPHICS

What is your Gender

- Male
- Female

What is your Age

- Below 25 years
- 25-29 years
- 30-39 years
- 40-49 years
- 50-59 years
- 60 year and above

What is your current role/position in the company

- Junior management
- Middle management
- Senior Management
- Executive management
- Non-of the above

Where does your current role fit in the company?

- Managing Oneself
- Managing Others / Teams
- Managing Functions, Units or Divisions
- Managing Company
- Managing Companies (group of companies)

How long have you been in the company?

- Less than 1 Year
- 1-2 Years
- 3 - 5 Years
- 6-10 Years
- 11-15 Years
- More than 15 years

How long have you been in your current Role / Position.

- Less than 1 Year
- 1-2 Years

- 3-5 Years
- 6-10 Years
- 11-15 Years
- More than 15 years

How many People Report to you directly

- None
- Less than 5
- 6 - 10
- 11-25
- 26-50
- 51-100
- 101-200
- 201-500
- Over 500

How many people report to you directly and / indirectly through your reports.

- None
- Less than 5
- 6- 10
- 11-25
- 26-50
- 51-100
- 101-200
- 201-500
- Over 500

QUESTIONS.

Instructions

These questions are about work-related tasks. You will be asked about a series of different tasks and how they relate to *your current job*—that is, the job you hold now.

For example:

How important is WRITING to the performance of *your current job*?

Not Important*	Somewhat Important	Important	Very Important	Extremely Important
①	②	③	④	⑤

Mark your answer by putting an **X** through the number that represents your answer.
Do not mark on the line between the numbers.



How important is PLANNING AND BUDGETING to the performance of *your current job*?

Not Important*	Somewhat Important	Important	Very Important	Extremely Important
①	②	③	④	⑤

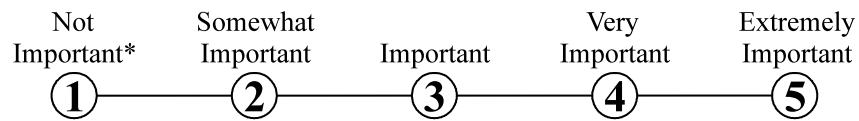
How important is ESTABLISHING AGENDAS to the performance of *your current job*?

Not Important*	Somewhat Important	Important	Very Important	Extremely Important
①	②	③	④	⑤

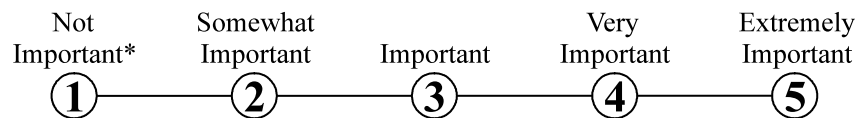
How important is SETTING TIMETABLES to the performance of *your current job*?

Not Important*	Somewhat Important	Important	Very Important	Extremely Important
①	②	③	④	⑤

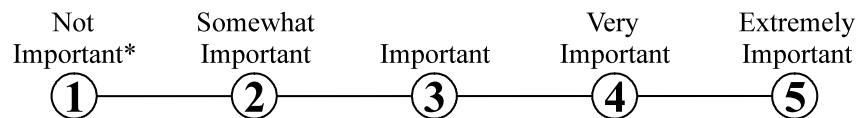
How important is **ALLOCATING RESOURCES** to the performance of *your current job*?



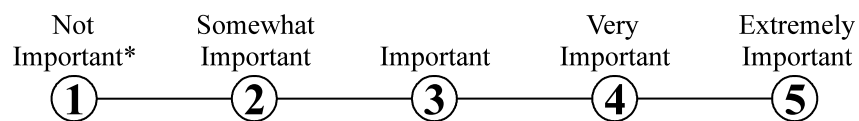
How important is **ESTABLISHING DIRECTION** to the performance of *your current job*?



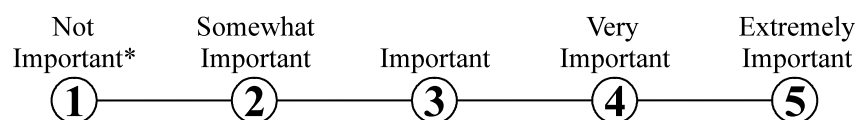
How important is **CREATING A VISION** to the performance of *your current job*?



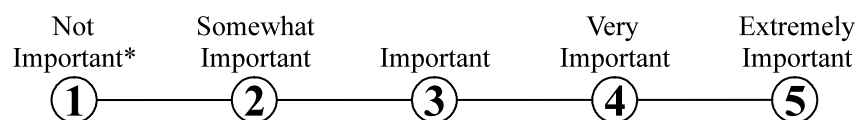
How important is **CLARIFYING THE BIG PICTURE** to the performance of *your current job*?



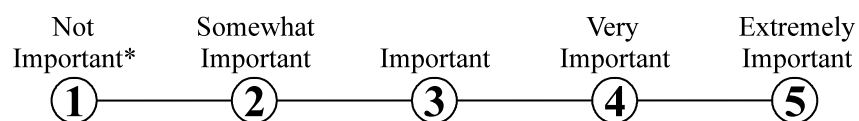
How important is **ORGANISING and STAFFING** to the performance of *your current job*?



How important is **PROVIDING STRUCTURE** to the performance of *your current job*?



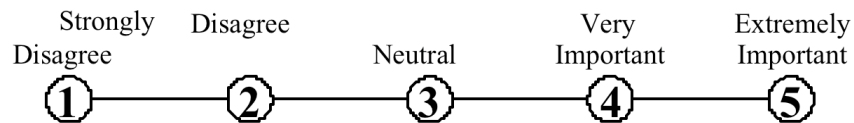
How important is **MAKING JOB PLACEMENTS** to the performance of *your current job*?



How **important** is ESTABLISHING RULES PROCEDURES to the performance of *your current job*?



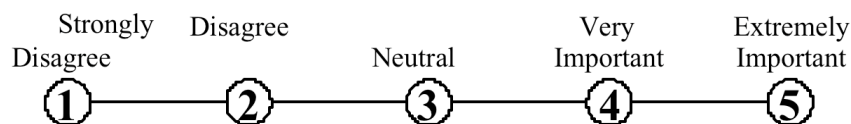
How **important** is ALIGNING PEOPLE to the performance of *your current job*?



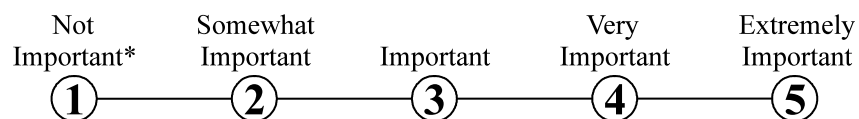
How **important** is COMMUNICATING GOALS to the performance of *your current job*?



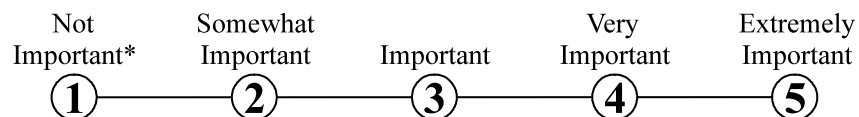
How **important** is SEEKING COMMITMENT to the performance of *your current job*?



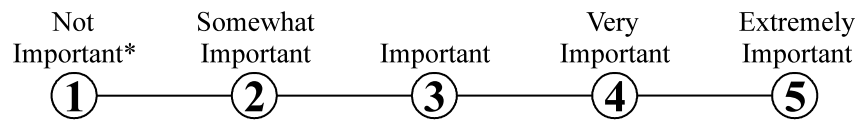
How **important** is BUILDING TEAMS AND COALITIONS to the performance of *your current job*?



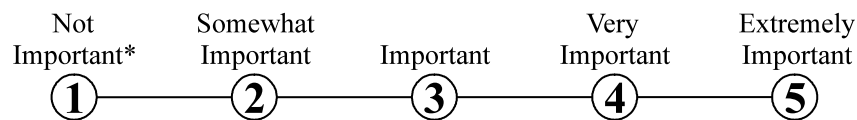
How **important** is CONTROLLING AND PROBLEM SOLVING to the performance of *your current job*?



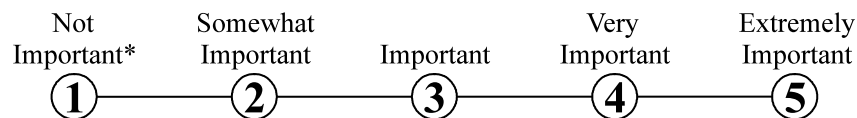
How **important** is **DEVELOPING INCENTIVES** to the performance of *your current job*?



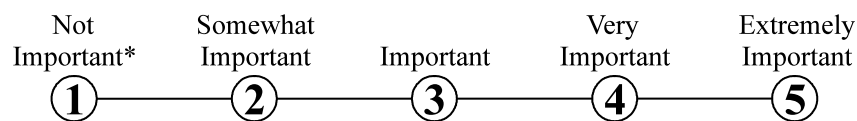
How **important** is **GENERATING CREATIVE SOLUTIONS** to the performance of *your current job*?



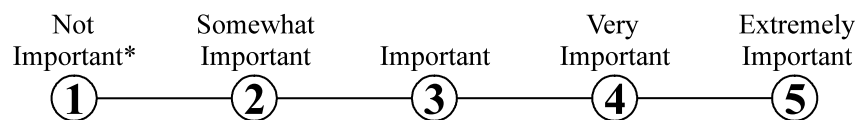
How **important** is **TAKING CORRECTIVE ACTION** to the performance of *your current job*?



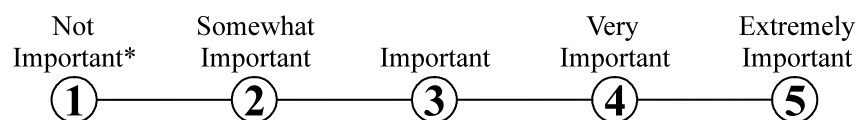
How **important** is **MOTIVATING AND INSPIRING** to the performance of *your current job*?



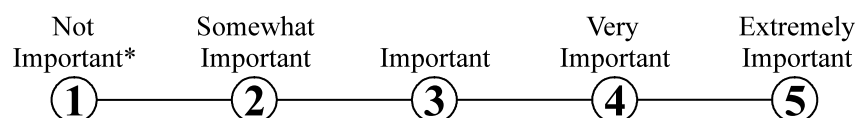
How **important** is **INSPIRING AND ENERGISE** to the performance of *your current job*?



How **important** is **EMPOWERING SUBORDINATES** to the performance of *your current job*?



How **important** is **SATISFYING UNMET NEEDS** to the performance of *your current job*?



Please rate the following in order of rank as the most importance to the performance in your current Job - top five (5) only.

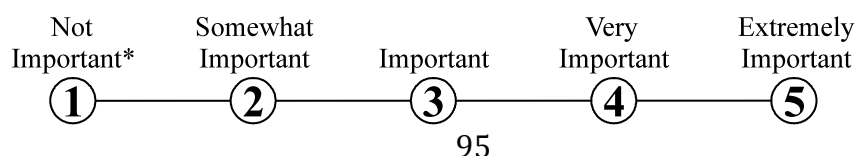
- | | |
|-------------------------------------|-----------------------------------|
| • Planning and budgeting | • Aligning People |
| • Establishing agendas | • Communicating goals |
| • Setting timetables | • Seeking commitment |
| • Allocating resources | • Building teams and coalitions |
| • Establishing Direction | • Controlling and Problem Solving |
| • Creating a vision | • Developing incentives |
| • Clarifying the big picture | • Generating creative solutions |
| • Setting strategies | • Taking corrective action |
| • Organising and Staffing | • Motivating and Inspiring |
| • Providing structure | • Inspiring and energise |
| • Making job placements | • Empowering subordinates |
| • Establishing rules and procedures | • Satisfying unmet needs |

TRAITS

EXTRAVERSION

The tendency to be outgoing, assertive, active, and excitement seeking.

How important was EXTRAVERSION as factor for your rise to *your current role*?

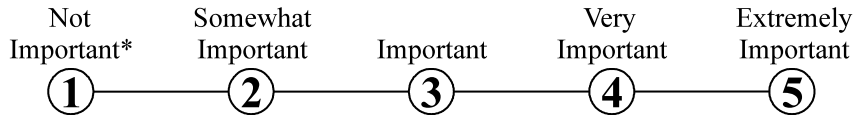




AGREEABLENESS

The tendency to be kind, gentle, trusting, trustworthy, and warm.

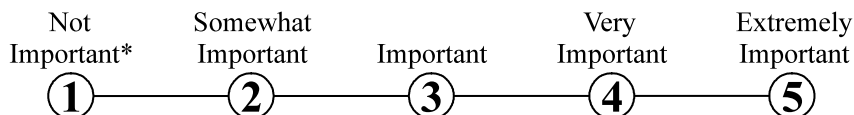
How important was AGREEABLENESS as factor for your rise to *your current role*?



CONSCIENTIOUSNESS

Indicated by two facets like: achievement and dependability, competent, job performance.

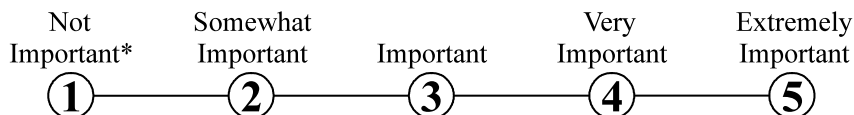
How important was CONSCIENTIOUSNESS as factor for your rise to *your current role*?



NEUROTICISM

The tendency to be anxious, fearful, depressed, and moody.

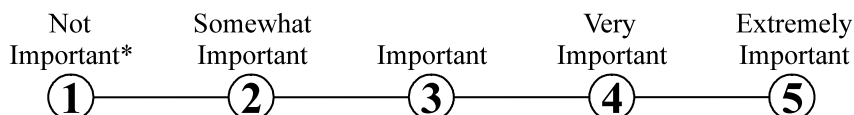
How important was NEUROTICISM as factor for your rise to *your current role*?



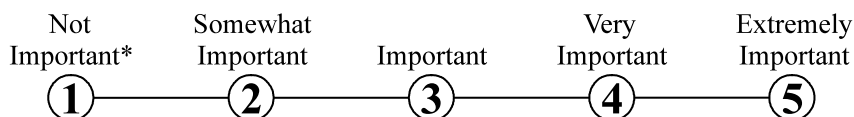
OPPENNESS TO EXPERIENCE

The tendency to be creative, imaginative perceptive, and thoughtful.

How important was OPPENNESS TO EXPERIENCE as factor for your rise to *your current role*?



How important was 360 degree feedback as factor for your rise to *your current role*?



How important was Mentorship as factor for your rise to *your current role*?

Not Important*	Somewhat Important	Important	Very Important	Extremely Important
①	②	③	④	⑤

How important was Coaching as factor for your rise to *your current role*?

Not Important*	Somewhat Important	Important	Very Important	Extremely Important
①	②	③	④	⑤

How important was Networking as factor for your rise to *your current role*?

Not Important*	Somewhat Important	Important	Very Important	Extremely Important
①	②	③	④	⑤

How important was Action Learning as factor for your rise to *your current role*?

Not Important*	Somewhat Important	Important	Very Important	Extremely Important
①	②	③	④	⑤

How important was different Job Assignments as factor for your rise to *your current role*?

Not Important*	Somewhat Important	Important	Very Important	Extremely Important
①	②	③	④	⑤

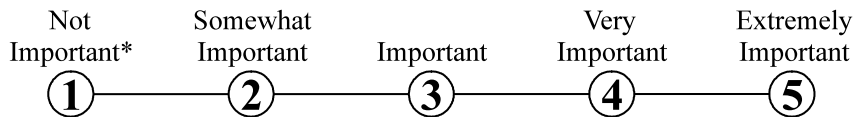
How important was Charisma as factor for your rise to *your current role*?

Not Important*	Somewhat Important	Important	Very Important	Extremely Important
①	②	③	④	⑤

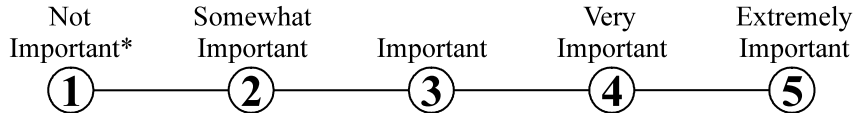
How important was Intellectual Stimulation as factor for your rise to *your current role*?

Not Important*	Somewhat Important	Important	Very Important	Extremely Important
①	②	③	④	⑤

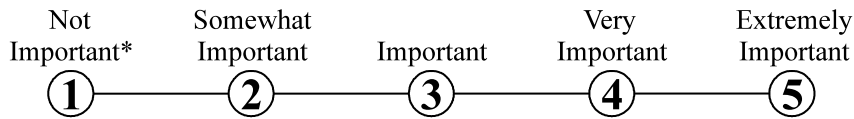
How **important** was individual consideration as factor for your rise to *your current role*?



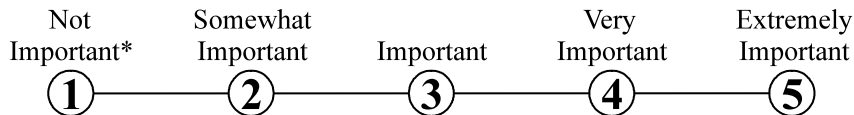
How **important** was an organisational crisis to your rise to *your current job*?



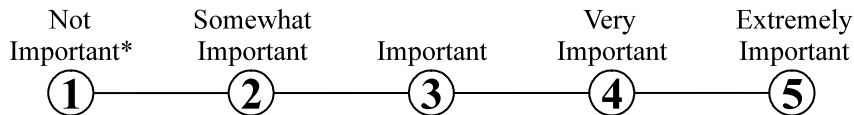
How **important** was organisational structure to your rise to *your current job*?



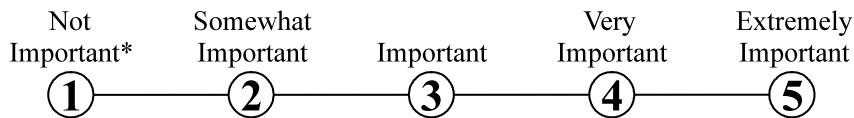
How **important** was organisational culture to your rise to *your current job*?



How **important** was organisational leadership development program to your rise to *your current job*?



How **important** was your unique technical / specialised skills to your rise to *your current job*?



Please rate the following in order of rank has helped you most to the performance in your current Job - top three (3) only.

- Coaching
- Mentorship
- Networking
- 360 degree feedback
- Management Action Learning
- Different Job assignments
- Intellectual stimulation
- Individual consideration
- My Charisma
- My specialised / technical skills.
- Leadership development program
- Organisational Opportunity / Crisis
- Organisational Culture
- Organisational structure

Which one of the following has contributed and helped you to cope with your leadership in the organisation

- Self-Awareness.
- Ability to Learn.
- Ability to Build and Maintain Relationships.
- Ability to Build Effective Work Groups.
- Ability to Develop Others.
- Ability to Think and Act Strategically.
- Ability to Initiate and Implement Change.

