

Leadership development for general management

David Marais

A research project submitted to the Gordon Institute of Business Science,
University of Pretoria, in partial fulfilment of the requirements for the degree of
Master of Business Administration.

November 2014

ABSTRACT

Leadership effectiveness, and how it affects organisational performance, is a much researched area of interest. This study focuses on those leadership skills and behaviours that possibly could increase leadership effectiveness at the senior level of leadership. This is a qualitative research project and the data has been collected using a combination of a qualitative questionnaire and in-depth interviews, conducted with highly qualified individuals with extensive leadership development experience.

The research showed a significant relationship between leadership skills and leadership effectiveness and revealed that certain behaviours impact leadership effectiveness at the senior level. In addition it confirmed that leadership skills and behaviours that increase leadership effectiveness could be both continuous and discontinuous in nature when transitioning from the middle management to the senior level.

Within the context of sub-Saharan Africa, adaptability and learning agility are especially important behaviours for leadership effectiveness at the senior level. The research also showed that interpersonal skills is the most important skill group to be developed when transitioning to the senior level and, of these, political and cultural sensitivity emerged as the most important interpersonal skill for leadership effectiveness at the senior level.

KEYWORDS

Leadership effectiveness, leadership development, the Leadership Pipeline, leadership skills, leadership behaviours.

DECLARATION

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

David Marais

Date: 10 November 2014

ACKNOWLEDGEMENTS

To my parents, two sisters and brother in law for all their support and prayers throughout this two year process.

To my close friends and family for keeping in touch even though I was almost never available.

To my supervisor, Jonathan Cook, for his patient guidance and insightful contributions.

To my friends, Ashley and Denise van Noordwyk, who showed real interest in my research which motivated me hugely.

To my MBA colleagues who completed my questionnaire that formed the backbone of this research project.

To the six individuals who patiently allowed me to interview them.

To my editor, Leanne Kinghorn, without whose input, this report would not have been completed on time.

CONTENTS

1. INTRODUCTION.....	1
1.1. CONTEXT OF THE STUDY.....	1
1.2. PURPOSE OF THE STUDY	3
1.3. BENEFITS OF THE STUDY:	4
2. LITERATURE REVIEW	5
2.1. AN INTRODUCTION TO THE IMPORTANCE OF LEADERSHIP	5
2.2. AN INTRODUCTION TO THE SCOPE AND IMPACT OF LEADERSHIP IN THE ORGANISATIONAL CONTEXT.....	6
2.3. AN INTRODUCTION TO THE DIFFICULTY OF MEASURING LEADERSHIP EFFECTIVENESS IN TERMS OF RESULTS	8
2.4. LEADERSHIP DEVELOPMENT.....	10
<i>An introduction to the main model of leadership development – The Leadership Pipeline.....</i>	<i>10</i>
<i>1 - Differences in management jobs and requirements.....</i>	<i>13</i>
<i>2 - Difference in behaviours related to managerial effectiveness</i>	<i>14</i>
<i>3 - The discontinuous nature of effective leadership skills and behaviours</i>	<i>14</i>
<i>4 - The stages of organisational leadership</i>	<i>15</i>
2.5. LEADERSHIP EFFECTIVENESS.....	17
<i>An objective measure.....</i>	<i>17</i>
<i>The levels of organisational leadership and the level of impact</i>	<i>18</i>
2.6. EFFECTIVE LEADERSHIP BEHAVIOURS AND SKILLS	19
<i>Cognitive skills</i>	<i>20</i>
<i>Strategic.....</i>	<i>24</i>
<i>Interpersonal skills</i>	<i>26</i>
2.7. LEADERSHIP SELECTION	27

<i>Identity and self-regulation</i>	27
<i>Personal characteristics</i>	28
2.8. THE IMPACT OF THE ECONOMIC DEVELOPMENT CONTEXT ON LEADERSHIP DEVELOPMENT.....	29
<i>Staff retention and the impact of regulation</i>	30
2.9. EFFECTIVE LEADERSHIP DEVELOPMENT – FACTORS TO CONSIDER WHEN DESIGNING A LEADERSHIP DEVELOPMENT PROGRAMME THAT COULD POSITIVELY INFLUENCE THE RETENTION OF LEADERS IN TRAINING.....	32
<i>Methods and content for effective development/training of first-time senior/general managers</i>	32
3. RESEARCH QUESTIONS	35
4. RESEARCH METHODOLOGY.....	36
RESEARCH DESIGN – QUALITATIVE RESEARCH	36
UNIVERSE/POPULATION	37
UNIT OF ANALYSIS.....	37
SAMPLING.....	38
<i>Sampling leaders for the questionnaire</i>	38
<i>Sampling experts for the semi-structured interview</i>	38
RESEARCH METHODS.....	39
<i>Method one: Qualitative survey questionnaire completed by both route-one and route-two sampled leaders</i>	39
<i>Research method two: Interviewing organisation representatives</i>	45
ANALYSES.....	48
<i>The questionnaire</i>	48
<i>The interview</i>	49
LIMITATIONS.....	50

<i>Geographical limitations</i>	50
<i>Sampling</i>	50
<i>Context</i>	51
<i>Self-evaluating questionnaire</i>	51
5. DOCUMENTATION OF RESULTS.....	52
RESEARCH QUESTION 1:.....	52
<i>The questionnaire - results</i>	52
<i>The questionnaire – statistical analysis</i>	67
<i>The interview - results</i>	68
<i>Conclusion</i>	89
RESEARCH QUESTION 2.....	90
<i>The interview - results</i>	90
<i>Conclusion</i>	99
6. ANALYSIS OF RESULTS.....	101
RESEARCH QUESTION 1.....	103
6.1. <i>Leadership skills that increase leadership effectiveness at the senior level of leadership</i>	103
6.2. <i>Leadership behaviours that increase leadership effectiveness at the senior level of leadership</i>	108
6.3. <i>Leadership styles that increase leadership effectiveness at the senior level of leadership</i>	113
6.4. <i>Personality traits that increase the likelihood of leadership effectiveness at the senior level of leadership</i>	114
RESEARCH QUESTION 2.....	114
6.5. <i>The impact of economic development on the readiness of individual leaders for leadership development</i>	114

6.6. <i>The impact of economic development on the retention of leaders during and post leadership development</i>	115
7. CONCLUSION AND RECOMMENDATIONS	117
SKILLS THAT INCREASE LEADERSHIP EFFECTIVENESS AT THE SENIOR LEVEL OF LEADERSHIP	117
BEHAVIOURS THAT INCREASE LEADERSHIP EFFECTIVENESS AT THE SENIOR LEVEL OF LEADERSHIP	118
PERSONALITY TRAITS THAT INCREASE THE LIKELIHOOD OF LEADERSHIP EFFECTIVENESS AT THE SENIOR LEVEL OF LEADERSHIP	119
TOWARDS A BETTER UNDERSTANDING OF LEADERSHIP EFFECTIVENESS – A MODEL FOR LEADERSHIP DEVELOPMENT IN DEVELOPING ECONOMIES	119
<i>The model explained</i>	120
<i>Using the model for leadership development in developing economies</i>	121
THE IMPACT OF THE CONTEXTUAL SETTING OF ECONOMIC DEVELOPMENT ON THE READINESS FOR, AND RETENTION RATE OF, LEADERS DURING AND AFTER THE COMPLETION OF LEADERSHIP DEVELOPMENT PROGRAMMES	124
REFLECTIONS ON THE LEADERSHIP PIPELINE MODEL	124
7.1. FUTURE RESEARCH	127
8. REFERENCES	129

1. INTRODUCTION

1.1. *Context of the study*

Leadership and leadership development are subjects that have been at the forefront of much research. Both from an academic and a business perspective, the importance of better understanding leadership has grown steadily over the last few decades. Organisations are striving to understand the topic as well as its impact on organisational performance. The subject is wide-ranging with specialist fields of leadership focussing on elements such as the impact of personality on leadership (Baker, 2014), the stages of organisational leadership (DeChurch, Hiller, Murase, Doty, & Salas, 2010; Drotter & Charan, 2001; Yancey, 2011), leadership styles (Hogan, Curphy, & Hogan, 1994) and the behaviours and skills that increase leadership effectiveness (Kaiser & Overfield, 2010; Yancey, 2011). For leadership to indeed have any positive impact on an organisation, we need to understand if, and how, leadership can actually improve the performance of an organisation.

A vital consideration about leadership then is whether leadership, good or bad, impacts organisational performance, or effectiveness. This in itself is very difficult to prove as there are many external factors contributing towards the performance, whether good or bad, of an organisation. Many studies, such as the one by Joyce, Nohria and Roberson (2003) which found that top leadership contribute as much as 14% to the good or insufficient performance of for-profit organisations (as cited in Hogan & Kaiser, 2005), have been done to try and establish the link between leadership and organisational effectiveness. It is therefore important to understand that leadership impacts organisational effectiveness and organisations must do as much as possible to develop or hire leaders that increase their organisational effectiveness if they want to sustain, or even increase, their competitiveness.

Once organisations accept that leadership does in fact impact their effectiveness, they need to delve deeper to start understanding if, and how, they can develop leaders capable of achieving the lofty goal of increasing

organisational effectiveness. This requires an understanding of organisational objectives, or goals, and how they can be reached. Before organisational leaders can be developed to reach these goals, challenging but achievable organisational objectives must be developed. Only then can leadership effectiveness be measured, in terms of how well the leaders can lead the organisation towards its objectives. True leadership therefore has to be measured in terms of organisational effectiveness (Kaiser & Overfield, 2010).

The next element of leadership effectiveness, i.e. how well the leader is able to increase organisational effectiveness, is to look at the different organisational levels of leadership. This study will focus on a specific level of leadership, being the leader's first foray into general management at the senior level of leadership. The overall organisational objectives will be broken into regional, divisional or product family segments with all these lower level objectives filtering into the organisational-wide objectives. The divisional, or business unit, leaders can then be measured against their ability to increase the effectiveness of their unit. With this study the author will focus on the effectiveness (leadership effectiveness) with which leaders are able to increase the effectiveness of their business unit. The work done by Drotter and Charan (2001) in developing the Leadership Pipeline model has been a major influence on the way organisations approach their leadership development both in terms of understanding the progressive level of organisational leadership as well as the fact that each level requires different skills and behaviours from effective leaders.

In their Leadership Pipeline study of the changing nature of behaviours that increases managerial effectiveness across organisational levels, De Meuse, Dai and Wu (2011) highlight the need for studies of measurable leadership effectiveness; they ask the question whether continuous improvement of skills truly increases the effectiveness of leaders in leading the organisation or organisational unit towards its objectives. This question is born out from the fact that leadership development research, from the Leadership Pipeline model point of view to date, has been focussing on "perceived effectiveness" (Yancey, 2011, p. 124) of leaders rather than tangible/measurable effectiveness in reaching the organisational unit's objectives (Kaiser & Overfield, 2010). This study aims to look for those measurable leadership features that increase the

effectiveness of business unit leaders in an attempt to answer the question raised by De Meuse, Dai and Wu (2011).

Secondly this study takes its cue from the leadership value chain work done by Kaiser and Overfield (2010) with regards to the call for research on how context affects effective leadership. By conducting this research in the contextual setting of a developing economy, the author hopes to find new insights into not just which leadership features increase leadership effectiveness but also how these measurable leadership features have been shaped by the contextual nature of the developing economy setting. The need for research on leadership within the overall context of the sub-Saharan region has further been highlighted by Muchiri (2011), strengthening the argument for this study to be conducted in the setting of a sub-Saharan developing economy.

1.2. Purpose of the study

The purpose of this study is to increase the knowledge of effective leadership at the first level of senior leadership in the form of leadership of a business unit. The business unit level of organisational leadership furthermore represents the leader's first foray into general management. To date, research has focussed on the leadership skills and behaviours that are perceived to increase leadership effectiveness. This study will be conducted with the purpose of identifying those leadership skills and behaviours which increase the effectiveness of leadership specifically at the business unit level of organisational leadership that, in turn, lead to an increase in the effectiveness of the organisational unit in reaching its objectives. The effectiveness of leadership at any stage of the organisation has to be measured against the effectiveness of the organisational unit for which the leader is responsible. Every unit should have measurable objectives and the leader should move the entire unit towards those objectives (Kaiser & Overfield, 2010). It is against these markers, that the leader will be measured, and rewarded, and this study seeks to provide a clearer picture of the skills and behaviours needed by effective leaders. The study will also look at the personality traits that increase the likelihood of a leader being effective at the business unit level of organisational leadership.

A second aspect of the purpose is to investigate the impact of the context of economic development in which leaders find themselves, on their leadership effectiveness. This will be done by comparing the findings of this study with those of the Leadership Pipeline research conducted by Kaiser, Craig, Overfield and Yarborough (2011), as well as De Meuse, Dai and Wu (2011) and the leadership value chain research conducted by Kaiser and Overfield (2010).

1.3. Benefits of the study:

The study will assist leadership development managers in building a group of middle managers that will be ready to step up to the business unit level of senior management when the need arises, by focussing on the leadership level of the manager's first foray into general management (Drotter & Charan, 2001). The study could also be useful to Human Resources practitioners in helping select the best possible candidate for a business unit level management position in the case of an external hire. The third benefit of this study will be the provision of an evidence-based framework for middle-management individuals looking to take charge of their own leadership development and make the step-up to general management.

Finally, the author feels this study could potentially assist business schools operating in developing economies to expand on their leadership development curricula due to the fact that the focus of this study will be the point of a leader's first foray into general management at stage four of the Leadership Pipeline (Drotter & Charan, 2001). The author hopes to highlight the skills and behaviours that need to be developed in leaders aiming to make this first foray into general management and, with the majority of executive MBA candidates using an MBA as a platform from which to launch their careers into this level of leadership, the study could substantially increase the effectiveness of business schools in preparing middle managers for the step up into senior management.

2. LITERATURE REVIEW

2.1. *An introduction to the importance of leadership*

Leadership has been a hotly debated subject for a long time. Researchers and academia have been calling for a more scientific approach to selecting, developing and measuring leaders (Hogan, Curphy, & Hogan, 1994) in the organisational setting. Practising leaders, by contrast, have been ignoring, or using sparingly, the work done by researchers in the field. One reason could be the fact that leadership research, as is the case with research in general, has been conducted with too narrow a scope (Hogan, Curphy, & Hogan, 1994) to reach meaningful and usable conclusions. Kaiser and Overfield (2010) allude to the importance of understanding the environment in which a leader operates so as to take into consideration the overall impact thereof on the effectiveness of the organisation and the leader. This factor of context appears to have contributed to the divide between researchers and practising leaders.

This divide seems to stem from discrepancy around the usability of research conclusions due to narrow scope, and also from the inability of researchers to obtain access to their target audience – practising leaders – as leadership research is being read predominantly by psychologists (Hogan, Curphy, & Hogan, 1994) and other researchers. Both these factors allude to a lack of understanding of the context within which practising organisational leaders find themselves. Researchers therefore need to understand, firstly, the context within which their target audience (of practising organisational leaders) finds itself. The impact of the context of practice on aspects such as availability of time to study relevant research, as well as the divide between the two groups' formal and informal spheres of discussions and interactions, suggest that researchers must do more to reach their target audience.

Researchers could access this audience by also publishing their findings in media that practitioners read as well as making “concrete connections between theory and practice” (Suddaby, 2012, p. 6)

These issues necessitate a more prudent approach by leadership researchers in making their research both usable and available. Therefore, the author feels that before any study of leadership is attempted, the researcher should consider

how he/she will contribute to reducing the above-mentioned divide between research and practice. The first question that needs answering, then, is whether leadership actually matters in the challenge to improve the effectiveness of organisations. Both Hogan, Curphy and Hogan (1994), and Kaiser and Overfield (2010) state with confidence from both the theoretical and practical sides, that leadership does matter. Barrick, Day, Lord and Alexander (1991) claim that the positive impact of a high performing senior executive can be as much as \$25 million at a for-profit organisation (as cited in Kaiser & Overfield, 2010). Joyce, Nohria, and Roberson (2003) go as far as to state that organisational heads contribute as much as 14% to the good or insufficient performance of for-profit organisations (as cited in Hogan & Kaiser, 2005)

There are also multiple indirect motivations for leadership, such as its effect on society where, throughout history, we can see the results of good and bad leadership decisions by political and military leaders (Hogan, Curphy, & Hogan, 1994). If leadership, therefore, indeed does matter, we need to understand how and why. These are the questions that give rise to this study. It is especially the question of how leadership makes a tangible difference that the author feels research needs to be concerned with, in a manner that is both more usable and customisable for organisational leaders than has been the case to date.

2.2. An introduction to the scope and impact of leadership in the organisational context

All organisations have goals or objectives. For the organisation to be viable and sustainable, it needs to actively pursue and reach these goals. No organisation will achieve goals without leadership, with the impact of leaders on the effectiveness of organisations being well documented (Kaiser & Overfield, 2010). If leaders increase the effectiveness of organisations, there is ample reason to study and develop the 'art' of leadership more thoroughly. Much of the work done on successful organisations and what their leaders did to ensure this success has been retrospective. The problem with this type of research is that one can never conclusively say that the same leadership behaviour, if expressed in another context at a different organisation, would make the other organisation similarly successful. That being said, there is a lot to be learned

from successful organisations and the behaviours of their leaders, especially with regard to building an outline of the scope of organisational leadership. Hogan, Curphy and Hogan (1994) describe leadership as being a person's attempt to persuade others to, for a certain amount of time, ignore their own ambitions in favour of those of a group. The importance of this definition is the clarity regarding the fact that the follower individual needs to make this decision willingly, even eagerly, for leadership to actually take place and be effective (Hogan, Curphy, & Hogan, 1994). This speaks to workplace motivation and employee engagement, both of which have generally been labelled as soft skills, or 'nice-to-haves'. Kaiser and Overfield (2010) build on this definition by stating that, without setting the parameters within which leadership takes place, no discussion about leadership can really take off. It is on this foundation that Kaiser and Overfield (2010) build their Leadership Value Chain model as a way to link individual behaviours and organisational performance. This taxonomy enhances the argument that leadership behaviours significantly impact the organisation's performance. Senior leaders are therefore people who are in charge of organisations or business units (Hogan & Kaiser, 2005) with the responsibility to motivate other people to continuously pursue actions and behaviours that will make that organisation or business unit more effective in reaching its set objectives and/or goals. Hogan, Curphy and Hogan (1994) define this behaviour as the objective of building teams of people that are goal-orientated as well as being team players. Without instilling these two elements in their subordinates, no leader will succeed, as the organisation or unit won't be able to, by way of a combined effort by its people, reach its objective or goal (Hogan & Kaiser, 2005). The importance of leadership can furthermore be linked to the positive impact of a successful organisation on the lives of its people by increasing the positive impact of the organisation on the community its people call home. Conversely, the same could be said of bad leadership and how it negatively impacts society as a whole in reducing the effectiveness of organisations and their sustainability (Hogan & Kaiser, 2005).

To summarise then, leadership should be about results. No attribute or experience or educational background should be more important than being able to make the organisation or business unit or team more effective in reaching its goals. That is what leadership should be measured for – results (Kaiser & Overfield, 2010). A very important qualification to make at this stage is

the element of social responsibility and sustainability as part of organisational effectiveness. Kaiser and Overfield (2010) list this important element of organisational purpose to be considered and evaluated as part of the measurement of the effectiveness of any organisation. They argue that “the sustainability of organizational performance depends, in no small part, on the sustainability of the larger social community and environment” (Kaiser & Overfield, 2010, p. 177). The results that every leader should be measured for has to include the impact he/she has on the social community and the environment and no course of action taken by a leader to increase short-term organisational effectiveness at the expense of long-term organisational, social and/or environmental sustainability should be rewarded or encouraged.

2.3. An introduction to the difficulty of measuring leadership effectiveness in terms of results

It might appear that leadership researchers have been ignoring this important cornerstone of leadership but this is not the case. The reason for the small number of studies focussing on the impact of leaders on the effectiveness of the organisation is mostly due to the difficulty in measuring this effectiveness of leadership (Hogan, Curphy, & Hogan, 1994). It appears that the problem is that researchers are focussing more on topics that are easier to tackle, rather than contributing, if only a little at a time, to building this bridge to understanding how leadership really impacts the effectiveness of organisations.

A side-effect of this lack of research on actual effectiveness is that everywhere we look, we see people rising to the summits of their organisations because of traits such as work ethic, intelligence and experience, as well as connections with those people who have influence and power (the ‘who-you-knows’), and where they obtained their tertiary education. These factors are not necessarily bad, but neither are they necessarily indicators of good leadership in terms of actual effectiveness (Hogan and Kaiser, 2005).

This ‘stab in the dark’ approach to selecting leaders for senior management level positions in terms of their probability of success, is aggravated by the fact that most leaders, when transitioning from one level of leadership to the next,

are not receiving sufficient preparation for the expectations at the next level or clarity as to which drivers will increase the effectiveness with which the organisation or business unit approaches its objectives (Freedman, 2011). So, not only do the organisational representatives that appoint first-time senior level leaders not know what will make that leader more effective in leading the organisation or business unit towards its objectives, they also fail to provide the leader with sufficient understanding of the requirements and nuances applicable to that senior level of leadership (Freedman, 2011). This causes leaders to react in a way most people react in unfamiliar waters – doing what they know best. This translates into them exhibiting behaviours that made them successful as middle level managers, while this might not necessarily be what is required to effectively navigate the situation in which they find themselves (Freedman, 2011). In this literature review, the author will establish the dangers of this reaction with the extant research on the discontinuous nature of effective leadership skills and behaviours in the context of organisational leadership. Freedman (2011) argues that the best way for a leader to react in an unfamiliar situation, which likely will occur regularly in the period after their first foray into general management, is to admit this fact to themselves and their superiors in an attempt to solicit feedback and guidance on how to approach the situation in a manner that will contribute to their overall effectiveness in leading the organisation or business unit towards its objectives. When organisations do not even alert or sensitise newly appointed senior level leaders to the fact that they will regularly find themselves in unfamiliar territory, they will find it very difficult to proactively install in these leaders, the behaviour of admitting their situational unfamiliarity, much less asking for guidance on how best to navigate these uncharted waters.

Kaiser, Craig, Overfield and Yarborough (2011) argue that practice has been doing much better than research in identifying “cross-level differences in managerial effectiveness determinants” but that research can still contribute towards the body of knowledge. This might be due to the fact that organisations find it difficult to share their approaches to developing effective leaders, as those who do it successfully may view their approach as giving them a competitive advantage. Research, therefore, needs to do more to contribute towards the understanding of what makes leaders effective in leading their organisations or business units towards their objectives, and that requires a

solid understanding of how to measure leadership effectiveness.

2.4. Leadership development

An introduction to the main model of leadership development – The Leadership Pipeline

The widely accepted and respected Leadership Pipeline model has had a huge impact on leadership development since 2001 (Kaiser, 2011). This model forms the backbone of the literature review and the study conducted by the author. Many studies have been done on this model, focussing on its every aspect, but none more comprehensive than the combination of several individual studies in the special issue of the *Psychologist-Manager Journal* (Yancey, 2011). This issue combines the work done by Robert B. Kaiser, S. Bartholomew Craig, Darren V. Overfield, Preston Yarborough, Kenneth P. De Meuse, Guangrong Dai, and Arthur Freedman, into a well-rounded, first-of-its-kind empirical study of the model and its distinguishable aspects (Yancey, 2011).

According to the Leadership Pipeline Model, there are six distinct levels of organisational leadership, each with its own challenges and requirements for being successful (Drotter & Charan, 2001). The model starts with Stage One, where the leader moves from managing self to managing others, and ends with Stage Six, where the leader becomes the group or enterprise manager (Drotter and Charan, 2001). This final stage of the Leadership Pipeline model, described as the Chief Executive Officer (CEO), seems to indicate that the leader will have no executive authority to whom to report, but will still be guided by the Board of Directors. With this being the case, the argument could be made for a seventh stage of organisational leadership – that of Non-executive Director, or President, or Chairman of the Board of Directors. Drotter and Charan (2001) emphasise the importance of leaders going through the entire pipeline so as to be successful in the final role of CEO. They also highlight certain skills and behaviours leaders need to adopt at each stage to be successful, and how these change from one stage to another. The changing nature of the mentioned skills and behaviours across the leadership levels seems to indicate a discontinuous nature to the skills and behaviours that make an effective leader.

The Leadership Pipeline suggests the following elements to leadership development [this list is in no way an exhaustive compilation of the intricate aspects to the Leadership Pipeline model, but rather the major focus areas of the research conducted by Kaiser *et al.*, in 2011 and published in the special issue of the Psychologist-Manager Journal (Yancey, 2011)] which will be the focus of the literature review for this study:

The first three arguments, made by Drotter and Charan (2001) in the Leadership Pipeline, tested by Kaiser *et al.*, (Yancey, 2011) are:

1. Do the job requirements at the different stages of the Leadership Pipeline differ significantly enough to create the scope for different behavioural requirements for effective leadership? In other words, does the nature of work differ substantially (Kaiser, Craig, Overfield, & Yarborough, 2011) across organisational levels?

This argument was tested by Kaiser *et al.* (Yancey, 2011) who empirically substantiated that job requirements differ significantly at different stages of organisational leadership.

2. Do behaviours which increase effectiveness of leaders, differ from one stage of the Leadership Pipeline to the next (Kaiser & Craig, 2011)?

This argument was tested and was empirically substantiated by Kaiser *et al.* (Yancey, 2011); namely behaviours which increase managerial effectiveness differ from one stage to the next.

3. Does the continuity perspective or the discontinuity perspective apply to the changing nature of leadership skill requirements (De Meuse, Dai, & Wu, 2011)?

The study by De Meuse, Dai and Wu (2011) found that both views could occur simultaneously.

The first disagreement found in the literature reviewed, is the aspect of the

levels of organisational leadership. Drotter and Charan (2001) argue for six stages of leadership whereas Kaiser *et al.*, (Yancey, 2011) make use of a three-level leadership stages approach – basic supervisor, middle management and top management. This disagreement raises the following question regarding the Leadership Pipeline:

4. Are the six stages of leadership argued by Drotter and Charan (2001) any different from the basic three stages used by Kaiser *et al.* (2011)?

Over and above the three arguments of the Leadership Pipeline Model tested by Kaiser *et al.*, (Yancey, 2011) and the disagreement on the stages of leadership, Kaiser and Overfield (2010) argue for a quantifiable way in which the effectiveness of a leader is measured in terms of the overall organisational objectives. Drotter and Charan (2001) talk about the skills and change in approach at each level of the Leadership Pipeline to be successful at every stage of leadership; the question that must be asked then is: By what measurement can leaders definitively say that they are, or have been, successful at the different stages of the Leadership Pipeline?

The studies conducted by Kaiser *et al.*, (Yancey, 2011) refer only to “perceived effectiveness” as expressed in the performance evaluation tools used (secondary data) for the studies (Yancey, 2011, p.124). With this in mind, the question whether behavioural changes and skills accumulation by leaders could have a measurable impact of the effectiveness of an organisation remains unanswered by the extant empirical research conducted on the Leadership Pipeline. Therefore, the fifth aspect of the Leadership Pipeline identified by the author, from where the first research question of this study was developed is:

5. Can changes in behaviour and the development of skills increase a leader’s effectiveness in terms of the organisational unit’s objectives?

The final aspect of the Leadership Pipeline focussed on in the literature review, is the impact of context on leadership effectiveness. Kaiser and Overfield (2010) argue that the performance of a business unit should be measured in terms of the performance of the organisation and the industry in which it finds itself. The sixth and final focus area therefore is:

6. What is the impact of economic development on the behaviour and skills requirements of effective leadership at the different stages of the Leadership Pipeline?

1 - Differences in management jobs and requirements

The Leadership Pipeline model argues that managerial jobs and requirements differ significantly at the different stages of organisational leadership (Drotter & Charan, 2001) by suggesting different skills and behaviours are required to be effective at the different stages of leadership. These differences in skills and behaviours needed for effectiveness would suggest that the job requirements at the different stages of leadership are different. This view is further strengthened by the fact that new skill requirements are introduced by the Leadership Pipeline at the different levels of leadership (Drotter & Charan, 2001).

Kaiser, Craig, Overfield and Yarborough (2011) conducted an extensive review of the extant research on this question and confirmed that there are at least three significantly different levels of leadership in every organisation. This review of the literature did, however, highlight the fact that most of the research on this subject to date has been descriptive in nature and that there are multiple inconsistencies in the literature. A big weakness in the extant literature is the very limited number of evidence-based studies on the subject of level differences. The important underlying assumption of the Leadership Pipeline – that there are significant differences in job requirements at the different stages of organisational leadership (Kaiser, Craig, Overfield & Yarborough, 2011) – seems not as yet, to have been properly tested with evidence-based research.

The extant literature suggests that there are sufficient differences in the job requirements from middle to top management to require significantly different behaviours and skills to be effective as a leader but this has to still be empirically proven.

2 - Difference in behaviours related to managerial effectiveness

Kaiser and Craig (2011) tested the proposition that different job requirements give rise to different behaviours for managerial effectiveness at the three levels identified by Kaiser, Craig, Overfield and Yarborough (2011). To do this, Kaiser and Craig (2011) tested whether the relationship between effectiveness and behaviour depends on organisational level, as well as if there are discontinuities in this relationship.

The study found that behaviours associated with effectiveness differ at the three different stages (top management, middle management and supervisor) of organisational leadership. The study further found that the relationship between behaviours and effectiveness were often discontinuous in nature.

The authors identified four limitations to this large sample research, conducted over multiple organisations and industries. Firstly, the study used behavioural dimensions based on convenience that were “derived empirically rather than theoretically” (Yancey, 2011, p.114). Secondly, and most importantly for the proposed study, is the fact that perceived effectiveness was measured by way of subordinate ratings of managerial behaviour (Yancey, 2011, p.95) rather than by a more objective measurement of leadership effectiveness in the overall context of organisational objectives (Kaiser & Overfield, 2010). The third limitation identified by the authors, was the fact that the sample of organisations was limited to those in the United States and might not generalise across cultures. Finally, the study was cross-sectional, and the authors believed that a study that tracked a sample of managers longitudinally would be stronger (Kaiser & Craig, 2011).

These limitations create the space for a study of those behaviours and skills leading to measurable and objective leadership effectiveness in organisations outside of the United States.

3 - The discontinuous nature of effective leadership skills and behaviours

Kaiser and Craig (2011) provide empirical support for the discontinuous nature

of leadership skill requirements at the different stages of organisational leadership. De Meuse, Dai and Wu (2011) use 360-degree competency rating data to prove that both the continuity and discontinuity views could occur at the same time. They found that the changing nature of the job requirements necessitates change in the importance of behaviours. These conclusions seem to strengthen the work done by Freedman (1998), where he argues that at each crossroad (stage of leadership) there will be competencies and behaviours that leaders have to persist with, add, and/or let go of.

The literature, therefore, suggests a combination of the two views of change in leadership behaviours. The author intends to use this insight to better understand the nature of the behaviours and skills required for effectiveness at the transition from Stage Three to Stage Four of the Leadership Pipeline (Drotter & Charan, 2001). This is important from the perspective of leadership development that will start at a stage much earlier than Stage Four. Understanding that you, as leader, are learning certain skills and behaviours that may, at a later stage, become negatively related to your effectiveness, might assist in developing more responsive leaders who are ready to let go of behaviours that served them well earlier in their development. Similarly, those behaviours and skills that are continuous in nature could receive increased attention at an earlier stage so as to build a strong foundation for future refinement.

4 - The stages of organisational leadership

Charan, Drotter and Noel (2011) describe several aspects of the Leadership Pipeline within which the leadership behavioural and skill requirements at each of the six stages of organisational leadership are detailed, in an attempt to assist organisations in creating a strong bench of capable leaders ready to make the step to the next level when the need arises. These six stages, or passages, take the leader from self-management to managing others in a supervisory role in passage one. The second passage is described as where the leader now manages other managers and focuses only on management. This would already entail middle management in the long-standing, basic three-level organisation leadership view (DeChurch, Hiller, Murase, Doty, & Salas, 2010) in that the leader moves into a role of coordination. Passage three, where

the leader moves into the role of managing an entire function, could be described as the highest level of middle management as the leader still reports to a General Manager and does not require the strategic design skills that is essential to the functions of top management level leaders. Once the leader moves through passage four of the Leadership Pipeline to the general management position of managing a business unit, the level of autonomy and strategic thinking required indicates top-level management (DeChurch, Hiller, Murase, Doty, & Salas, 2010). Passage five and six, where the leader becomes a Group Manager and, finally, Enterprise Manager, can be seen as the ultimate stages of organisational leadership, taking the leader to the very head of the organisation.

Kaiser, Craig, Overfield and Yarborough (2011) point out that one of the dominant themes in the body of research reviewed, is the fact that there seem to be at least three distinct levels of management. The three levels are described as being the creation (senior management), the interpretation (middle management) and the application of organisational direction (Kaiser, Craig, Overfield, & Yarborough, 2011). The important aspect of the review done by Kaiser *et al.* (2011) is the conclusion that the organisational level of a position needs to be driven by the nature of the work to be performed by the incumbent rather than by experience required or job title. Although there appears to be potential weaknesses in the assumption of the Leadership Pipeline that there are six distinct levels of organisational leadership, there is sufficient evidence in the descriptive literature that points to at least three distinct levels.

Despite the disagreement on quantity of distinguishable levels of leadership, the findings from the study by Kaiser, Craig, Overfield and Yarborough (2011) are still relevant and useful for the proposed study since the transition from Stage Three to Stage Four, as per Charan, Drotter and Noel (2011), is the leader's first foray into top-level management and, therefore, similar to the transition from middle to top management argued by Kaiser, Craig, Overfield and Yarborough (2011).

An alternative to the six stages of organisational leadership proposed by The Leadership Pipeline is therefore used by Kaiser *et al.*, (Yancey, 2011). These studies make use of the basic supervisor, middle manager, senior manager

framework (Kaiser, 2011) as described by DeChurch, Hiller, Murase, Doty, and Salas (2010) in their review of the research on the levels of leaders in organisations. It must be noted here that the authors are not critiquing the six stages as proposed by Charan, Drotter and Noel (2011) but merely combine the six stages into a more usable three-stage framework (Kaiser, 2011). What is important, however, is to be aware that Katz and Kahn (1978) argue that there are three distinct organisational levels requiring different leaders (as cited in Kaiser, Craig, Overfield, & Yarborough, 2011, p.78). These three levels – supervisor, middle management and top management – are used in the studies conducted on the Leadership Pipeline concept by Kaiser, Craig, Overfield and Yarborough (2011) as well as De Meuse, Dai and Wu (2011).

The focus stage/passage of this study is passage four of the Leadership Pipeline model that the author describes as the leader's first foray into general management. This stage is the first step into the top level of management as described by Kaiser *et al.* (2011) and DeChurch *et al.* (2010). It is thus not affected by the debate on how many stages there are, as both the six-stage and three-stage models describe a transition at the point that this research investigates.

2.5. Leadership effectiveness

An objective measure

A significant gap in leadership development knowledge identified by the author is the fact that there has been very little study into those behaviours and skills that increase leadership effectiveness from the objective perspective of the organisation's purpose/objectives. The author will, therefore, attempt to reduce this gap by identifying those measureable leadership behaviours and skills that increase organisational effectiveness within the units of the organisations at which the leaders conduct their business. With the focus of this study being that of Stage Four of the Leadership Pipeline – the leader's first foray into general management, this unit of the organisation will be at the business unit level. Kaiser and Overfield (2010) developed the leadership value chain in an attempt to bridge the gap between the individual leader and organisational effectiveness. In this sequential model, the authors illustrate how the

interrelationship of variables in each domain of the model transforms inputs into outputs. The key here is that specific leader characteristics (input) could have a positive or negative impact on the effectiveness of the organisation (output). The Leadership Value Chain (Kaiser & Overfield, 2010) illustrates the importance of understanding the impact of leader behaviours and skills on the overall effectiveness of the organisation. What are perceived by subordinates or even superiors, to be effective behaviours, do not necessarily translate into organisational effectiveness and each organisation needs to develop leaders who, at every stage of leadership, increase the ability of the overall organisation to be effective in reaching its objectives.

The levels of organisational leadership and the level of impact

The focus stage of this study is Stage Four of the Leadership Pipeline, which could be translated into the leader's first foray into general management. From the perspective of leadership development, this study will look at those leader behaviours and skills that will have to be added, retained or let go of during the transition from Stage Three to Stage Four of the Leadership Pipeline.

DeChurch *et al.* (2010) reviewed 25 years of leadership research and found that the middle level of organisational leadership is by far the least understood of the three. As the leader exits middle management in Passage Four of the Leadership Pipeline, it is important to understand what made him/her effective as a middle-level leader and whether these behaviours and skills need to be retained or let go of when entering top-level leadership. The second conclusion reached by DeChurch *et al.* (2010) was that only a small portion of the research on leadership effectiveness to date has focussed on what makes the leader effective in terms of their team or unit objectives, with the focus having been mostly on individual and organisational levels thus far. There seems to be a lack of understanding of the features that could increase the effectiveness of the business unit leader in terms of their unit level objectives whilst still balancing the goals of the organisation with those of their own unit. DeChurch *et al.* (2010) found a surprising trend in leadership research in that many of the studies fail to describe the level of leadership being investigated. This resulted in a confusing, generalised approach to organisation leadership without sufficient focus on the

differing requirements of the various levels of leadership. This weakness in the extant research on organisational leadership should prompt future research to take a more focussed approach to the levels of leadership. DeChurch *et al.* call for future research on leader behaviours, traits and relationships that increase leadership effectiveness, to be at a higher level than the individual; with such research having focussed largely on the effectiveness of the individual to date.

Finally, Freedman (2011) maintains that the transition of leaders from middle management to senior management claims the most casualties. This further increases the importance of understanding the difference in requirements for effectiveness between Stage Three and Four of the Leadership Pipeline.

2.6. Effective leadership behaviours and skills

Drotter and Charan (2001) describe Passage Four of their Leadership Pipeline as the transition that leaders find most difficult to navigate, but also the most rewarding if done successfully. This is the first level where the leader is responsible for the overall effectiveness of a business unit in reaching its objectives and, as such, will require significantly more attention to the rest of the organisational functions that were previously not part of their immediate responsibilities at the middle management level. A major shift needs to happen in the leader's thinking processes in terms of the amount of time spent on the various functions and business aspects that collectively contribute to the business unit successfully approaching its objectives (Drotter & Charan, 2001). This shift appears to be the most challenging aspect for leaders transitioning upwards through the Leadership Pipeline and, as such, is probably the most essential level to accomplish successfully when organisations are looking to develop their own senior level leaders (Drotter & Charan, 2001). The first significant shift that needs to happen in the leader's thinking, during passage four of the Leadership Pipeline, is the change from thinking from the point of view of a single functional focus to that of a multiple functional area point of view, or "transdisciplinarity" (Davies, Fidler, & Gorbis, 2011, p.11).

Level Four of the Leadership Pipeline presents a second significant change in the life of a leader. Decisions now should be analysed from both the immediate

and long-term perspective, with consideration given as to how an alteration at the business unit level will affect the entire organisation. This strategic element, that seems more straightforward when looking at it from a functional/middle manager's point of view, will present itself in most day-to-day decisions and require the leader to make decisions that will have both short-term and long-term consequences on the business unit's ability to reach its objectives (Drotter & Charan, 2001).

Since the leader will now have to manage a much wider range of people than previously, Drotter and Charan (2001) aptly round off their discussion on Passage Four of the Leadership Pipeline by introducing the topic of diversity management. The management of a broader range of people and departments will require growth in emotional intelligence and a better understanding of various aspects of business than was required before.

These three elements of leadership effectiveness – cognitive skills (Mumford, Campion & Morgeson, 2007), strategy, and interpersonal skills (Kaiser, Craig, Overfield, & Yarborough, 2011) as discussed in general terms by Drotter and Charan (2001), at the business unit level of organisational leadership, are in no way exhaustive of what a leader will face at Level Four of the Leadership Pipeline, but the author will use them as a framework to analyse the skills development and behavioural change requirements of a successful transition to this level. Multiple other skill types are discussed by Drotter and Charan (2001) that could be considered in their own right but for the purpose of this study the author grouped all relevant skills into these three groups, with a fourth (the leader's leadership style) to be discussed later.

Cognitive skills

With their leadership skills strataplex, Mumford, Campion and Morgeson (2007) describe cognitive skills as a leader's ability to obtain, analyse and communicate information. Relating this to a leader's quest for organisational effectiveness, it reflects his ability to sift through all the data available and, in some instances, even increase the data generated, to analyse what will lead to an increase in the business unit or organisation's ability to reach its objectives,

and then to communicate this in a manner that will inspire people to abandon their own ambitions in favour of those of the team (Hogan, Curphy, & Hogan, 1994) for long enough to have a positive impact on the effectiveness of the business unit or organisation as a whole. Since a thorough discussion of cognitive skills would require an entire study in its own right, the author did not attempt to exhaust the literature on this subject but focussed rather on those cognitive skills that would impact a business unit or higher level leader to increase the effectiveness of the business unit/organisation in reaching its objectives. The following four skills in this category appear to be positively related to effectiveness in leading a business unit or organisation:

1 - Cognitive load management

Kaiser, Craig, Overfield and Yarborough (2011) argue that higher levels of organisational leadership require a significant level of “cognitive load management” (Davies, Fidler, & Gorbis, 2011, p.12) due to the increased difficulty and sheer number of the decisions facing the leader. The density of factors contained in each decision will require the leader to be able to filter through all the “noise” (Davies, Fidler, & Gorbis, 2011, p.12) and come to only the critical aspects of the decision, both to be able to make the optimal decision as well as to be able to effectively communicate to the team and superiors, the vision of, and the action steps to, the decision. This, coupled with the much longer impact periods of decisions taken by top level leaders, where some might take several years to truly demonstrate their impact, will significantly increase the cognitive demands placed on the senior level leader. Bottom level leaders usually can see the impact of their decisions in a matter of days (Kaiser, Craig, Overfield, & Yarborough, 2011) which should reduce the required management of cognitive capacity to a large degree.

In their research on future work skills for the next ten years, Davies, Fidler and Gorbis (2011) identify six drivers of change that will require individuals to focus on developing specific skills to stay relevant for the next ten years. The first two of these drivers are: “extreme longevity” in the global lifespan of people (Davies, Fidler, & Gorbis, 2011, p.3) and the “rise of smart machines and systems” which will raise the question of what we, as humans, can still contribute (Davies, Fidler, & Gorbis, 2011, p.3) that computers, as yet, cannot. The “computational

world”, refers to the fact that through the increase in the processing power of computers, the whole world will become observed and converted into data in an attempt to achieve desired outcomes by “manipulating the data” (Davies, Fidler, & Gorbis, 2011, p.4), and is the third driver of future work skill requirements. The fourth driver, the “new media ecology” (Davies, Fidler, & Gorbis, 2011, p.4), speaks to the rapid change in the way we communicate and will require a whole host of new “media literacies” (Davies, Fidler, & Gorbis, 2011, p.4) to be able to effectively communicate an organisation or business unit’s vision and mission. As previously mentioned, Hogan, Curphy and Hogan (1994) describes leadership as being a person’s attempt to persuade others to, for a certain period of time, ignore their own ambitions in the favour of those of a group and, without the ability to effectively communicate with people of all ages and educational levels, no leader will be successful at any stage of the Leadership Pipeline. The final two drivers are the “superstructured organizations”, which refers to how “social technologies” will impact on how we create products and add value for our customers by collaborating and playing at “extreme scales” and finally the self-explanatory “globally connected world” which increases the scope of every decision and how it will be received by people (Davies, Fidler, & Gorbis, 2011, p.5). All these skills mentioned by Davies, Fidler and Gorbis (2011) will significantly increase the cognitive requirements placed on the business unit level leader as they reflect the continuously increasing speed of change in the business world with the improvements in the computational capacity available to the workforce. The scale and frequency of transactions will only get bigger which should significantly increase the cognitive requirements on leaders to process the resultant information.

2 - Learning agility

All these changes to the business environment will increase the complexity and impact of decisions facing senior level leaders. With more data available, more decisions need to be made, and with increased computerisation of the workplace, more people-versus-machine decisions and relevant cost analyses will be required. With added tools with which to communicate, come more impact studies and workplace-specific variations. The impact of these changes is clearly significant and will increase the requirement of “learning agility” (Kaiser & Craig, 2011, p.108). The authors state that there is a strong

relationship between learning agility and the overall perceived effectiveness of leaders at every level, but especially at the senior level. They define learning agility as “quickly learning new material in depth and applying it to work problems” (Kaiser & Craig, 2011, p.99).

Lombardo and Eichinger (2000) define learning agility as “the willingness and ability to learn from experience, and subsequently apply that learning to perform successfully under new or first-time conditions” (as cited in De Meuse, Dai, & Hallenbeck, 2010, p.120). When looking at these two definitions of learning agility and the six drivers predicted to change the business environment in the near future, it is clear that any senior level leader will require an abundance of learning agility to be successful going forward. This is definitely not a new skill requirement, but its importance may increase as the changes identified by Davies, Fidler and Gorbis (2011) start speeding up in the near future.

3 - Adaptability

The effectiveness of a leader is very much dependent on the overall business environment in which the leader finds himself/herself, and as the environment changes, the leader must be sufficiently agile and adaptable to successfully lead their business unit or organisation towards its objectives. Kaiser and Craig (2011) state that the discontinuous nature of effective leadership behaviours and skills across leadership levels requires a high level of adaptability in order for leaders to be successful when transitioning through the Leadership Pipeline. This is mainly due to the fact that job requirements are very diverse across the different levels of leadership, and as leaders transition upward they need to be able to adapt to these changing requirements (Kaiser & Craig, 2011). The authors go as far as stating that a high level of adaptability might be the biggest contributor towards being effective as a leader and it might be the cornerstone, along with learning agility, upon which all other effective leadership skills and behaviours are built. This may especially be true to business leadership, as Kaiser and Craig (2011) found it to be consistent across management leadership levels in their research.

Freedman (2011) states that, through the study by Kaiser *et al.* (Yancey, 2011), learning and adaptability were found to be the only behavioural competencies to be consistent across leadership levels. The study suggests that leaders will

struggle to make transitions to higher levels without these important competencies. It is, therefore, the capacity to continuously learn and improve yourself as well as adapt to the ever-changing business environment that should be the biggest indication of leadership potential (Freedman, 2011). It is important to state here that the entire study conducted by Kaiser *et al.* (Yancey, 2011) was based on what they describe as ‘perceived effectiveness’ without any proof of its impact on the bottom line.

4 – Transdisciplinarity

Davies, Fidler and Gorbis (2011) define transdisciplinarity as a leader’s “literacy in and ability to understand concepts across multiple disciplines” (Davies, Fidler, & Gorbis, 2011, p.11). This speaks very closely to what Drotter and Charan (2001) describe as the first challenge awaiting the leader transitioning Passage Four of the Leadership Pipeline where the leader now has to actively manage the entire business unit and therefore needs to be able to understand the different functional areas that collectively drive the success of the business unit. Both Drotter and Charan (2001), and Davies, Fidler and Gorbis (2011), identify the mastery of this skill as difficult but crucial when transitioning from a strong functional management role.

Strategic

In their blog post for the *Harvard Business Review*, Zenger and Folkman (2014) discuss their research on which skills leaders need most to develop at the three different stages of leadership (supervisor, middle and top) to be perceived as effective. In their study, they ask leaders at each of these leadership levels to select the top four skills, out of a list of sixteen, they feel will make them most effective as leaders at their level. The top five skills listed by senior level managers are: motivation, effective communication, integrity, problem-solving, and the ability to display a strategic perspective. Middle managers still perceive the most important skill to be problem-solving, with the strategic perspective not in the top five skills. The transition from middle to senior level management, with the introduction of general management job requirements, therefore appears to introduce the requirement of a strategic perspective to be developed in leaders

who want to be successful at the senior level.

Hogan and Kaiser (2005), as well as Hogan, Curphy and Hogan (1994), reiterate the importance of the unit's performance in evaluating leadership effectiveness when defining leadership's effectiveness as the leader's ability to invite individuals to let go their own ambitions in favour of those of the collective. Successful leaders are those people who can build and, more importantly, maintain, a team of individuals working towards a collective goal and do it better than their direct opposition (Hogan & Kaiser, 2005). The continuance, or maintenance, of the group behaviour, argued for by Hogan and Kaiser (2005), adds an important element to the conversation about leadership effectiveness. That is where strategy becomes integral to the success of the business unit or organisation; when the vision for group behaviour requires a long-term perspective that is strong enough to entice individuals to keep acting in the best interests of the business unit or organisation.

Hogan and Kaiser (2005) continue to argue that when leadership is seen as moving the collective along in an attempt to reach the organisation or business unit's objective, then organisational effectiveness is an integral part of leadership. The two are really inseparable.

In an attempt to conceptualise organisational effectiveness, Hogan and Kaiser (2005) identify five components that, in combination, should give a clear picture as to how leaders can increase organisational effectiveness. These components are: talented and motivated employees, "a talented management team", an "effective strategy to outperform the competition" and effective monitoring controls to measure the first four components (Hogan & Kaiser, 2005, p.178). The component of a talented management team is self-explanatory and any argument regarding leadership effectiveness should have the implicit building block of talent as a cornerstone. This will be investigated further under the leadership selection aspect of people management later in this literature review, along with the first two elements of personnel talent and motivation. The fifth component – monitoring of the other four components – could be seen as an extension of strategy, as measurement and improvement is found in most business strategy models and will for the sake of this study be included under the strategic skills group. Strategy development that

accomplishes and sustains competitiveness for the business unit or organisation, being integral to the effectiveness with which the unit or organisation achieves its objectives, should therefore be seen as a core competence for any senior level leader. If the effectiveness of the business unit or organisation is the main criterion with which to measure the effectiveness of the leader, then every senior leader needs to develop the ability to develop and action an effective business strategy.

Interpersonal skills

Drotter and Charan (2001) identify the management of a diverse and growing group of people as an integral element of a successful transition during Passage Four of the Leadership Pipeline. This diversity speaks to more than cultural diversity but includes aspects such as functional or competence differences in people as well as age and education. A former financial manager working with a group of young, professional, degreed people driven by regulation and legislation might, for illustration purposes, now find himself working with older, operationally-driven engineers with a strong focus on efficiencies. This leader will have to get these two groups, who may respond to vastly different communication methods, motivation and incentives – to work together towards the same business unit or organisation objective.

The people motivation aspect that increases organisational effectiveness, as identified by Hogan and Kaiser (2005), will become a difficult but, if achieved, rewarding development area for leaders transitioning through Passage Four of the Leadership Pipeline. Both Hogan and Kaiser (2005) and Drotter and Charan (2001), highlight the prerequisite of motivating and inspiring employees, to be critical to effectiveness of the business unit or organisation and, therefore, also to the success of the leader. The study done by Zenger and Folkman (2014) further strengthens the argument for the importance of people management. Both the skills of inspiring and motivating subordinates as well as high levels of integrity and honesty being displayed by the senior level leader are identified by the surveyed leaders as being critical for success.

Despite the fact that interpersonal skills were found by Kaiser, Craig, Overfield and Yarborough (2011) to be most important to the middle management level of leadership, Mumford, Campion and Morgeson (2007) (as cited in De Meuse, Dai, & Wu, 2011) argue that interpersonal skills, which according to Katz (1955) (as cited in Kaiser, Craig, Overfield, & Yarborough, 2011) revolve around relationship and communication, are continuous in nature and do not become less important at higher levels of leadership. Interpersonal skills development for senior level leaders, in relation to inspiring individuals to pursue a selected group goal/objective, should therefore form part of development programmes of organisations hoping to develop their own effective senior level leaders. This skills development should include communication training for one-on-one conversations in addition to the addressing of groups, to enable the senior level leader to effectively communicate the vision for the business unit or organisation as well as how each individual in the team can and should contribute toward reaching that vision.

2.7. Leadership selection

Identity and self-regulation

Hogan and Kaiser (2005) identify both talented employees as well as a talented management team as critical to organisational effectiveness. Having talented people across organisational levels requires very selective and purposeful recruitment and promotions. It therefore could be argued that leadership selection starts at Passage One of the Leadership Pipeline – without talented entry level candidates it will be very difficult to build a talented group of individual employees or a talented management team.

Murphy and Johnson (2011) discuss the “seeds of leadership” and how leadership skills could be developed at pre-adulthood stage (Murphy & Johnson, 2011, p.259). This work highlights some aspects of leadership that organisations could look out for when employing individual contributors, in order to have a good base from which to work when developing these individuals into leaders. The first element to leadership identified by the authors is what they call a “leadership identity”. Murphy and Johnson (2011) cite, amongst others,

the work of Lord and Hall (2005) who describe this as being a strengthening of the self-belief that you are a leader by increasingly placing yourself in positions of leadership from an early age. This view of oneself that you are indeed a person with leadership potential creates the foundation upon which future development will build leadership skills (Lord & Hall, 2005). This identity, or belief, that one is in fact a leader, should be something organisations look for when identifying individuals to be developed into senior leaders as well as when appointing individual contributors with the intention of one day developing them into leaders. The second outcome of pre-adulthood leadership development leading to higher levels of leadership effectiveness, identified by Murphy and Johnson (2011), is “self-regulatory activities” (Murphy & Johnson, 2011, p.461) which is broadly described as an individual’s drive towards continuous self-improvement. The confidence that you are a leader and need to continuously become an even better leader is a revealing sign that a person has been developing leadership skills steadily throughout life, and thus should be highly regarded by organisations looking to hire people to develop into effective leaders. This is not to say that organisations should look only for these two attributes when hiring, but more specifically that these attributes should accompany the overall experience, technical and cultural fit fundamentals of the profile of individual contributors or management level hires that organisations should seek.

Personal characteristics

Kaiser and Overfield (2010) discuss the extant research on the predictive power of personality on leadership effectiveness, and how research on the Big Five or Five-Factor model of personality assessment has been able to highlight the positive impact on the effectiveness of leadership of emotional stability, extraversion, conscientiousness (described as “being efficient, organized, neat and systematic” (Baker, 2014, para.4)), and a certain degree of agreeability. Three of the Big Five personality elements (conscientiousness, extraversion, and openness to experience) thought to be positively related to leadership effectiveness, were tested by Strang and Kuhnert (2009) who found that only conscientiousness had a positive impact on leadership performance ratings (360 degree performance evaluations). It has to be mentioned though, that this

study was done with a sample size of only 67 people whereas the authors state that a minimum sample size of 78 is required “to detect significant effects” (Strang & Kuhnert, 2009, p.429). The extant research on how personality influences leadership effectiveness is strong enough to suggest that organisations should develop a framework of personality elements suited to effective leadership in their environment, and use this when recruiting and developing future leaders.

In his book about effective general managers Kotter (1982), tested the personal characteristic of 15 well performing general managers and found the following shared characteristic amongst all of these people (Kotter, 1982, p. 36):

- The need for power (all the subjects liked power)
- The need for achievement
- Ambition
- Emotional stability
- Optimism
- Above average intelligence
- At least moderately strong in terms of analytics
- Strong intuition
- Good at developing relationships, or “personable”
- A wide or “unusual” set of interests allowing them to easily relate to most business specialists

Kotter (1982) argues that, when looking at these characteristics, effective general managers are both “born” and “made” indicating that organisations have to look for strong candidates for their leadership position but also continuously mould them into the leaders they want to lead their organisations (Kotter, 1982, p.51).

2.8. The impact of the economic development context on leadership development

A major limitation to the extant research on the behaviours and skills that

increase the effectiveness of leaders in the Leadership Pipeline concept is the role that economic development of the region in which organisations conduct their operations plays on these leadership features. Kaiser and Overfield (2010) argue that contextual factors that impact upon the overall organisational effectiveness need to be taken into account when developing a measurement tool for leadership effectiveness. Kaiser and Overfield (2010) emphasise this point by stating that the stage of the life cycle of the organisation should be taken into consideration when deciding on the types of measures to use in their Leadership Value Chain model. This suggests that the entire environment in which the leader operates should be assessed before designing a measurement tool for effectiveness. The author therefore attempted to assess the impact of the contextual factor of economic development on the behaviours and skills required from leaders in a developing economy to be effective.

Muchiri (2011) makes a case for understanding the impact of contextual factors in sub-Saharan Africa. The author mentions the aspects of multicultural societies, leadership philosophies, and the individualist versus collectivist cultural discussion as contextual elements that would affect the effectiveness of leadership behaviours (Muchiri, 2011). These three elements could lead to very different responses by employees to leadership behaviours than in other regions in the world (Muchiri, 2011) and are therefore important to understand when considering leadership skills, behaviours and personality traits that would increase a leader's ability to increase organisational effectiveness. For the purpose of this study, the author has restricted regional (sub-Saharan Africa) contextual factors to the impact of both economic development and regulation on the entrant quality of individual contributors and the retention rate of leaders-in-development.

Staff retention and the impact of regulation

In Deloitte South Africa's human capital trend study for 2014 (Deloitte, 2014) it was found that South African executives rate retention and engagement as the second most important trend in business for 2014, behind leadership. Economic growth and social media are listed as two important factors that impact retention of employees. They suggest that companies move away from holding on to

employees and rather engage them in such a way that they do not want to leave. The impact of low retention rates on leadership development programmes cannot be overstated as any attempt by organisations to develop their own senior level leaders will be scuppered if they cannot retain leaders long enough to reap the rewards of their development programmes. From the surveyed executives, they found that in Africa 85% rated retention as an urgent and important business trend with 29% saying their businesses were not ready to respond adequately. In South Africa, the numbers were 84% and 30% respectively. When looking at the aspect of the total reward make-up on engagement, they found in sub-Saharan Africa the top three elements of reward on engagement to be salary (65% of respondents indicated this influences engagement), pension fund and medical aid contribution (63%) and bonus payments (62%).

Wöcke and Sutherland (2008) investigated the impact of regulation, specifically the employment equity legislation in South Africa, on psychological employment contracts of the three South African social identity groups of white males, Africans and the so-called “middle group consisting of white females, coloureds and Indians” (Wöcke & Sutherland, 2008, p.532). The issue of staff retention, highlighted by the Deloitte study above, has been an important business trend for many years now and Wöcke and Sutherland (2008) discuss the importance thereof on the success of business in 2008. The authors emphasise the increased mobility of knowledge workers as a serious concern for organisations trying to keep hold of their best knowledge employees and their skills (Wöcke & Sutherland, 2008). The importance of retaining talented employees transcends their knowledge and skills, as these employees are both the cornerstone of current organisational effectiveness as well as of any future success (Hogan & Kaiser, 2005). Without a strong pool of talented employees, any organisation trying to develop their own senior level leaders will find it difficult to create a strong enough pipeline of future leaders ready to step up when the need arises. Wöcke and Sutherland (2008) found that due to the labour market favouring African managers, this group has a higher intention to leave and a higher actual turnover rate than the other two groups. The white male group was found to be the most loyal, as they perceived themselves to have lower levels of transferability due to the impact of regulation on their marketability (Wöcke & Sutherland, 2008). Very interestingly, the authors found that the Employment

Equity regulations seem to increase the weakening of the link between job satisfaction and intention to leave, as equally satisfied African managers showed a higher tendency to leave than the other two groups, presumably due to the more favourable labour market conditions (Wöcke & Sutherland, 2008). This appears to contradict the recommendation by the Deloitte study (Deloitte, 2014) to focus on employee satisfaction by increasing engagement as a way to decrease turnover. External labour market changes cannot be ignored, and betting on high employee satisfaction to keep retention rates high might not be a suitable strategy for all employees in developing economies. The study by Wöcke and Sutherland (2008) infers that organisations should develop a more specialised employee retention strategy that caters for different groups of employees, or maybe even for individual preferences. Both studies, however, underline the importance of understanding the effects of labour market changes and their impact on successful employee retention, as retaining the most talented employees is critical for competitiveness (Wöcke & Sutherland, 2008) as well as for the leadership pipeline.

2.9. Effective leadership development – Factors to consider when designing a leadership development programme that could positively influence the retention of leaders in training

Methods and content for effective development/training of first-time senior/general managers

Griffin (2003) conducted case study research on management development programmes and found that even though companies tend to have single universal development programmes, there appear to be at least four types of leaders in organisations, each requiring a different approach to training and development to have a decent prospect at being a successful leader. The author describes these leaders as the reluctant ones (who don't see themselves as having the necessary abilities to be a leader), the arrogant ones (who believe they really don't need any training as they are already ready), the "unknown leaders" (who are well-balanced people with great leadership potential but may lack some extroversion to be visible enough), and finally, the workaholics (those

who work themselves into favour and promotions) (Griffin, 2003, p.4). It is plain to see how these four groups of people will require different approaches to training content and methods.

Buckingham (2012) says that leadership development programmes should move away from using “best-practice leadership” content and methods to a process of tailoring leadership development for the individual (Buckingham, 2012, p.4). Without understanding the individual being trained, as well as the environment in which the individual will be leading, the success rate of generic-content leadership development programmes based on best practices found elsewhere will fail (Buckingham, 2012). The author suggests a five-step approach to specialising leadership development to the individual. Firstly, each individual being considered for a leadership programme should be assessed in terms of their own leadership type (by using one of the available personality assessment tools such as the Myers-Briggs test for personality type, and cognitive style testing, or by developing their own assessment tool). Step two involves conducting this test on current successful leaders in the organisation to map the different leadership styles within the organisation. Once this is done, the third step is to interview and analyse the current successful leaders on their approaches, and then design leadership practices that could be used by developing leaders who have similar test results. Step four involves the process of designing and developing programmes to show these tried-and-tested leadership techniques and practices to those aspiring leaders who fit the same leadership profile as the current successful leader/s. This entire process should be iterative in nature, as successful leaders adapt constantly to change in the business environment. Step five is the process of continuous feedback from the developing leaders on the success of these practices in the workplace, creating a “dynamically intelligent” leadership development system that continuously updates techniques to channel to the developing leader as their profile becomes more fleshed out (Buckingham, 2012, p.8). Such an iterative “algorithmic assessment” (Buckingham, 2012, p.6) and development tool will give organisations the ability to cater to individual needs without spending vast amounts of time trying to understand how to train each individual. The important message from both Buckingham (2012) and Griffin (2003) is that people are different, with different strengths and weaknesses, and therefore require training that recognises this. Organisations should cater for these different personalities

and development needs in their leadership development programmes.

The study conducted by Deloitte (Deloitte, 2014) found that companies globally are finding it very difficult to adapt to the changing training requirements of their employees and that the uptake of mobile, social and advanced media tools in training, is slow and weak. They suggest that a change from a push model to a pull model, where employees can access learning readily and rapidly, as they require it, is needed. The lifespan of skills is becoming shorter and careers are becoming longer and more diverse, requiring far more regular updating of skills to stay relevant (Deloitte, 2014). The study provides a framework on how to start the process of revolutionising an organisation's training and development methods and content. First off, they suggest organisations rationalise their current training programmes to understand what exactly they are spending their budget on and how it fits into what they are trying to achieve with the training. Secondly, they suggest that training roles need to be redesigned by making training leader-led and content-authored, as well as collaborative by bringing in a social learning element. The third step is to energise the Human Resources (HR) department by changing their role from merely being "content archivists" to "curators of content and facilitators of experiences" (Deloitte, 2014, p. 39). The next step is to change the delivery platform to a single, standard, mobile-enabled place where employees can obtain formal and informal content as well as have the ability to collaborate and share experiences (Deloitte, 2014). The final step suggested is to assess the learning culture of the organisation so as to diagnose the organisation's authenticity with its learning and development programmes. All five steps are suggested as a starting point to the process of revolutionising an organisation's learning and development, and are not meant to be a framework for designing a new programme (Deloitte, 2014). These steps should assist organisations in understanding both what they want from their training programmes as well as how aligned their current initiatives are with their training objectives, and could pave the way for redesign should the organisation see such need.

3. RESEARCH QUESTIONS

Building on the literature reviewed and the limitations of the current studies, the author explored the leadership development approaches of organisations as well as the personality traits, behaviours and skills of individual leaders in the hope of obtaining more in-depth knowledge on the following research questions that persist in the face of extensive research on leadership in the organisational context:

1. Is there a link between leadership features (personality traits, behaviours and skills) and organisational business unit effectiveness, and what are these measurable features at the business unit level?
 - a. How did these behaviours and skills change from Passage Three to Passage Four of the Leadership Pipeline?
2. What is the impact of the contextual setting of economic development on the readiness of, and retention rate of, leaders during and after the completion of leadership development programmes?

For the purpose of this study, the business unit level of management is defined as leadership of an entire division within a large organisation with the management of multiple different functional areas, or the management of multiple similar functional units. More than one functional middle manager (Stage Three of the Leadership Pipeline) reports to the leader classified as a business unit level leader.

4. RESEARCH METHODOLOGY

This section explains the methodology used to answer the research questions raised in Section 3 of this research report.

Research design – Qualitative research

Gummesson (2006, p. 169) explains the complexity of understanding reality and how economics and management research appear to shun this complexity due to the difficulty of including/understanding the impact of other variables on these fields of research. Gummesson (2006, p. 170) argues that to approach an understanding of other variables in these fields, “What we need is not reduction of complexity but condensation: to make each concept, model and theory progressively denser with knowledge. Within the strategies for grounded theory (Glaser, 2001, 2003) it means that we search for variables and concepts that absorb the core of a phenomenon – without disfiguring its nature. In management disciplines this is primarily the object for qualitative research”.

The study of effective leadership has steadily become denser with knowledge and it is with this (increasing the knowledge of what makes for effective leadership) in mind that the author chose mainly to use a grounded theory approach, but also developed an understanding of extant literature regarding perceived leadership effectiveness, in an attempt to develop research instruments to test whether the link between the highlighted leadership skills and behaviours, and perceived effectiveness, could be extended to actual, measurable effectiveness. The chosen instrument for the inductive study of effective leadership was a qualitative questionnaire.

The main research instrument, a qualitative questionnaire, used for the grounded theory development of effective leadership was supplemented with further induction in observing, through a small number of in-depth interviews, measurable leadership personality traits, skills and behaviours that could lead to effective leadership at the business unit level of leadership, as well as, more importantly, understanding the impact of contextual factors on these leadership skills and behaviours and how these factors impact leadership development

efforts in developing economies (Saunders & Lewis, 2012; Creswell, Hanson, Clark, & Morales, 2007).

The study was, therefore, qualitative in nature. The author combined the main inductive approach (for both instruments) with deduction, and used the extant literature on perceived leadership effectiveness to design and select the research mechanisms. This approach seemed appropriate given the mentioned gaps in the current research in terms of the focus being on the perceived effectiveness only (Kaiser & Overfield, 2010) as well as the economy (USA mainly) where the testing regarding the different aspects of the Leadership Pipeline model (Kaiser, 2011) was done.

Universe/Population

The study was conducted on leaders working in organisations conducting business in the developing economies of sub-Saharan Africa. The reason for selecting this population was to contribute to the current knowledge obtained from studies conducted in developed economies, specifically the USA (Kaiser, 2011). This population was not restricted to listed for-profit companies but included individuals from non-listed, for-profit organisations as well as non-profit, government (or semi-government) organisations.

Unit of analysis

The unit of observation was individual leaders, ranging from individual contributors (bottom level leadership) to enterprise managers (top level leadership/CEO), and the unit of analysis was the business unit managed by the individual leader, with the analyses being done on the business unit's performance in terms of its main objective key performance measurement areas. The key performance measurement areas were self-identified by the leaders and included, amongst others: profit after tax, sales volumes, revenue, and quality measures.

Sampling

Sampling leaders for the questionnaire

The author took two separate routes to sampling leaders. The first sample of 48 leaders, route-one, was a convenience sample consisting of a selection of leaders falling into Stage Three and Stage Four of the Leadership Pipeline, who were in the current MBA groups (a total of 400 leaders in the first and second year classes) at the Gordon Institute of Business Science (University of Pretoria). The second sample of 12 leaders, route-two, was formed by selecting and testing a sample of leaders through a representative of a Southern Africa organisation. The second sample was done using a convenience sampling technique. The author obtained access to two organisations for the route-two sample of leaders. The first was a South African branch of a global financial services organisation and the second, a sub-Saharan FMCG (fast moving consumers goods) group of companies operating in Southern Africa.

Sampling experts for the semi-structured interview

In selecting the sample of experts to interview, using a semi-structured approach, the author made use of a combination of sampling techniques. The first sample was a purposive one where the author approached the South African offices of two global financial services organisations for interviews with the heads of leadership development and talent management. This sample was selected due to the world class performance by South Africa in financial market development in the 2012/2013 and 2013/2014 WEF Global Competitiveness report (Schwab, 2013). The second sample was also purposive, and a practicing Industrial Psychologist in South Africa with a wealth of experience in leadership development in South African organisations was approached. In the third purposive sample, a South African organisation with global operations and the reputation of being outstanding in leadership development, was approached. The final sample was a convenience sample of one South African and one Mozambican FMCG organisation, whose human resource specialists were interviewed.

Research methods

Method one: Qualitative survey questionnaire completed by both route-one and route-two sampled leaders

The first research method used by the author was a survey questionnaire completed by the leaders selected both through the route of the MBA colleagues (route-one sample) as well as those leaders selected through organisational representatives (route-two sample). The aim of the questionnaire was to identify those behaviours and skills the leaders felt they had added, as well as those they felt they had unlearned when transitioning into their current level of leadership, that have led to an increase in their leadership effectiveness. The route-one sample of leaders consisted of leaders in roles ranging from bottom level leaders in an individual contributor role to those in the highest level of enterprise-wide (CEO) leadership. Route-two sampled leaders were leaders at the business unit level of leadership, or in other words, those leaders whose last transition was Passage Four of the Leadership Pipeline.

The questionnaire was designed with the following foundational elements:

1. Identifying the leaders' current levels of leadership

The leaders were asked to self-identify their leadership level on the Leadership Pipeline. The level of leadership was later reassessed using the framework set out below (Question 2 of the questionnaire):

Table 1: Leadership level assessment framework

Duties, responsibilities and direct reports				
Functional tasks %	Review of Functional tasks	Coordination of multiple functions	Strategic direction of the business unit/division/department	Strategic direction of the organisation
Above business unit snr <25%	Above business unit snr <25%	Above business unit snr >25%	Above business unit snr >25%	Above business unit snr >10%
Business unit snr <25%	Business unit snr 10 to 50%	Business unit snr >25%	Business unit snr >25%	Business unit snr <25%
Middle >25%	Middle >10%	Middle <25%	Middle <10%	Middle <10%
Bottom >25%	Bottom <25%	Bottom <10%	Bottom <10%	Bottom <10%
Interpretation and implementation of strategic direction	People report to me	Managers report to me	Functions	
Above business unit snr <25%	Above business unit snr >5	Above business unit snr >1	Above business unit snr <i>Multiple</i>	
Business unit snr >10%	Business unit snr >5	Business unit snr >1	Business unit snr <i>Single or up</i>	
Middle 25 to 50%	Middle <10	Middle <5	Middle <i>Single</i>	
Bottom 0 to 50%	Bottom <5	Bottom 0	Bottom <i>Single</i>	

Once a leader indicated four or more of the above elements, outside of his self-assessed level of leadership, to either side he/she was moved to that higher or lower level of leadership. For example, a middle management level leader indicating four areas that reflect the duties/responsibilities and direct reports of a senior level leader, was reclassified as such.

This leadership level assessment framework was developed using the following sources:

- The percentage of time spent on functional tasks, review of functional tasks and the coordination of functional tasks (Question 6 of the questionnaire)

Jacobs and McGee (2001) (as cited in DeChurch, Hiller, Murase, Doty, & Salas, 2010) state that the bottom level of leadership involves supervision and the allocation of tasks, whereas middle management involves the establishment of operational goals and the coordination of efforts to reach these goals. This entails minimal input in the development of a strategy for either the business unit or the organisation, with tasks reflecting a technical or operational orientation, but does require some involvement in the interpretation of the set strategy to be able to develop the operational goals and coordinate the efforts of a team.

Charan, Drotter, and Noel (2011) describe the leaders ready for Passage One of the Leadership Pipeline as those who “contribute by doing assigned work

within given time frames and in ways that meet objectives” (p.28), and who then, through good results, get given extra responsibilities and are promoted to first-line managers. This is what is described as the bottom level of leadership by Jacobs and McGee (2001) (as cited in DeChurch, Hiller, Murase, Doty, & Salas, 2010) and reflects the doing, reviewing and coordination of functional tasks. At this bottom level of leadership, there are no managers reporting to the leader but only other individual contributors and supervisors. There also appears to be no strategic development requirement on this level of leadership.

- The strategic contribution made as a percentage of time spent by the leader (Question 6 of the questionnaire)

At the point where the leader moves through Passage Two of the Leadership Pipeline, Charan, Drotter, and Noel (2011) state that “managers must begin to think beyond their function and concern themselves with strategic issues that support the overall business” (p.30). The strategic input seems to start from this point in the form of the interpretation of organisational strategy. The percentage of time spent on strategic issues of the business unit and organisation should increase steadily from the middle management level (Passage Two of the Leadership Pipeline) onwards.

Mumford, Campion, and Morgeson (2007) describe the growing need for strategic skills as a leader progress through the passages of the Leadership Pipeline. They state that “as managers proceed from lower, to mid, to senior level jobs, the rate at which they acquire strategic skills will need to be faster than that for leadership skills in general” (p.164) due to the fact that the need for strategic skills progresses across the levels of leadership. Katz and Khan (1978) (as cited in Kaiser, Craig, Overfield, & Yarborough, 2011) state that the middle management level of leadership is “responsible for interpreting and communicating strategy and policy that originates at the executive level” (p.80), indicating that senior level leaders develop strategy with middle management involved in interpreting and executing on the set strategy.

- The number of managers reporting to the leader (Question 14 of the questionnaire)

The number of managers reporting to each leader gives a clear indication of their actual level of leadership. Passage Two of the Leadership Pipeline, still being middle management, is the first level at which managers start reporting to the leader (Charan, Drotter, & Noel, 2011). Every senior level leader should therefore have at least one manager reporting to them and bottom level leaders, or individual contributors, should have zero reporting to them.

- The role requirements in terms of single versus multiple functional area responsibilities (Question 11 of the questionnaire)

Charan, Drotter, and Noel (2011) describe Passage Three as the first level where “functional managers report to multifunctional general managers and therefore have to become skilled at taking other functional concerns and needs into consideration” (p.30). That being said, at this level of leadership, the leader still has responsibility over a single function (or multiple, closely related functions), whereas from Passage Four onwards, the leader becomes responsible for multiple/unrelated functional units. Passage Three could therefore be seen as the first level of senior management where the leader has multiple, similar-function managers reporting to him/her, with passage four being the leader’s first foray into general management.

Kaiser, Craig, Overfield, and Yarborough (2011) explain that the inherent complexity of tasks increases as the leader progress through the levels of leadership as well as that “executive jobs involve the coordination of multiple discrete business units, linking the internal and external environments, and setting strategic direction in an ambiguous, long-term context”.

2. Leadership styles (Question 21 of the questionnaire)

The surveyed leaders were asked to self-identify their leadership style, selecting from the following list: empowering; directive; supportive; abrasive; and any other leadership style used on a daily basis. Kaiser and Craig (2011) found that, in terms of leadership styles, greater empowerment was found to increase

perceived effectiveness when transitioning from middle to senior level leadership with the opposite being the case for a directive leadership style. They further found that neither a supportive nor an abrasive leadership style increased the perceived leadership effectiveness at the senior level of leadership (Kaiser & Craig, 2011).

3. Discontinuous skills and behaviours (Question 22 of the questionnaire)

De Meuse, Dai, and Wu (2011) found that both the continuous and discontinuous views of leadership skills can occur as the leader transitions upwards through the Leadership Pipeline. They found that technical learning and functional skills and behaviours (discontinuous skills and behaviours) decrease in importance at higher levels of leadership, as the leaders are required to do less functional and technical work as they become more involved in strategic and business issues (continuous skills and behaviours). Katz (1955), and Mann (1965) (as cited in Kaiser, & Craig, 2011, p. 94) state that “technical skills are the most important skills for supervisors, interpersonal skills are most important for middle managers, and conceptual skills are most important for executives”.

Kaiser and Craig (2011) found a negative relationship between a more balanced work-life balance and perceived effectiveness of a leader at the senior level of leadership. They also found that the inability to see a decision/project all the way through to the end only became detrimental to the perceived effectiveness of a leader at the senior level of leadership.

The author therefore tested both a set of discontinuous, and a set of continuous behaviours and skills perceived by the surveyed leaders to increase their effectiveness at their current level of leadership. An extensive list of behaviours (interpersonal, personal and technical) was provided for the surveyed leaders from which they had to select the three most important behaviours they found they had to use less frequently in order to be more effective at their current level of leadership. Individuals were, again, given the opportunity to add to the list any behaviour/s they found applicable.

4. Continuous behaviours (Question 24 of the questionnaire) and skills

(Question 23 of the questionnaire)

Kaiser and Craig (2011) found two behaviours, learning agility and adaptability, to have a strong positive relationship with the perceived effectiveness of a leader across the different levels of leadership, indicating a continuous nature of the impact of these behaviours on leadership effectiveness. De Meuse, Dai, and Wu (2011) found that business- and strategy-related skills and behaviours increase at higher levels of leadership, again indicating a continuous nature in the impact of these skills on leadership effectiveness.

The author listed a wide range of business and strategic behaviours and skills, as well as a general set of business skills that would usually be learned through most MBA curricula, from which the leaders were required select the three most important behaviours and five most important skills they had to use more frequently, or add to their arsenal, to be more effective at their current level of leadership.

Limitations of method one

With this study, the author had two distinct objectives. The first was to understand whether the conclusion(s) of the extant research – about leadership skills and behaviours and perceived leadership effectiveness – extends to actual and measurable effectiveness and, secondly, to understand the complexities added by contextual factors, to the development of leadership skills and behaviours that would increase actual and measurable leadership effectiveness. This required a combination of induction from data gathered and deduction from extant literature in the process of increasing the density of knowledge regarding leadership effectiveness. The author decided to combine two data gathering research methods in a qualitative questionnaire and in-depth interviews, both of which carry their own weaknesses and limitations. The two methods, with the survey questionnaire being used primarily in quantitative research, presuppose two different assumptions about reality. Using the method of a survey questionnaire would generally infer a positivist approach to understanding and measuring reality as being fixed and objective, whereas interviews would suggest a naturalist or constructionist grasp of reality which entails that people create their own reality through the way they interpret the

external world (Rubin & Rubin, 2012). A weakness of using the method of a questionnaire is the fact that every respondent will use their own judgement and interpretation in any given question, so the impact of this weakness was reduced by using relatively simple quantifiable criteria for the process of self-report. Basic questions about demographics, experience and education should be straightforward without much concern regarding interpretation, but once a questionnaire, such as the one designed by the author, tries to identify factors and behaviours that would increase the likelihood of a desired outcome, then every respondent would have to make use of judgement and interpretation. The volume of data that can be collected by the use of a questionnaire with very little or no interpretational requirements seems limited, which in itself could be seen as a critique against a positivist interpretation of reality when conducting research. It is at this point that naturalist research would rather make use of in-depth interviews (Rubin, & Rubin, 2012). The author, therefore, decided to make use of both a survey questionnaire as well as a small sample of in-depth interviews to counteract the limitations inherent in the two methods. A further weakness of the approach used by the author, using self-reported variables against actual measurements, is the fact that a correlation study is not possible unlike what would have been the case if a fully positivist experimental method was used to collect actual data such performance and competence measures.

Research method two: Interviewing organisation representatives

The interviews were conducted using a semi-structured interview approach with deductive guidance from literature regarding leadership development (Saunders, & Lewis, 2012). The interview template was designed so as to analyse each organisation's, or individual's chosen approach to leadership development at the transition from Stage Three to Stage Four of the Leadership Pipeline (Drotter & Charan, 2001).

The main focus of the interview was to understand the contextual impact of economic development on the leadership development processes in sub-Saharan Africa. The contextual impact tested was limited to the impact of economic development on two important leadership development aspects:

firstly, the impact of economic development on the availability and readiness for leadership development of candidates (individual contributors) first introduced into the leadership development programmes at sub-Saharan African organisations; and, secondly, the impact of economic development and transformational regulations on the retention rate of employees in the leadership development processes at organisations, to see whether organisations can retain employees for long enough periods of time to finish their leadership development programmes as well as to reap the rewards of having these developed leaders remain at, and lead, the organisations (Wöcke & Sutherland, 2008). Both these contextual factors were tested so as to understand how a different approach to leadership development in developing economies with high levels of inequality may be required.

The third objective of the interviews was to understand the most effective training methods for leadership development, especially at the transition into first time general management (Stage Four of the Leadership Pipeline). This encompasses the training methodology, environments and material used by organisations to increase the swiftness and longevity of the uptake of skills and behaviours whilst at the same time reducing the overall time spent on the programme by the leaders.

The interview also looked at the personality assessments conducted by organisations in selecting the appropriate candidates to introduce into their leadership development programmes. This was further investigated by asking the interviewees to identify those personality traits that are most valued when promoting employees from level three to level four of the Leadership Pipeline, as well as when hiring new level four leaders from outside the organisation. Finally the author tested the preferred model/theory behind the leadership development approach at each organisation, the skills developed at this transition as well as the behaviours that are encouraged, valued and rewarded at Stage Four of the Leadership Pipeline (Freedman, 2011; Kaiser, 2011; Kaiser & Craig, 2011; Kaiser, Craig, Overfield, & Yarborough, 2011; Kaiser & Overfield, 2010).

Limitations of method two – In-depth interviews

Gummesson (2006) states that “It is counterproductive for science to jettison complexity and context; it is productive to get to grips with them. Two approaches supporting the handling of complexity and context will be mentioned here: systems theory and network theory” (p. 175) and “Systems thinking, or the systemic view, is holistic, essentially meaning that everything is related and nothing is isolated, all making life harder for scientists – but all the more exciting and challenging. It strives to include the whole, see the ecology of nature and life” (p. 176). It is with this systems thinking approach in mind that the author decided to conduct in-depth interviews on top of the qualitative questionnaire. In-depth interviews, however, have multiple weaknesses including, amongst others, as stated by Marshall and Rossman (2006) (as cited in Van den Steen, 2007), the fact that they involve personal interaction which requires a great deal of cooperation and truthfulness from, and between, the interviewee and the researcher, and they also depend heavily on the ability of the researcher to ask questions in such a way so as to induce discussion extensive enough to reach usable conclusions. Interviews furthermore generate analyst-constructed typologies that are inferred from the data by the researcher rather than being explicitly expressed by the interviewee during the interview (Rossman, 2006) (as cited in Van den Steen, 2007).

Since judgement and interpretation are required, the interviewing method, is susceptible to the biases of the researcher, but Gummesson (2006) states that “In the practice of management, data and their relationships are incomplete, and decisions in all functions, levels of an organisation and external – from top management to specialists, workers, suppliers, customers and others – are based on a mix of fact and judgement calls. These imperfections multiply as researcher data in turn are an incomplete subset of an incomplete original data set, and researchers, too, must make interpretations and judgement calls” (p. 173). The author attempted to mitigate some of the limitations of in-depth interviews as well as the researcher bias by taking time prior to the interview to discuss the research questions as well as extant literature with the interviewees as well as making the interview questions clear and concise but still open-ended. To reduce the impact analyst-constructed typologies on integrity of the data the author structure the interviews in such a way to reduce irrelevant and

unusable points of discussion.

Analyses

The questionnaire

The focus of the questionnaire was to look for consistent leadership behaviours (including the choice of leadership style) and skills that contribute to organisational effectiveness at the business unit level. This, firstly, required a self-evaluation of the performance of the business unit headed up by the selected leader against the objectives of the organisation at that level of the organisation. This evaluation took the form of selecting, amongst other performance indicators, the bottom line (PAT or PBIT level of profit) performance, market share, effectiveness of expenditure and productivity, as the major performance evaluation indicator. The key aspect considered by the author, in terms of business unit effectiveness, was the maintenance of good performance in the business unit's effectiveness in reaching its objectives from the time of the current leader's introduction as that business unit's leader. The author then analysed the following leadership traits against the basis of the performance of the business unit since the leader took charge, so as to establish what it was that well-performing senior level leaders were doing that poorly-performing leaders were not:

- the leader's preferred leadership style;
- the behaviours discarded by the leader since his/her transition from a lower level of leadership;
- the behaviours that became increasingly impactful on performance since the leader's transition from a lower level of leadership; and
- the most important skills added by the leader to increase his/her effectiveness since his/her transition from a lower level of leadership.

By analysing the changes in behaviours and addition of skills by leaders over a period of time and different organisational levels, the questionnaire studied the current leadership level skills and behaviours as well as the previous level skills and behaviours of the leaders. The study simulated a longitudinal study from a

leadership level point of view, as leaders were asked to identify changes in skills and behaviours across leadership level, but still used the leader's memory rather than actual repeated measurements over time.

The interview

All the interviews were transcribed by an independent party after which the author analysed the data from the point of view of the research questions. The interviews were conducted in a semi-structured fashion with the questions asked in such a way that would guide the interviewee towards answering the research questions from their experience. The following framework of question topics was used in each of the interviews:

Research question 1:

1. The business and interpersonal skills developed in leaders transitioning into first time general management that would increase their leadership effectiveness;
2. The leadership behaviours and leadership styles encouraged, valued and rewarded at both the stages of middle and senior management that would increase their leadership effectiveness;
3. The personality characteristics that would increase the likelihood of a leader being an effective general manager; and
4. The training methods, material and environments found to increase the uptake speed and longevity of leadership development programmes.

Research question 2:

5. The impact of economic development on the availability of, and readiness for, leadership development of individual contributors introduced into the leadership development programmes at the organisations; and
6. The impact of economic development and transformation regulations on

the retention rate of employees in leadership development programmes.

Responses from each interview were then analysed in terms of these six question topics with salient observations highlighted and compared to the other interviews to find recurring elements or themes.

Limitations

Geographical limitations

The study was conducted on a sample selected, for both research methods, mostly within South Africa due to geographical limitations. The only exception was one interview conducted in Mozambique.

Sampling

The questionnaire

The final sample of 60 leaders consisted of a combination of part-time MBA candidates and non-MBA business unit level leaders. The sample apportionment was somewhat askew with 48 of the 60 being MBA candidates, and only 12 being non-MBA candidates. The sample size could furthermore be too small to reach any meaningful conclusions about the findings of the study.

The interview

With regards to the second research method, the interview, the sampling of organisational representatives was done mostly through the convenience sampling technique which, together with the small sample size of six interviews might lack sufficient variance to reach a conclusion about those leadership personality traits that increase a leader's success rate at the business unit level of the leadership or the impact of the context of economic development on the leadership development approach and the behaviours and skills that leads to increasing a leader's effectiveness in moving their business unit towards its objectives

Context

The use of South African leaders and organisational representatives (with the exception of one Mozambican organisational representative) might make the study less applicable to other non-sub-Saharan African developing economies. This is further magnified by the fact that an issue specific to South Africa – the impact of transformation regulations on retention rates of employees in leadership development programmes – was one of the two contextual influences of economic development tested by the study.

Self-evaluating questionnaire

The questionnaire was designed so that the leader was required to perform a self-evaluation on his/her business unit's performance as well as the factors that influenced performance. Each leader's propensity to either overrate or underrate his/her own performance and locus of control could have resulted in a misrepresentation of actual performance and contributing factors.

5. DOCUMENTATION OF RESULTS

This section explains the results of the research conducted. Both research questions will be discussed in terms of each of the two data collection instruments used – the questionnaire, and the interviews. Although the information gathered during the interviews contributed primarily to Question 2, it was also used to further enhance the data for research Question 1. The questionnaire was used solely for research Question 1.

Research Question 1:

Is there a link between leadership features (personality traits, behaviours and skills) and organisational business unit effectiveness and what are these measurable features at the business unit level?

- a. How did these behaviours and skills change from Passage Three to Passage Four of the Leadership Pipeline?

The questionnaire - results

Industry and organisation

The final sample of completed questionnaires, 60 responses from roughly 400 questionnaires sent out, consisted of a collection of leaders working across a wide range of industries within organisations ranging from for-profit, listed companies, to for-profit, private organisations, to non-profit and public entities. Refer to Table 2 for a detailed categorisation.

Table 2: Industry type and organisation type of questionnaire participants

Organisation, industry and lifespan make-up		Org life cycle										Grand Total
		Org size (people)										
		>10 years					3 to 5 years	5 to 10 years			Start up (<3 years)	
Org type	Industry	>5000	10 to 50	100 to 500	50 to 100	500 to 5000	<10	<10	10 to 50	50 to 100	<10	
For-profit, listed <1000emp	Media, Marketing and publishing		1									1
For-profit, listed >1000emp	Banking	2										2
	Construction					1						1
	Consulting services	1										1
	Engineering services	1										1
	Financial services	4										4
	FMCG	3										3
	Infrastructure	1										1
	Manufacturing	3				1						4
	Mining	4										4
	Oil and Gas	2										2
Security	1										1	
For-profit, private	Business matching/broker/agent										1	1
	Construction		1	1			1					3
	Consulting services	1		1								2
	Education										1	1
	Engineering services	1			1							2
	Financial services	6				1				1		8
	FMCG				1	5						6
	Healthcare	1										1
	Hospitality		1									1
	Manufacturing			1		1						2
	Mining	1		1					1			3
	Retail				1							1
	Supply chain									1		1
Non-profit	Religious				1							1
Public	Financial regulatory body	1				1						2
Grand Total		33	3	4	4	10	1	1	1	1	2	60
For-profit, listed <1000emp Total			1									1
For-profit, listed >1000emp Total		22				2						24
For-profit, private Total		10	2	4	3	7	1	1	1	1	2	32
Non-profit Total					1							1
Public Total		1				1						2

Final defined level of leadership

After applying the leadership level re-assessment framework as explained in Table 1, the sample of leaders consisted of two bottom level leaders (Passage One of the Leadership Pipeline), 15 middle managers (Passage Two of the Leadership Pipeline), 37 senior level managers (at either Passage Three or Passage Four of the Leadership Pipeline), four group managers (Passage Five of the Leadership Pipeline) and two CEOs or enterprise managers (Passage Six of the Leadership Pipeline).

Table 3: Final defined level of leadership

		Defined role - Initial					Grand Total
		Bottom	Middle manager	Snr/Business unit manager	CEO	Group manager	
Defined role - Final	Bottom	2					2
	Middle manager	10	4	1			15
	Snr/Business unit manager		12	21	2	2	37
	CEO				2		2
	Group manager					4	4
	Grand Total	12	16	22	4	6	60

The initial defined role was the self-identified level of leadership with the final defined role the re-assessed level of leadership

The extent of new skills required

The author tested the additional skills development required by each leader when transitioning to their current level of leadership, with a further level of analysis added to investigate the extent to which new skills had to do with a leader being hired from outside the organisation as opposed to skills development required due to the new level of leadership entered. The results, shown in Table 4, indicated that at the senior level of leadership (including CEO and group level management), only four leaders out of the sample of 43 indicated they did not need any new skills to be developed. Of the four, two had been externally promoted, one moved externally and laterally, and one moved internally and laterally. Of the 41 promoted (both internally and externally) leaders at the middle and senior levels of leadership, 16 (middle management = 5, senior management = 11) leaders stated that they needed at least some new skills developed to be effective, 21 (middle management = 2, senior management = 19) leaders indicated they needed a significant level of skills development with 4 (middle management = 2, senior management = 2) indicating they needed no new skills developed to be effective.

Table 4: The level of new skills required at each level of leadership

Skills development needed for new role		Entry					Grand Total	Sample	%
Defined role - Final	New skills to be effective	External lateral	External promotion	Internal demotion	Internal lateral	Internal promotion			
Bottom	Significant new				1		1	2	50%
	Some new		1				1	1	50%
Middle manager	No new			1		2	3	3	20%
	Significant new				1	2	3	15	20%
	Some new	1	3		3	2	9	9	60%
Snr/Business unit manager	No new	1	2		1		4	4	11%
	Significant new	3	6			10	19	37	51%
	Some new	3	4		1	6	14	14	38%
CEO	No new	1					1	1	50%
	Some new		1				1	2	50%
Group manager	Significant new		1			2	3	3	75%
	Some new	1					1	4	25%
Grand Total		10	18	1	7	24	60	60	

Performance of the business unit

After identifying the core performance measurement criteria for each leader's business unit, the questionnaire tested the level of performance achieved by the unit of business either over the last five years, or from the point at which the leader moved into his/her current role, whichever period was the shortest. The results, shown in Table 5 below, indicate that 30 of the 43 senior level leaders, and 14 of the 15 middle managers, presided over a business unit that achieved satisfactory performance (effective leaders). It is important to note that four of the 30 effective senior level leaders were newly promoted, less than one year, into their current levels of leadership as well as one of 14 the effective middle management level leaders. The impact of these leader's skills and behaviours on the effectiveness of their business units might therefore still have been low.

Table 5: Business unit performance assessment

Unit performance	Defined role - Final					Grand Total
	CEO	Group manager	Snr/Business unit manager	Middle manager	Bottom	
Exceeded >10%	1	3	4	5	1	14
Exceeded 5 to 10%			13	2		15
Reached target (5% either side)			9	7	1	17
Reached target (5% either side) bad		1	2	1		4
Underachieved (5% to 10%)			6			6
Underachieved (>10%)	1		3			4
Grand Total	2	4	37	15	2	58

For the purpose of the study, leaders presiding over, or residing in, good performing business units where called "effective leaders" and those in badly performing business units, "ineffective leaders"

The biggest factor contributing towards the level of performance of the business unit

In an attempt to understand the impact of external factors on leadership effectiveness, the questionnaire tested for the biggest contributing factor towards the performance of the unit of business where the leader resided. The results, as shown in Table 6, indicate that only two leaders in a good performing business unit were comfortable with attributing the level of performance of the business unit to his/her own performance as a leader which seems to indicate that effective leaders would rather affirm the role of their teams than their own performance. Eight of the 14 leaders residing in a badly performing business unit indicated the belief that the national economy was to blame for the lack of

performance. In terms of the leaders in good performing business units, 20 attributed the performance to their team or to the strength of the entire organisation.

Table 6: Major reason for performance

Biggest reason for underperformance		Unit performance			Grand Total	% of total
		Reached target (5% either side)	Underachieved (>10%)	Underachieved (5% to 10%)		
Biggest reason for bad performance	My performance as a leader		2		2	14%
	My predecessor's performance as a leader		1		1	7%
	National economy	3	1	4	8	57%
	Organisation as a whole			1	1	7%
	My team's performance	1		1	2	14%
	Grand Total	4	4	6	14	
Biggest reason for over performance		Exceeded >10%	Exceeded 5 to 10%	Reached target (5% either side)	Grand Total	% of total
Biggest reason for good performance	My performance as a leader	2			2	4%
	My predecessor's performance as a leader		1		1	2%
	National economy	1	1	1	3	7%
	Organisation as a whole	6	4	10	20	43%
	My team's performance	5	9	6	20	43%
	Grand Total	14	15	17	46	
Grand Total - over and under performance		18	19	23	60	

Leadership style and performance

The first level of analysis used to relate leadership effectiveness to the skills and behaviours of the leader, was to test each leader's chosen leadership/management style and compare it to the performance of the business unit in which the leader resides. Table 7 shows the results, with 10 of the 30 effective senior managers indicating a preference for a directive leadership style, 10 indicating a preference for an empowering style, and 10 indicating a preference for a supportive style. Of the 13 ineffective senior managers, six chose a supportive style, one an empowering style, three a directive style, one a combination of all the styles depending on the situation, and two chose an abrasive, autocratic style. Of the 14 effective middle managers, six chose a supportive style and four each chose a directive or empowering style. None of the effective middle or senior managers chose the abrasive style or a combination-of-styles approach.

Table 7: Leadership style and performance

Leadership style and performance		Defined role - Final					
Management style	Unit performance (Average & bad performance)	Bottom	CEO	Group manager	Middle manager	Snr/Business unit manager	Grand Total
Abrasive	Underachieved (5% to 10%)					2	2
Combination of all	Underachieved (>10%)					1	1
Directive	Underachieved (5% to 10%)					2	2
	Reached target (5% either side) bad			1	1		2
Empowering	Reached target (5% either side)					1	1
Supportive	Underachieved (>10%)		1			2	3
	Underachieved (5% to 10%)					2	2
	Reached target (5% either side) bad					1	1
Grand Total		0	1	1	1	11	14
Management style	Unit performance (Good performance)	Bottom	CEO	Group manager	Middle manager	Snr/Business unit manager	Grand Total
Directive	Reached target (5% either side)				2	3	5
	Exceeded 5 to 10%				1	4	5
	Exceeded >10%			1	1	2	4
Empowering	Reached target (5% either side)				3	2	5
	Exceeded 5 to 10%		1	1	1	4	4
	Exceeded >10%					2	5
Supportive	Reached target (5% either side)	1			2	4	7
	Exceeded 5 to 10%				1	5	6
	Exceeded >10%	1		1	3		5
Grand Total		2	1	3	14	26	46
Grand Total all performance		2	2	4	15	37	60
Snr/Business unit manager performance	Snr/Business unit manager					Top management (above business unit)	
	Good	Bad	Grand total	Bad %	Good %	Bad %	Good %
Abrasive	0	2	2	100%	0%	NA	NA
Combination of all	0	1	1	100%	0%	NA	NA
Directive	9	2	11	18%	82%	50%	50%
Empowering	8	1	9	11%	89%	0%	100%
Supportive	9	5	14	36%	64%	50%	50%
Grand total	26	11	37				

Factors negatively or positively impacting the performance of the leader

To understand the changes in role requirements and behavioural adjustments needed when transitioning to a new level of leadership, the author tested the factors negatively and positively impacting upon each leader’s performance. This took the form of testing how much of an impact these behavioural changes could have on the effectiveness of the leader and contrasting it with the impact of external factors such as competition, lack of funding, team performance and the state of the business unit when the leader entered the frame. The leaders were asked to rate the top three factors in order of importance. A score of three points was assigned to the most important factor, two for the second most, and one point for the third most important factor.

In terms of the top three factors negatively impacting the performance of the leader, as shown in Table 8, 31 leaders (score of 60) felt that their development at the current organisation weren’t sufficient enough to prepare them for the role, 33 (score of 69) felt that they lacked a team to assist them in performing their duties, and 20 (score of 45) felt that a lack of funding negatively impacted

upon their performance.

Table 8: Factors negatively impacting on leadership effectiveness

Factors negatively impacting my performance (most imported =3, second most =2, third most =1 point)						
	Underprepared for role	Development insufficient - this org	Development insufficient - previous org	Previous role behaviours now have negative impact	Competition	Lack of funding
Points	39	60	36	30	26	45
Count	23	31	16	14	14	20
	Lack of a team to perform my duties	Inherited a bad team/cannot appoint new people	Inherited a bad division that requires multiple years to turn around	Total	Control test	
Points	69	26	29	360	= 60x6 (1+2+3)	
Count	33	13	16	180	= 60x3	
<i>Two individuals indicated a great team as the reason for their business unit's good performance but also picked the "lack of a team to perform my duties" option as a negative performance factor</i>						

When looking at the factors positively impacting the performance of the leaders, as shown in Table 9, 22 leaders (score of 51) felt their learning agility, used to continuously improve their own knowledge and performance, was positively impacting on their performance, 17 (score of 45) felt that the behaviours positively impacting their performance in the previous role were still relevant (indicating that some behaviours are continuous in nature across leadership levels), and 23 (score of 36) felt that their adaptability was positively impacting upon their performance.

Table 9: Factors positively impacting on leadership effectiveness

Factors positively impacting my performance (most imported =3, second most =2, third most =1 point)						
	Prepared - training current org	Prepared - training previous org	Previous role behaviours still relevant	New skills developed - current org initiative	New skills developed - current org my initiative	Previous role discontinued behaviours
Points	27	15	45	17	14	31
Count	10	8	17	9	7	13
	Inherited well-functioning unit	Develop/education prior to taking this role	My experience in this role	My learning agility - I see myself as a continual learner	My adaptability	Mentored during early stages
Points	2	22	26	51	36	15
Count	2	12	15	22	23	7
	Soft targets	Great team inherited	Great team - my appointments	My persistence	Total	Control test
Points	7	7	17	28	360	= 60x6 (1+2+3)
Count	4	5	8	18	180	= 60x3

Discontinuous behaviours

At the senior level of leadership, the author tested the difference in behaviours discontinued between leaders in good performing business units and those presiding over badly performing business units. The results, as shown in Table 10, indicate that both effective and ineffective leaders felt they had to stop themselves from doing the work themselves if things were not going as planned (87% of effective leaders, and 85% of ineffective leaders indicated this). Ineffective leaders felt they had to reduce their social interaction with (46%), and amount of direction given to (38%), subordinates, to a higher degree than the effective leaders (30% and 10%, respectively). Effective leaders had a much higher inclination to spend less time training subordinates (30%) and being deadline driven (30%) than ineffective leaders (both 0%) in their quest to be more effective in leading the business unit towards its objectives.

Table 10: Discontinued behaviours at the senior level of leadership

Discontinued behaviours	Senior level managers, business unit and above level of leadership					
	Good performance count	Good performance count %	Exceeded >10%	Exceeded 5 to 10%	Reached target (5% either side)	
Less social interaction with subordinates (sharing)	9	30%	3	5	1	
I have had to learn to refrain from stepping in and doing the work myself	26	87%	8	10	8	
I have had to learn to be less caring towards subordinates	4	13%	1	1	2	
I have had to learn to be less approachable	1	3%	0	0	1	
I have had to learn to spend less time listening to my subordinates	2	7%	0	0	2	
I have had to learn to be less directing towards subordinates	3	10%	1	2	0	
I have had to learn to spend less time personally training subordinates	9	30%	1	2	6	
I have had to learn to spend less time on continuously increasing my functional/technical knowledge	6	20%	2	3	1	
I have had to learn to become less empowering towards my subordinates	0	0%	0	0	0	
I have had to learn to become less deadline driven	9	30%	2	6	1	
I have had to learn to spend less time in getting to know peers and subordinates	2	7%	0	0	2	
I have had to learn to spend less time on motivating peers and subordinates	2	7%	0	1	1	
I have had to learn to be less trusting of my subordinates	4	13%	1	2	1	
I have had to learn to spend less time in reflection over my career progress and development	3	10%	2	1	0	
I have had to learn to spend less time on developing my own skills/knowledge	3	10%	1	2	0	
I have had to learn to stop procrastinating	0	0%	0	0	0	
Grand Total			22	35	26	
Discontinued behaviours	Bad performance count	Bad performance count %	Reached target (5% either side) bad	Underachieved (>10%)	Underachieved (5% to 10%)	Grand Total
Less social interaction with subordinates (sharing)	6	46%	1	1	4	15
I have had to learn to refrain from stepping in and doing the work myself	11	85%	3	3	5	37
I have had to learn to be less caring towards subordinates	0	0%	0	0	0	4
I have had to learn to be less approachable	3	23%	0	1	2	4
I have had to learn to spend less time listening to my subordinates	2	15%	0	0	2	4
I have had to learn to be less directing towards subordinates	5	38%	2	3	0	8
I have had to learn to spend less time personally training subordinates	0	0%	0	0	0	9
I have had to learn to spend less time on continuously increasing my functional/technical knowledge	3	23%	1	1	1	9
I have had to learn to become less empowering towards my subordinates	0	0%	0	0	0	0
I have had to learn to become less deadline driven	0	0%	0	0	0	9
I have had to learn to spend less time in getting to know peers and subordinates	1	8%	0	0	1	3
I have had to learn to spend less time on motivating peers and subordinates	0	0%	0	0	0	2
I have had to learn to be less trusting of my subordinates	2	15%	0	1	1	6
I have had to learn to spend less time in reflection over my career progress and development	3	23%	1	1	1	6
I have had to learn to spend less time on developing my own skills/knowledge	1	8%	0	0	1	4
I have had to learn to stop procrastinating	1	8%	0	1	0	1
Grand Total			8	12	18	121
	Good performance count %	Bad performance count %				
Less social interaction with subordinates (sharing)	30%	46%				
I have had to learn to refrain from stepping in and doing the work myself	87%	85%				
I have had to learn to be less directing towards subordinates	10%	38%				
I have had to learn to spend less time personally training subordinates	30%	0%				
I have had to learn to become less deadline driven	30%	0%				
Average and bad performers discontinued behaviour to a higher percentage than good performers			Possibly discontinued by a too large degree by bad performers			
Average and bad performers discontinued behaviour to a lower percentage than good performers			Possible not discontinued to a large enough degree by bad performers			
Average and bad performers discontinued behaviour to the same percentage as good performers			Discontinuous by both good and bad performers			
<i>Count=43; three picked only 1 and 2 two picked only 2 (43x3=129-(3x2)-(2x1)=121); 30 leaders with good performance and 13 with average or bad performance</i>						

At the middle management level of leadership, the sample had only one leader in a badly performing business unit so the analysis was conducted only on the leaders residing in good performing business units. The results, as shown in Table 11, indicate that the majority of the leaders (10 of 14) felt that they needed to stop taking over a task when their subordinates were struggling to complete it within a given timeframe, and seven (50%) felt that they had to be less socially interactive with their subordinates in order to be more effective in their roles.

Table 11: Discontinued behaviours at the middle management level of leadership

Discontinued behaviours	Middle level managers			
	Exceeded >10%	Exceeded 5 to 10%	Reached target (5% either side)	Total
Less social interaction with subordinates (sharing)	1	2	4	7
I have had to learn to refrain from stepping in and doing the work myself	3	2	5	10
I have had to learn to be less caring towards subordinates	0	0	0	0
I have had to learn to be less approachable	1	0	0	1
I have had to learn to spend less time listening to my subordinates	1	0	0	1
I have had to learn to be less directing towards subordinates	0	0	2	2
I have had to learn to spend less time personally training subordinates	1	0	1	2
I have had to learn to spend less time on continuously increasing my functional/technical knowledge	0	0	1	1
I have had to learn to become less empowering towards my subordinates	0	0	0	0
I have had to learn to become less deadline driven	3	0	1	4
I have had to learn to spend less time in getting to know peers and subordinates	0	0	0	0
I have had to learn to spend less time on motivating peers and subordinates	1	0	0	1
I have had to learn to be less trusting of my subordinates	2	0	2	4
I have had to learn to spend less time in reflection over my career progress and development	1	1	0	2
I have had to learn to spend less time on developing my own skills/knowledge	0	0	0	0
I have had to learn to stop procrastinating	0	0	0	0
<i>Count=14; four picked only 2 and one zero (14x3=42-(4x1)-3=35; 15 leaders with good performance and 1 with average or bad performance</i>	14	5	16	35

Most important skills added when transitioning into current level of leadership

The author tested the most important skills added at the senior and middle management levels to improve effectiveness, by asking leaders to identify the five most important skills they had to learn since transitioning into their current levels of leadership. The results for senior level leaders, as shown in Table 12, indicate that good and ineffective leaders felt similarly about the importance of the following skills:

- Negotiation – (effective leaders= 40% of leaders, ineffective leaders = 38% of leaders);
- Interpersonal skills in creating an environment for teamwork – (effective = 37%, ineffective = 31%);
- Interpersonal skills in social intelligence (effective = 20%, ineffective = 15%); and
- Cognitive load management in filtering and prioritising of information (effective = 23%, ineffective = 23%).

The results show that ineffective leaders felt more strongly about the importance of the skills listed below:

- Project management (effective = 23%, ineffective = 31%);

- Sales (effective = 17%, ineffective = 38%);
- Customer relations (effective = 7%, ineffective = 31%);
- Marketing (effective = 10%, ineffective = 23%);
- Managerial accounting and margin management (effective = 10%, ineffective = 23%); and
- Accounting (effective = 0%, ineffective = 38%).

Effective leaders showed a much higher appreciation for the importance on their effectiveness of the following skills:

- The ability to delegate effectively (effective = 60%, ineffective = 31%);
- Interpersonal skills in motivating subordinates (effective = 27%, ineffective = 15%);
- Interpersonal skills in political/cultural competency or sensitivity (effective = 23%, ineffective = 8%); and
- Decision making (effective = 27%, ineffective = 8%).

Table 12: Skills added at the senior level of leadership

Most important skills added since moving into this role	Senior level managers, business unit and above level of leadership				
	Exceeded >10%	Exceeded 5 to 10%	Reached target (5% either side)	Good performance total	Good performance total %
Delegation	5	7	6	18	60%
Negotiation	2	6	4	12	40%
Interpersonal skills - creating a environment for teamwork	2	7	2	11	37%
Interpersonal skills - Social intelligence	3	3	0	6	20%
Adaptive thinking - "situational adaptability"	0	3	2	5	17%
Interpersonal skills - motivation	3	3	2	8	27%
Recruitment	1	1	1	3	10%
Cognitive load management - filtering and prioritising of information	3	4	0	7	23%
Transdisciplinarity - understanding concepts across multiple functions	1	2	1	4	13%
Interpersonal skills - diversity management	2	3	0	5	17%
Interpersonal skills - political/cultural competency or sensitivity	2	4	1	7	23%
Project management	0	5	2	7	23%
Strategic vision/target setting	2	2	1	5	17%
Administration	0	1	0	1	3%
Systems thinking - Production planning and decision making	1	2	2	5	17%
Value chain management	2	2	0	4	13%
Sales	2	2	1	5	17%
Corporate finance	2	2	1	5	17%
Decision making	1	1	6	8	27%
Computational thinking - translating vast data into abstract concepts	2	2	1	5	17%
Training/development of my team	1	2	1	4	13%
Customer relations	0	1	1	2	7%
Marketing	1	1	1	3	10%
Managerial accounting and margin management	2	1	0	3	10%
Strategic action plan implementation	1	1	1	3	10%
Procurement	0	2	1	3	10%
Interpersonal skills - driving deadlines	0	1	1	2	7%
Interpersonal skills - ruling/managing with authority	0	0	2	2	7%
Supplier management	0	1	1	2	7%
Production/manufacturing/costing accounting	0	0	0	0	0%
Accounting	0	0	0	0	0%
Strategic action plan design	0	0	1	1	3%
Sense making - determine significance of what is being expressed	0	0	2	2	7%
Visual media literacy - developing media content for persuasive communication	0	0	0	0	0%
Change management, dealing with change immunity	0	0	0	0	0%
Design mindset - develop tasks/processes for desired outcomes	0	0	1	1	3%
Stakeholder management	0	0	0	0	0%
Grand total	41	72	46	159	

Most important skills added since moving into this role	Reached target (5% either side) bad	Underachieved (>10%)	Underachieved (5% to 10%)	Average and bad performance total	Average and bad performance total %	Grand total
Delegation	1	0	3	4	31%	22
Negotiation	2	0	3	5	38%	17
Interpersonal skills - creating a environment for teamwork	1	2	1	4	31%	15
Interpersonal skills - Social intelligence	1	0	1	2	15%	8
Adaptive thinking - "situational adaptability"	0	1	0	1	8%	6
Interpersonal skills - motivation	1	0	1	2	15%	10
Recruitment	0	0	1	1	8%	4
Cognitive load management - filtering and prioritising of information	1	1	3	5	23%	10
Transdisciplinarity - understanding concepts across multiple functions	0	1	0	1	8%	5
Interpersonal skills - diversity management	1	0	0	1	8%	6
Interpersonal skills - political/cultural competency or sensitivity	0	0	1	1	8%	8
Project management	1	0	3	4	31%	11
Strategic vision/target setting	0	1	1	2	15%	7
Administration	0	0	1	1	8%	2
Systems thinking - Production planning and decision making	0	1	0	1	8%	6
Value chain management	0	0	0	0	0%	4
Sales	1	1	3	5	38%	10
Corporate finance	0	0	1	1	8%	6
Decision making	0	1	0	1	8%	9
Computational thinking - translating vast data into abstract concepts	1	0	0	1	8%	6
Training/development of my team	0	0	0	0	0%	4
Customer relations	1	2	1	4	31%	6
Marketing	0	1	2	3	23%	6
Managerial accounting and margin management	0	1	2	3	23%	6
Strategic action plan implementation	0	2	0	2	15%	5
Procurement	0	0	1	1	8%	4
Interpersonal skills - driving deadlines	1	0	0	1	8%	3
Interpersonal skills - ruling/managing with authority	1	1	0	2	15%	4
Supplier management	0	0	1	1	8%	3
Production/manufacturing/costing accounting	0	0	0	0	0%	0
Accounting	1	1	3	5	38%	5
Strategic action plan design	0	2	0	2	15%	3
Sense making - determine significance of what is being expressed	0	0	1	1	8%	3
Visual media literacy - developing media content for persuasive communication	0	0	0	0	0%	0
Change management, dealing with change immunity	0	1	0	1	8%	1
Design mindset - develop tasks/processes for desired outcomes	0	0	0	0	0%	1
Stakeholder management	0	0	0	0	0%	0
	15	20	32	67		226

Count=43 (5 each); three picked 6 one 7 and one 11 (43x5=215+(3x1)+(1*2)+(1*6)=226 30 leaders with good performance and 13 with average or bad performance

At the middle management level of leadership, effective middle managers felt that the following skills, as shown in Table 13, were the most important to add in order to increase their effectiveness:

- Project management;
- Value chain management;
- Interpersonal skills in creating an environment for teamwork;
- Delegation; and
- Cognitive load management in filtering and prioritising of information.

Table 13: Skills added at the middle management level of leadership

Most important skills added since moving into this role	Middle managers				
	Exceeded >10%	Exceeded 5 to 10%	Reached target (5% either side)	Good performance total	Good performance total %
Project management	2	0	3	5	36%
Value chain management	1	1	3	5	36%
Interpersonal skills - creating a environment for teamwork	2	1	2	5	36%
Delegation	3	0	1	4	29%
Cognitive load management - filtering and prioritising of information	2	0	2	4	29%
Negotiation	0	1	2	3	21%
Marketing	2	0	1	3	21%
Systems thinking - Production planning and decision making	1	0	2	3	21%
Customer relations	2	1	1	4	29%
Transdisciplinarity - understanding concepts across multiple functions	2	0	1	3	21%
Interpersonal skills - motivation	2	1	1	4	29%
Sense making - determine significance of what is being expressed	0	0	3	3	21%
Computational thinking - translating vast data into abstract concepts	0	0	3	3	21%
Corporate finance	0	0	2	2	14%
Managerial accounting and margin management	1	0	1	2	14%
Supplier management	1	0	1	2	14%
Decision making	0	2	0	2	14%
Strategic action plan implementation	1	1	0	2	14%
Design mindset - develop tasks/processes for desired outcomes	1	0	1	2	14%
Accounting	0	0	1	1	7%
Administration	1	0	0	1	7%
Production/manufacturing/costing accounting	1	0	0	1	7%
Interpersonal skills - political/cultural competency or sensitivity	0	0	1	1	7%
Interpersonal skills - Social intelligence	0	1	0	1	7%
Adaptive thinking - "situational adaptability"	0	1	0	1	7%
Recruitment	0	0	1	1	7%
Strategic vision/target setting	0	0	1	1	7%
Strategic action plan design	1	0	0	1	7%
Stakeholder management	0	0	1	1	7%
Sales	0	0	0	0	0%
Procurement	0	0	0	0	0%
Interpersonal skills - diversity management	0	0	0	0	0%
Interpersonal skills - driving deadlines	0	0	1	1	7%
Interpersonal skills - ruling/managing with authority	0	0	0	0	0%
Training/development of my team	0	0	1	1	7%
Visual media literacy - developing media content for persuasive communication	0	0	0	0	0%
Change management, dealing with change immunity	0	0	0	0	0%
Grand total	26	10	37	73	

Count=14 (5 each); one picked 6 and one picked 7 = 14x5=60+(1x1)+(1x2)=73; 14 leaders with good performance and 1 with average or bad performance

Continuous behaviours

The author asked the leaders to indicate the three most important behavioural changes made in terms of behaviours they had to increasingly demonstrate to be more effective in their current role. The results at the senior level of leadership, as shown in Table 14, indicate that both good and ineffective leaders felt, to somewhat equal degrees of importance, that they had to display more of the following behaviours to increase their effectiveness:

- I have had to learn to have a more long-term approach in my thinking and decision-making (effective = 40% of leaders, ineffective = 38%);
- I have had to learn to become a more active listener (effective = 23%, ineffective = 23%);
- I have had to learn to be more cognisant of factors outside of my unit's direct control (effective = 20%, ineffective = 15%); and
- I have had to learn to increase my focus on work-life balance (effective = 20%, ineffective = 15%).

The following behaviours were found to be more important to ineffective leaders than effective leaders in an attempt to increase their leadership effectiveness:

- I have had to learn to delegate more (the willingness and attitude towards) (effective = 47%, ineffective = 62%);
- I have had to learn to spend more time in deliberation with other managers at my level, and higher, before taking important decisions (effective = 10%, ineffective = 31%); and
- I have had to learn to be more empowering towards my subordinates and peers (effective = 10%, ineffective = 23%).

Finally, the following behaviours were found to be more important to effective leaders than ineffective leaders in an attempt to increase their leadership effectiveness:

- I have had to learn to be more open and willing to learn and expand my knowledge - be a continuous learner (effective = 40%, ineffective = 8%); and
- I have had to learn to be more adaptable (effective = 20%, ineffective = 8%).

Table 14: Continuous behaviours at the senior level of leadership

Most important behaviours added since moving into this role	Senior level managers, business unit and above level of leadership					
	Exceeded >10%	Exceeded 5 to 10%	Reached target (5% either side)	Good performance total	Good performance total %	
I have had to learn to delegate more	2	5	7	14	47%	
I have had to learn to be more open and willing to learn and expand my knowledge - be a continuous learner	4	6	2	12	40%	
I have had to learn to have a more long-term approach in my thinking and decision-making	2	5	5	12	40%	
I have had to learn to become a more active listener	2	4	1	7	23%	
I have had to learn to be more adaptable	1	3	2	6	20%	
I have had to learn to be more cognisant of factors outside of my unit's direct control	3	2	1	6	20%	
I have had to learn to increase my focus on work-life balance	1	1	4	6	20%	
I have had to learn to be more abrasive in my management style	1	1	2	4	13%	
I have had to learn to take more time to reflect upon decisions before making them	2	0	2	4	13%	
I have had to learn to build more trust with my subordinates and peers	1	2	1	4	13%	
I have had to learn to be more directive towards others in moving them towards our unit's objectives	0	3	1	4	13%	
I have had to learn to spend more time in deliberation with other managers at my level, and higher, before taking important decisions	1	2	0	3	10%	
I have had to learn to be more empowering towards my subordinates and peers	1	1	1	3	10%	
I have had to learn to spend more time in building team consensus before moving forward	2	1	0	3	10%	
I have had to learn to be more supportive to my subordinates	0	2	0	2	7%	
I have had to learn to become more creative and innovative	0	0	2	2	7%	
I have had to learn to be more socially interactive with my subordinates	0	1	0	1	3%	
I have had to learn to become more caring towards subordinates	1	0	0	1	3%	
I have had to learn to solicit more continual feedback from superiors	0	1	0	1	3%	
I have had to learn to increase my work integrity - this speaks to taking responsibility as well as openness and honesty	0	0	0	0	0%	
I have had to learn to manage diversity more actively	0	0	0	0	0%	
I have had to learn to act on/execute plans/tasks much quicker. Action = progress.	0	0	0	0	0%	
Grand total	24	40	31	95		
Most important behaviours added since moving into this role	Reached target (5% either side) bad	Underachieved (>10%)	Underachieved (5% to 10%)	Average & bad performance total	Average & bad performance total %	Grand total
I have had to learn to delegate more	2	2	4	8	62%	22
I have had to learn to be more open and willing to learn and expand my knowledge - be a continuous learner	0	1	0	1	8%	13
I have had to learn to have a more long-term approach in my thinking and decision-making	1	3	1	5	38%	17
I have had to learn to become a more active listener	1	1	1	3	23%	10
I have had to learn to be more adaptable	0	1	0	1	8%	7
I have had to learn to be more cognisant of factors outside of my unit's direct control	0	1	1	2	15%	8
I have had to learn to increase my focus on work-life balance	1	1	0	2	15%	8
I have had to learn to be more abrasive in my management style	0	0	0	0	0%	4
I have had to learn to take more time to reflect upon decisions before making them	0	0	2	2	15%	6
I have had to learn to build more trust with my subordinates and peers	0	0	0	0	0%	4
I have had to learn to be more directive towards others in moving them towards our unit's objectives	0	0	1	1	8%	5
I have had to learn to spend more time in deliberation with other managers at my level, and higher, before taking important decisions	1	0	3	4	31%	7
I have had to learn to be more empowering towards my subordinates and peers	1	1	1	3	23%	6
I have had to learn to spend more time in building team consensus before moving forward	0	1	0	1	8%	4
I have had to learn to be more supportive to my subordinates	0	0	0	0	0%	2
I have had to learn to become more creative and innovative	0	1	1	2	15%	4
I have had to learn to be more socially interactive with my subordinates	1	0	0	1	8%	2
I have had to learn to become more caring towards subordinates	0	0	0	0	0%	1
I have had to learn to solicit more continual feedback from superiors	1	0	1	2	15%	3
I have had to learn to increase my work integrity - this speaks to taking responsibility as well as openness and honesty	0	0	2	2	15%	2
I have had to learn to manage diversity more actively	0	0	0	0	0%	0
I have had to learn to act on/execute plans/tasks much quicker. Action = progress.	0	1	0	1	8%	1
Grand total	9	14	18	41		136

Count=43 (3 each); three picked 5 one 4 (4x3=129+(3x2)+(1x1)=136; 31 leaders with good performance and 13 with average or bad performance

At the middle management level of leadership, the behaviours that had become more important to leaders in an attempt to increase their effectiveness were:

- I have had to learn to delegate more (the willingness and attitude towards);
- I have had to learn to be more open and willing to learn and expand my knowledge - be a continuous learner;
- I have had to learn to have a more long-term approach in my thinking and decision-making;
- I have had to learn to increase my focus on work-life balance; and
- I have had to learn to become a more active listener.

Table 15: Continuous behaviours at the middle management level of leadership

Most important behaviours added since moving into this role	Middle management				
	Exceeded >10%	Exceeded 5 to 10%	Reached target (5% either side)	Good performance total	Good performance total %
I have had to learn to delegate more	4	2	3	9	64%
I have had to learn to be more open and willing to learn and expand my knowledge - be a continuous learner	3	0	4	7	50%
I have had to learn to have a more long-term approach in my thinking and decision-making	0	1	3	4	29%
I have had to learn to increase my focus on work-life balance	3	1	0	4	29%
I have had to learn to become a more active listener	2	0	3	5	36%
I have had to learn to be more adaptable	0	1	3	4	29%
I have had to learn to be more socially interactive with my subordinates	2	0	0	2	14%
I have had to learn to spend more time in deliberation with other managers at my level, and higher, before taking important decisions	2	0	0	2	14%
I have had to learn to be more empowering towards my subordinates and peers	0	0	2	2	14%
I have had to learn to be more supportive to my subordinates	0	1	0	1	7%
I have had to learn to be more abrasive in my management style	1	0	0	1	7%
I have had to learn to take more time to reflect upon decisions before making them	1	0	0	1	7%
I have had to learn to increase my work integrity - this speaks to taking responsibility as well as openness and honesty	0	0	1	1	7%
I have had to learn to be more directive towards others in moving them towards our unit's objectives	0	0	1	1	7%
I have had to learn to solicit more continual feedback from superiors	0	0	1	1	7%
I have had to learn to spend more time in building team consensus before moving forward	0	0	0	0	0%
I have had to learn to be more cognisant of factors outside of my unit's direct control	0	0	0	0	0%
I have had to learn to build more trust with my subordinates and peers	0	0	0	0	0%
I have had to learn to manage diversity more actively	0	0	0	0	0%
I have had to learn to become more caring towards subordinates	0	0	0	0	0%
I have had to learn to become more creative and innovative	0	0	0	0	0%
I have had to learn to act on/execute plans/tasks much quicker. Action = progress.	0	0	0	0	0%
Grand total	18	6	21	45	
<i>Count=14 (3 each); one picked 6 (15x3=42+(1x3)=45; 13 leaders with good performance and 1 with average or bad performance</i>					

The questionnaire – statistical analysis

To test whether effective senior level leaders are more likely to make use of the listed leadership skills and behaviours than ineffective senior level leaders, a basic chi-square statistical test was conducted. The aim was to test whether the listed groupings of leadership skills (cognitive, interpersonal and technical) and behaviours (cognitive, interpersonal and leadership style related) are indeed related to leadership effectiveness. Due to the limited sample size in the three groups (effective senior level leaders = 30, ineffective senior level leaders = 13, effective middle management level leaders = 14) and the nominal data, it was necessary to use a nonparametric statistical method capable of dealing with smaller samples. No statistics were conducted on individual leadership skills or behaviours due to the above-mentioned limitations of the sample.

Table 16: Chi-Square of leadership skill groups

Leadership Skills	Frequency				Relative deviations			95% Confidence level relation			
	Effective Snr	Ineffective Snr	Effective Middle	Total	Effective Snr	Ineffective Snr	Effective Middle	Degrees of freedom	Critical chi-square		
Cognitive	55	13	25	93	0.54	2.60	0.19	3.33			
Interpersonal	41	13	12	66	0.90	0.13	1.12	2.15			
Technical	54	35	32	121	1.81	2.83	0.16	4.80			
	150	61	69	280			Chi-squared	10.28			
Percentage of total	53.57%	21.79%	24.64%						4	9.488	Related

As can be seen from Table 16 above, at the 95% confidence level leadership skills are significantly related to leadership effectiveness with a Chi-Square of 10.28 and 4 degrees of freedom where the critical Chi-Square is 9.488.

Table 17: Chi-Square of leadership behaviour groups

Leadership Behaviours	Frequency				Relative deviations			95% Confidence level relation			
	Effective Snr	Ineffective Snr	Effective Middle	Total	Effective Snr	Ineffective Snr	Effective Middle	Degrees of freedom	Critical chi-square		
Cognitive	54	27	29	110	0.16	0.20	0.02	0.39			
Interpersonal	13	4	7	24	0.02	0.36	0.12	0.50			
Leadership style	16	5	5	26	0.47	0.12	0.41	1.01			
	83	36	41	160			Chi-squared	1.90			
Percentage of total	51.88%	22.50%	25.63%						4	9.488	Not related

As can be seen from Table 17 above, at the 95% confidence level, leadership behaviours in the groupings seem to be unrelated to leadership effectiveness with a Chi-Square of only 1.90 and 4 degrees of freedom where the critical Chi-Square is 9.488.

The interview - results

The final sample of leadership development experts interviewed is identified in Table 18 below:

Table 18: Individuals Interviewed

No.	Organisation type	Industry	Country/Region	Operations	Individual interviewed	Individual's education	Individual's experience in role
A	Private, for-profit	FMCG	Mozambique	Mozambique	HR Director	Post-Grad in HR	4 years
B	Private, for-profit	Financial services	South Africa	Africa	HR Associate Director	Honours Degree in HR	15 years
C	Listed, for-profit	FMCG	South Africa	Global	Leadership & Performance consultant	Masters in Industrial Psychology	8 years
D	Private, for-profit	FMCG	South Africa	sub-Saharan	Snr HR Administrator	B Com Degree in HR	7 years
E	Private, for-profit	Financial services	South Africa	Africa	Senior Manager	Masters in Industrial Psychology	4 years
F	Practice	Industrial Psychology	South Africa	Africa	Practising Industrial Psychologist	M.Sc. in Industrial Psychology	28 years

Where applicable every leadership skill, behaviour, personality trait and contextual factor identified in each of the interviews has been substantiated with a verbatim quotation from the relevant interview.

Skills added at the senior level of leadership to increase leadership effectiveness

Interview A

- Contextual element 1: Scarcity of skills

The interviewee began by explaining the impact of contextual factors on the skills that would increase leadership effectiveness by stating the following:

Interview quotation – A1 Skills & Contextual

“Well, it depends from organisation to organisation but if I talk in the context of the Mozambique economy, the common skill you need to develop in order to be effective is your ability to manage the knowledge and skills, because there is (sic) the main difference between being a leader in a country like ours and being a leader in the US or Europe, is that in Europe and the US you have available skills and you can choose, you can choose the best set of skills, but here the skills are scarce”

- Leadership skills identified - 1: Development of basic skills internally

Addressing the skills shortage was mentioned as a critical success factor to being effective as a senior level leader. The interviewee stated:

Interview quotation – A2 Skills

“So you need to combine, to balance, your ability to resource the company by getting better skills outside or in the market, but also be able to develop the skills internally, making sure that those employees that come to junior positions and have potential to grow, can be given the opportunity and be able to grow and get opportunities to contribute in more senior positions”

- Leadership skills identified – 2: Creating a stable and socio-economic class transcending work environment

Interview quotation – A3 Skills

The second skill identified by the interviewee was the ability to “ensure that you have a stable working environment and the reason for that is it seems to be a very common thing, but the difference in our market is that you don’t always work with the people with the similar special work conditions or social environment; you have people who hardly have access to potable water, that have to come and work with people who come from a middle class or something, and as part of the same organisation, and in order to get the same from all of them you need to make sure that they integrate with each other and feed off each other, and can exchange and transfer knowledge”

- Leadership skills identified – 3: Managing cultural diversity

Interview quotation – A4 Skills

The third skill mentioned by the interviewee was “the ability to establish and manage a multi-cultural work environment, and that has to do with the first element, the ability to manage, because your skills, you have to go outside of the country to get people that are not necessarily of the same culture of the people, and so you need them to be operating as a team and be able to transfer knowledge between them, and that is a challenge and we have seen in different organisations, where you can easily have two working communities within the same company

- Leadership skills identified – 4: Managing the political environment

Interview quotation – A5 Skills

The fourth skill identified by the interviewee was the strategic skill requirement to “manage the external environment – when we talk Africa, there is sometimes a gap between the formal system and the reality. So you have the regulation entities that will send you a list of procedures and policies; you have that, but in parallel you have the day-to-day working dynamics of the institution that you need to be aware of, in order to make sure that your company doesn’t become liable, and most of the time what your formal system is, doesn’t necessarily match the dynamics of the institution! You have something that says in order to do this you need step 1, 2 and 3, but when you go to the public institution you find a different reality; sometimes you find a memo that sets a different number of rules about the same reality and then you need to be flexible enough to be

able to comply and make sure you don't break a set of rules, and the real set of rules that you find need to comply.”

- Leadership skills identified – 5: Exercise continuous improvement
- Leadership skills identified – 6: Be innovative

Interview quotation – A6 Skills

Finally, the interviewee identified the importance of continuous improvement in the organisation by stating that “although we have all these shortcomings and all these special skills you need to have in order to be competitive in a market like this, you still need to be up to standard in terms of what other benchmarking companies are doing. You need to still exercise continuous improvement and innovation and be able to compare yourself with the other leading companies in the world.”

Table 19: Summary of skills that increase leadership effectiveness – Interview A

Skills that increase leadership effectiveness		
	Skill #	Contextual factor #
Development of basic skills internally	1	
Creating a stable and socio-economic class transcending work environment	2	
Managing cultural diversity	3	
Managing the political environment	4	
Exercise continuous improvement	5	
Be innovative	6	
Scarcity of skills		1

Interview B

The interviewee explained the skills needed at the middle management level of leadership, to increase leadership effectiveness as follows:

- Middle management continuous behaviour identified – 1: Interpersonal skills in managing diversity

Interview quotation – B1 Skills

“Then you also look at the global acumen – so the ability to think outside of your own frame of reference, being able to think more broadly and with that all the

diversity comes into it – so it's not only ethnic diversity, it is gender diversity, disability, age diversity, etcetera, and being open to people who are different to you”

- Middle management behaviour identified – 2: General business acumen

Interview quotation – B2 Skills

“Then it is the business acumen: can I, do I understand business? You know... can I talk business, can I interact with people, am I interested in business, do I read business?”

- Middle management behaviour identified – 3: Technical excellence

Interview quotation – B3 Skills

“Then obviously technically, you know technically you have to be really strong. So it's around all the quality measures and being able to... to have absorbed that technical knowledge and being able to apply it in different situations, etcetera”

- Middle management behaviour identified – 4: Interpersonal skills in building relationship

Interview quotation – B4 Skills

“And then lastly, it is also about relationships... so can I form those relationships? Can I build relationships, and, both downwards you know... parallel, upwards... how do I relate to individuals?”

The interviewee was given extra time to reflect on the question and responded, post-interview, with the following list of skills found to increase leadership effectiveness at the senior level of leadership, in her experience:

- Leadership skills identified - 7: Transdisciplinarity (i.e. starting to think wider within the business);
- Leadership skills identified - 3: Diversity management;
- Leadership skills identified - 8: Delegation;

- Leadership skills identified - 9: Decision-making;
- Leadership skills identified - 10: Strategic vision (expected to start contributing to strategy at business unit level);
- Leadership skills identified - 11: Strategic action plan implementation (both of the organisation and the business unit); and
- Leadership skills identified - 12: Design mind-set (although the audit approach is standard, in planning the approach this quality is required).

Table 20: Summary of skills that increase leadership effectiveness at the middle management level of leadership – Interview B

Skills that increase leadership effectiveness	
	Skill #
Interpersonal skills in managing diversity	1
General business acumen	2
Technical excellence	3
Interpersonal skills in building relationship	4

Table 21: Summary of skills that increase leadership effectiveness at the senior level of leadership – Interview B

Skills that increase leadership effectiveness		
	Skill #	Contextual factor #
Diversity management	3	
Transdisciplinary (i.e. starting to think wider within the business)	7	
Delegation	8	
Decision-making	9	
Strategic vision (expected to start contributing to strategy at business unit level)	10	
Strategic action plan implementation (both of the organisation and the business unit)	11	
Design mind-set (although the audit approach is standard, in planning the approach this quality is required)	12	

Interview D

The interviewee explained, based on personal experience, the skills needed at the senior level of leadership to increase leadership effectiveness as:

- Leadership skills identified – 13: Financial literacy

Interview quotation – D1 Skills

“What we experienced in our industry is that there is a big gap between middle management and senior management in all countries that we operate and where we felt, not in the financial departments, things like financial information, to read a balance sheet statement” and “We felt that we needed to give them

the financial exposure so that finance for non-financial managers courses were completed and then also the Gibs [the Gordon Institute of Business Science] with international exposure and then also to give them the opportunity to mix with their peers and to cross reference”

The interviewee added the following skills as important in increasing leadership effectiveness at the senior level of leadership:

- Leadership skills identified – 9: Decision-making;
- Leadership skills identified – 11: Strategic action plan implementation; and
- Leadership skills identified – 10: Strategic vision

“So it is that bigger strategic picture. I would say exposure to that as well”

Table 22: Summary of skills that increase leadership effectiveness – Interview D

Skills that increase leadership effectiveness	
	Skill #
Decision-making	9
Strategic vision (expected to start contributing to strategy at business unit level)	10
Strategic action plan implementation (both of the organisation and the business unit)	11
Financial literacy	13

Interview E:

The interviewee considered the skills needed at the senior level of leadership to increase leadership effectiveness to be:

- Leadership skills identified – 9: Decision-making;
- Leadership skills identified – 14: Social intelligence;
- Leadership skills identified – 15: Emotional intelligence; and
- Leadership skills identified – 16: Social media literacy

Interview quotation – E1 Skills

“But that is definitely, you know, I can tell you that right now, social and emotional intelligence I would agree with....Decision making I would say, yes,

and judgement under pressure....

Also, I do see it here... it's that literacy around... that social media literacy”

Table 23: Summary of skills that increase leadership effectiveness – Interview E

Skills that increase leadership effectiveness	
	Skill #
Decision-making	9
Social intelligence	14
Emotional intelligence	15
Social media literacy	16

Interview F:

The interviewee considered the skills needed at the senior level of leadership to increase leadership effectiveness to be:

- Leadership skills identified – 13: Financial literacy

Interview quotation – F1 Skills

The interviewee started off by explaining that “from an assessment point of view that the quality of, and that is actually deteriorating, is basic numeracy. Just being able to analyse numbers, the standard of numeracy in the country in high schools is really getting poor. I mean we’re assessing people all the time for entry level positions into companies whose basic numeracy is actually quite poor”

- Leadership skills identified – 10: Strategic vision

Interview quotation – F2 Skills

The interviewee continued by stating that the big-picture thinking needed for strategic vision has been found to be important at the senior level of leadership by stating that “There’s a number of different instruments, on my basic measurability that I do across the desk, I’m measuring conceptual reasoning which links into big picture thinking” but also that it is not a skill that can be easily taught, that it is more of a pre-requisite for success at the senior level by stating that “I’m not quite sure whether to work at it one can train it, it depends

really on how poor it is. We hope to see people at least sort of reasonably good in their conceptual thinking and then we can sort of train and use that ability to see the bigger picture.”

Table 24: Summary of skills that increase leadership effectiveness – Interview F

Skills that increase leadership effectiveness	
	Skill #
Strategic vision (expected to start contributing to strategy at business unit level)	10
Financial literacy	13

Continuous behaviours that increase leadership effectiveness at the senior level of leadership

Interview A

The interviewee identified the following behaviours that in his experience increase leadership effectiveness at the senior level of leadership:

- Continuous behaviour identified – 1: Adaptability; and
- Leadership skills identified – 7: Transdisciplinarity

Interview quotation – A7 Behaviours

“In a first world environment you can rely on the more specialised type of people. Now here you need a more cross-functional type of behaviour. So you need someone who can easily perform in a multi- disciplinary type of environment. So you need someone that is adaptable”

- Continuous behaviour identified – 2: Interpersonal skills in creating an environment for teamwork

Interview quotation – A8 Behaviours

“The second one, and of course you will have to exercise, is team work, because you will hardly have someone who is fully specialised in something, so you will have to use that synergy to get everyone’s contribution to achieve the

output”

- Leadership style identified – 1: Empowering (for a mature organisation)

Interview quotation – A9 Behaviours

“It depends on the stage where your organisation is; your organisation that is more than 100 years old, you will need a more participative type of management style, more empowering type of style”

- Continuous behaviour identified – 2: Building trust with subordinates and peers

Interview quotation – A10 Behaviours

“The desired status that we all have in terms of senior leaders is that you will need to develop trust”

- Continuous behaviour identified - 3: Direct and continuous communication

Interview quotation – A11 Behaviours

“What is important is to define and put in place and implement channels of communication, and also platforms of communication that will enable the leader or the senior leader to first, be present at the shop floor and secondly, be able to constantly and directly communicate with all other levels of employees”

Table 25: Summary of behaviours that increase leadership effectiveness – Interview A

Continuous behaviours that increase leadership effectiveness			
	Behaviour #	Leadership style #	Skill #
Adaptability	1		
Building trust with subordinates and peers	2		
Direct and continuous communication	3		
Transdisciplinarity			7
Empowering (for a mature organisation)		1	

Interview B:

The interviewee was given extra time to further reflect on the question and

responded, post-interview, with the following list of behaviours that, in her experience, were found to increase leadership effectiveness at the senior level of leadership:

- Continuous behaviour identified – 4: Learning to have a long-term approach in thinking;
- Continuous behaviour identified – 5: Learn to spend time with other managers/Partners collaborating before taking important decisions;
- Continuous behaviour identified – 6: Learn to be cognisant of factors outside business units control - think widely, understand potential impacts coming from elsewhere;
- Continuous behaviour identified – 7: Be a continuous learner (read widely - have points of view); and
- Continuous behaviour identified – 8: Increase focus on work-life balance

Table 26: Summary of behaviours that increase leadership effectiveness - Interview B

Continuous behaviours that increase leadership effectiveness	
	Behaviour #
Learning to have a long-term approach in thinking	4
Learn to spend time with other managers/Partners collaborating before taking important decisions	5
Learn to be cognisant of factors outside business units control - think widely, understand potential impacts coming from elsewhere	6
Be open and be a continuous learner (read widely - have points of view)	7
Increase focus on work-life balance	8

The following discontinuous behaviours were identified:

- Discontinuous behaviour identified –1: Delegate tasks that others can learn from - i.e. stop doing things that can be done at a more junior level;
- Discontinuous behaviour identified – 2: Move away from being the 'social element' driver - let someone else in the team plan social activities; and
- Discontinuous behaviour identified – 3: Start to place some distance between team and self - become a leader and not the buddy

Table 27: Summary of behaviours that decrease leadership effectiveness

– Interview B

Behaviours that decrease leadership effectiveness (discontinuous behaviours)	
	Behaviour #
I have had to learn to refrain from stepping in and doing the work myself	1
Less social interaction with subordinates (sharing)	2
I have had to learn to spend less time in getting to know peers and subordinates	3

Interview D

The interviewee identified, from personal experience, the following behaviours that increase leadership effectiveness at the senior level of leadership:

- Continuous behaviour identified – 9: Long-term approach in thinking and decision-making

Interview quotation – D2 Behaviours

“For instance for us it would be the long-term approach”

- Continuous behaviour identified – 1: Adaptability; and
- Continuous behaviour identified – 7: Be a continuous learner

Interview quotation – D3 Behaviours

“The willingness to learn and expand my knowledge, continuous learner, adaptable because you have to be adaptable in the countries that we are in.”

- Continuous behaviour identified – 2: Building trust with subordinates and peers; and
- Continuous behaviour identified – 8: Increase focus on work-life balance

Interview quotation – D4 Behaviours

“Of course your trust with your subordinates and your peers and also what I realised lately, the increased focus on work-life balance. What we noticed with some of the people is that if there is no balance, it can also cause problems”

Table 28: Summary of behaviours that increase leadership effectiveness – Interview D

Continuous behaviours that increase leadership effectiveness	
	Behaviour #
Adaptability	1
Building trust with subordinates and peers	2
Be open and be a continuous learner	7
Increase focus on work-life balance	8
Learning to have a long-term approach in thinking	9

Interview E

The interviewee identified the following behaviours that, from personal experience, increase leadership effectiveness at the senior level of leadership:

- Continuous behaviour identified – 10: Innovation and creativity;
- Continuous behaviour identified – 11: Deal well with complexity; and
- Continuous behaviour identified – 12: Focus on collaboration

Interview quotation – E2 Behaviours

“But they look at things like, the employee of the future would be things like, they’ve got a competitive edge, it’s clearly defined; they can deal with complexity; they are innovative and creative; they are natural collaborators”

- Continuous behaviour identified – 13: Managing ambiguity

Interview quotation – E3 Behaviours

“And then I think a big transition, a big thing that we are pushing in terms of our learning, is leading with ambiguity, systems thinking, leading with uncertainty, letting go of the manual, letting go of the rule-book, going into the unknown. That’s a very big thing in terms of their transition”

- Continuous behaviour identified – 14: Empathy and the art of enquiry

Interview quotation – E4 Behaviours

“So we are running a programme in September for senior partners in the firm. And it is based on two very simple principles – the art of empathy, and the art of

enquiry”

Table 29: Summary of behaviours that increase leadership effectiveness – Interview E

Continuous behaviours that increase leadership effectiveness	
	Behaviour #
Innovation and creativity	10
Deal well with complexity	11
Focus on collaboration	12
Managing ambiguity	13
Empathy and the art of enquiry	14

Interview F

The interviewee identified the following behaviours that, in his experience, increase leadership effectiveness at the senior level of leadership:

- Discontinuous behaviour identified – 4: Spend less time in deliberation with other managers at my level, and higher, before taking important decisions

Interview quotation – F3 Behaviours

“Interestingly enough, in terms of the participative style, you’ll often find that your really good general managers, senior managers – they’re not so participative that they cannot make a decision on their own”

“Research is showing that your really good top executives, managers, are more introvert than extrovert. It came back to that – being able to make decisions on their own and not having to rely all the time on input from outside. It’s a quality, they don’t have to be extrovert and actually the research was actually saying that possibly being a slightly introvert could be an advantage”

- Continuous behaviour identified – 14: Empathy and the art of enquiry

Interview quotation – F4 Behaviours

“In terms of interpersonal skills the measures that I, pick up on two things; they pick up on empathy and sensitivity. Your good general managers are generally reasonably good on that; they don’t have to be extremely high but they certainly

have to have that”

- Continuous behaviour identified – 15: Psychological mindedness

Interview quotation – F5 Behaviours

“The other thing that they have to have is what we call psychological mindedness. The ability to read people, to understand people, an interest in what makes people tick and you’ll find that those are your really good top managers”

Table 30: Summary of behaviours that increase leadership effectiveness – Interview F

Continuous behaviours that increase leadership effectiveness	
	Behaviour #
Empathy and the art of enquiry	14
Psychological mindedness	15

Personality traits that increases the likelihood of a leader being more effective at the senior level of leadership

Interview A

The following personality traits were identified by the interviewee as characteristics that increase the probability of a leader being more effective at the senior level of leadership:

- Personality trait identified – 1: Empowering nature

Interview quotation – A12 Traits

“I think it depends from process to process but, in general, what I can say is that the personality that seems to make leaders more effective is your leaders that I will not say less controlling, but they empower more than they control”

- Personality trait identified – 2: Neither strongly introverted nor extroverted

Interview quotation – A13 Traits

“The thing is there is no human being that is 90% introverted. You will always be introverted to some extent and extroverted to some extent”

Table 31: Summary of personality traits that increase leadership effectiveness at the senior level of leadership – Interview A

Personality traits that increase leadership effectiveness	
	Trait #
Empowering nature	1
Neither strongly introverted nor extroverted	2

Interview B

The following personality traits were identified by the interviewee as characteristics that increase the probability of a leader being more effective at the middle management level of leadership:

- Middle management personality trait identified – 1 : Well-balanced individual

Interview quotation – B5 Traits

“So what we are looking for, is we are looking for fairly well-balanced individuals”

- Middle management personality trait identified – 2: Strong rule orientation

Interview quotation – B6 Traits

“Where are the risks? Is a person likely to say yes too quickly, which is a problem if it is somebody in the audit environment, you know, is it somebody who has a strong rule-orientation and always stick (sic) to the rules, which is good, but at the same time, if he wants people to like him, maybe he might say yes too often – is that a risk?”

- Middle management personality trait identified – 3: Strong stress management

Interview quotation – B7 Traits

“Can you deal with time pressures? Are you more likely to experience stress than somebody else? That also potentially is a risk, because if you do feel pressurised sooner, you might be at risk, for instance, of doing phantom ticking”

Table 32: Summary of personality traits that increase leadership effectiveness at the middle management level of leadership – Interview B

Personality traits that increase leadership effectiveness - Middle management	
	Trait #
Well-balanced individual	1
Strong rule orientation	2
Strong stress management	3

The following personality traits were identified by the interviewee as characteristics that increase the probability of a leader being more effective at the senior level of leadership:

- Personality trait identified – 3: Sound judgement; and
- Personality trait identified – 4: Quick thinking and strong problem-solving skills

Interview quotation – B8 Traits

“Do they have sound judgement, is it somebody that will take long to get to answers, can they think quickly”

- Personality trait identified – 5: Well-balanced individual

Interview quotation – B9 Traits

“So, we continuously assess and we are looking for that well-balanced individual”

“So we might not say, ‘well we specifically need this profile’ because we are trying to not have this whole cloning approach, where you say that well, you know, you need a few people who are going to be different”

- Personality trait identified – 6: Wide interests and calmness

Interview quotation – B10 Traits

“You know you have those discussions with an individual and that individual

appears less stressed and more relaxed, etcetera. They can talk more widely. And somehow, they are also – because work-life [balance] is quite important to them, they have balance, they will also delegate, they will pass it on, and they might almost, it might even be somebody that, initially did not strike the best trainee maybe, but down the line, the ability to manage others, the ability to keep the balanced view of things, you know, have a more relaxed outlook – if you are relaxed, you are able to think more clearly”

Table 33: Summary of personality traits that increase leadership effectiveness at the senior level of leadership – Interview B

Personality traits that increase leadership effectiveness	
	Trait #
Sound judgement	3
Quick thinking and strong problem solving skills	4
Well-balanced individual	5
Wide interests and calmness	6

Interview D

The following personality traits were identified by the interviewee as characteristics that increase the probability of a leader being more effective at the senior level of leadership:

- Personality trait identified – 2: Neither strongly introverted nor extroverted; and
- Personality trait identified – 5: Well-balanced individual

Interview quotation – D5 Traits

“The balanced and then also the more, not the typical introvert thing for the managers. You know it’s either a combination of introvert and extrovert or only extrovert that fits in well with our culture, and as I mentioned earlier, the high task-, high people-orientated”

- Personality trait identified – 7: Persistent individual

Interview quotation – D6 Traits

“And then I would also say that someone within our industry must be a strong

survivor”

Table 34: Summary of personality traits that increase leadership effectiveness at the senior level of leadership – Interview D

Personality traits that increase leadership effectiveness	
	Trait #
Neither strongly introverted nor extroverted	2
Well-balanced individual	5
Persistent individual	7

Interview E

The following personality traits were identified by the interviewee as characteristics that increase the probability of a leader being more effective at the senior level of leadership:

- Personality trait identified – 8: Positive self-regard

Interview quotation – E5 Traits

“There are certain things that come up. So first of all, if they’ve got positive self-regard – if they are confident, we found that those guys build relationships a lot easier with our clients”

- Personality trait identified – 9: Persuasive in nature

Interview quotation – E6 Traits

“They are comfortable to be persuasive, so they are comfortable to challenge a point-of-view and try and turn that person around. They are not shy about that”

- Personality trait identified – 10: Optimistic individual

Interview quotation – E7 Traits

“And the third thing that came up was their optimism. They are generally optimistic individuals”

Table 35: Summary of personality traits that increase leadership effectiveness at the senior level of leadership – Interview E

Personality traits that increase leadership effectiveness	
	Trait #
Positive self-regard	8
Persuasive in nature	9
Optimistic individual	10

Interview F

The following personality traits were identified by the interviewee as characteristics that increase the probability of a leader being more effective at the senior level of leadership:

- Personality trait identified – 11: Assertive

Interview quotation – F6 Traits

“Obviously they should be serious, not domineering, but certainly they should be reasonably assertive”

- Personality trait identified – 10: Optimistic individual

Interview quotation – F7 Traits

“A very important quality, and it comes out often on the emotional maturity scales of optimism. It must not be a pretentious optimism but a genuine optimism. Your really good top people are genuinely optimistic about outcomes and you know that filters down to the people that report to them”

- Personality trait identified – 12: Change orientated; and
- Personality trait identified – 13: Adaptable

Interview quotation – F8 Traits

“They’ve got to be change-orientated because they’ve got to be dynamic up there. They have to be able to adjust and adapt to what’s happening out there. So the change orientation; change orientation, but not to the extent of throwing everything out and starting a fresh”

- Personality trait identified – 14: Intellectually orientated

Interview quotation – F9 Traits

“They’re intellectually curious people. Your good top people read a lot so they know what’s happening in other parts of the world. They tend to be research-minded, all the time looking at different ways of doing business and what’s happening”

- Personality trait identified –15: Results-orientated

Interview quotation – F10 Traits

“They’ve got to be result orientated. They’ve got to be getting it done, they’ve got to be organised and focused in themselves”

- Personality trait identified – 7: Persistent individual;
- Personality trait identified – 16: Dominance; and
- Personality trait identified – 17: Able to work under pressure

Interview quotation – F11 Traits

“They would have to be resilient. Company X did a research study quite a few years ago on their top managers and they found that the qualities that came out quite strongly were resilience, being able to work under pressure, and dominance in terms of leadership; being assertive”

Table 36: Summary of personality traits that increase leadership effectiveness at the senior level of leadership – Interview F

Personality traits that increase leadership effectiveness	
	Trait #
Persistent individual	7
Optimistic individual	10
Assertive	11
Change orientated	12
Adaptable	13
Intellectually orientated	14
Results orientated	15
Dominance	16
Able to work under pressure	17

Conclusion

In summary, the leadership skills, behaviours and personality traits identified in the interviews conducted that increase leadership effectiveness were:

Leadership skills – Themes from interviews

Table 37: Summary of skills that increase leadership effectiveness at the senior level of leadership

Skills that increase leadership effectiveness	Skill #	% Theme repeated in interviews	Interview identified in		
Development of basic skills internally	1	17%	A		
Creating a stable and socio-economic class transcending work environment	2	17%	A		
Managing cultural diversity	3	33%	A	B	
Managing the political environment	4	17%	A		
Exercise continuous improvement	5	17%	A		
Be innovative	6	17%	A		
Transdisciplinary (i.e. starting to think wider within the business)	7	33%	B	A	
Delegation	8	17%	B		
Decision-making	9	33%	B	D	
Strategic vision (expected to start contributing to strategy at business unit level)	10	50%	B	D	F
Strategic action plan implementation (both of the organisation and the business unit)	11	33%	B	D	
Design mind-set (although the audit approach is standard, in planning the approach this quality is required)	12	17%	B		
Financial literacy	13	33%		D	F
Social intelligence	14	17%	E		
Emotional intelligence	15	17%	E		
Social media literacy	16	17%	E		

Continuous behaviour themes – Themes from interviews

Table 38: Summary of behaviours that increase leadership effectiveness at the senior level of leadership

Behaviours that increase leadership effectiveness	Behaviour #	% Theme repeated in interviews	Interview identified in	
Adaptability	1	33%	A	D
Building trust with subordinates and peers	2	33%	A	D
Direct and continuous communication	3	17%	A	
Learning to have a long-term approach in thinking	4	17%	B	
Learn to spend time with other managers/Partners collaborating before taking important decisions	5	17%	B	
Learn to be cognisant of factors outside business units control	6	17%	B	
Be open and be a continuous learner (read widely - have points of view)	7	33%	B	D
Increase focus on work-life balance	8	33%	B	D
Learning to have a long-term approach in thinking	9	17%	D	
Innovation and creativity	10	17%	E	
Deal well with complexity	11	17%	E	
Focus on collaboration	12	17%	E	
Managing ambiguity	13	17%	E	
Empathy and the art of enquiry	14	33%	E	F
Psychological mindedness	15	17%	F	

Personality traits – Themes from interviews

Table 39: Summary of behaviours that increase leadership effectiveness at the senior level of leadership

Personality traits that increase leadership effectiveness	Behaviour #	% Theme repeated in interviews	Interview identified in	
Empowering nature	1	17%	A	
Neither strongly introverted nor extroverted	2	33%	A	D
Sound judgement	3	17%	B	
Quick thinking and strong problem solving skills	4	17%	B	
Well-balanced individual	5	33%	B	D
Wide interests and calmness	6	17%	B	
Persistent individual	7	33%	D	F
Positive self-regard	8	17%	E	
Persuasive in nature	9	17%	E	
Optimistic individual	10	33%	E	F
Assertive	11	17%	F	
Change orientated	12	17%	F	
Adaptable	13	17%	F	
Intellectually orientated	14	17%	F	
Results orientated	15	17%	F	
Dominance	16	17%	F	
Able to work under pressure	17	17%	F	

Research question 2

What is the impact of the contextual setting of economic development on the readiness for, and retention rate of, leaders during leadership development programmes?

The interview - results

The following two questions were asked:

1. In your experience in the country/countries in which you are doing business, do you feel the readiness of individual contributors first introduced into your leadership programmes is low, or decreasing, because of socio-economic factors and/or transformation regulations?
2. Has your organisation been struggling to keep hold of leaders in, or who have just completed, your leadership development programmes, especially those leaders contributing towards BEE/EE (or any other similar regulations) scores?

Lower readiness for leadership development of individual contributors in developing economies

Interview A

- Question 1 Answer – No

Interview quotation – A14 Readiness for leadership development

"No, actually the development of people, how easy or difficult it is to develop people to leadership has nothing to do with the people, it has to do with the organisation"

"So the type of systems and culture instilled in the organisation will make it easier or more difficult to develop someone into leadership"

"And that is for all organisations, because the type of culture, in the end, people come from outside with their culture and we do all these personality tests and psychometric assessments, but then when they come in, the only difference they have between them is their ability to adapt. But the fact that someone can easily adapt doesn't mean it makes him a better leader – it means that he adapts; but after adapting he can adapt to be a specialist or adapt to really be a leader – the critical success factor for that is the culture and systems in the organisation to enable that leadership to materialise"

Table 40: Factors increasing the success of leadership development programmes – Interview A

Factors that increase the success of leadership development programmes	
	Factor #
Organisational culture	1
Individual's adaptability	2

Interview B

- Question 1 Answer – No

Interview quotation – B11 Readiness for leadership development

"You know... what we find is, actually, probably a few years ago we would have said yes, but what we recruit now, coming out of university, and that... is

suppose it is the guys that have actually passed CTA. They've already achieved something, and there is far less of that, people are really very raw when they come to us”

“So what we try to do is fairly early on, also identify who are those individuals who we are not going to have five years to get them... it will take... in five years, a person would have probably learned all the skills that they need to, but we need to get them there sooner, so it is around how do you identify those individuals, and what is it that you actually do with them? So, somebody would take... say we've got various programmes... but somebody would take them under their wing, and expose them to different situations”

Table 41: Factors increasing the success of leadership development programmes – Interview B

Factors that increase the success of leadership development programmes	
	Factor #
Mentoring	3

Interview C

- Question 1 Answer – No (South Africa)
- Question 1 Answer – Yes (sub-Saharan Africa – where South African expats have to be used in leadership positions)

Interview quotation – C1 Readiness for leadership development

“Even in the South African context, South Africa specifically, yes we do have people... If you look at the broader Sub-Saharan areas, you know I believe that there's still a lot of further development and support required”

“Yes, we adapt it” [Leadership development processes to the applicable region]

Table 42: Factors increasing the success of leadership development programmes – Interview C

Factors that increase the success of leadership development programmes	
	Factor #
Adaptive development programmes	4

Interview D

- Question 1 Answer – Yes (sub-Saharan Africa – where South African expats have to be used in leadership positions)

Interview quotation – D7 Readiness for leadership development

“We started in two 2008 and we decided to, most places work from bottom to top but we decided to start at the top and we did some research and we found the LDP’s [Leadership Development Programmes] from Gibs”.

Table 43: Factors increasing the success of leadership development programmes – Interview D

Factors that increase the success of leadership development programmes	
	Factor #
Top-down approach (start leadership development at a later stage)	5

Interview E

Question 1 Answer – No

Interview quotation – E8 Readiness for leadership development

“Yes, I am sure there is a lot of riff-raff out there, but if you follow your screening processes then your in pull is decent”

“Yes, I would say let it flow naturally. Because so much stuff happens up to that point. And those that shine will shine. And I think you need a certain amount of maturity, you need to know what you want. I don’t know if you know what you want if you are twenty. But I think, once you start hitting your early thirties, it starts crystallising. And I think also from a company perspective, it also narrows their investment”

Table 44: Factors increasing the success of leadership development programmes – Interview E

Factors that increase the success of leadership development programmes	
	Factor #
Top-down approach (start leadership development at a later stage)	5

Interview F

Question 1 Answer – No

Interview quotation – F12 Readiness for leadership development

“It doesn’t really matter if you’re looking at it from a BEE perspective or not. A lot of these qualities that you measure, if you put them on a normal Bell curve, you’ll find that fifty percent of people are pretty average and then as you go on each side, the percentage becomes smaller and smaller”

Lower retention rate of leaders in developing economies

Interview A

- Question 2 Answer – No

Interview quotation – A15 Retention rate of leaders

"Our staff retention levels are very good, but that is another different stage of your people management process, because we have been talking about how you get people to suit your leadership profile, but then the resourcing process, you have people in the leadership position etcetera, and the challenge you need to put to yourself is: what will I do to keep leaders motivated and make sure they remain high performers, etcetera? So you have to use different tools...: it includes how competitive is your remuneration and then, if it is, how competitive is your work environment, how attractive is your work environment, how attractive is your technologies?"

Table 45: Factors increasing the retention rate of leaders – Interview A

Factors that increase the retention rate of leaders	
	Factor #
Motivation	1
Competitive remuneration	2
Competitive working environment	3
Attractive working environment	4
Attractive/Modern working tools & technology	5

Interview B

- Question 2 Answer – Yes

Interview quotation – B12 Retention rate of leaders

“Oh, we struggle, we really do. Often we have identified some really great individuals and then there’s a lot of selling to keep them here and then even then do we sometimes lose them”

“But do we have retention issues? Yes, it is huge. First of all, it is your transformation candidates, the BEE candidates, because everybody else out there has quotas to fill and they are throwing money at it”

“And the global markets don’t have the, you know, the BEE requirements, but they are taking good skills, and we’ve got them. So there’s... it is challenging, it really, really is”

“We do also have people that are coming back. So they go out and after a while they realise that they actually really enjoy this environment and then they come back. The longer that you can retain them... the better your chances of retaining them longer, if you know what I mean. It sounds like a bit of a dark statement to make... so, because the longer you stay the more you kind of get hooked into the division of the firm and the more you feel part of it”

Table 46: Factors increasing the retention rate of leaders – Interview B

Factors that increase the retention rate of leaders	
	Factor #
Organisational culture	6

Interview C

- Question 2 Answer – Yes

Interview quotation – C2 Retention rate of leaders

“Constantly. We have a real problem. Of course we do. So it's not a scarce resource, it's just that the gap between the real superior individuals over the guys that are wannabe's, is quite wide”

“We'll try and have, you know a freelance approach, what is going on, where we're at, what we're going to need to add to respond appropriately. At the same time, for various reasons, if people need to go out, it will not be any good to retain them because at the end, you'll find that a lot of people go out and they end up coming back”

“It's also generations that do it. So you find that, you know, different generations, people want different things. You don't have your people willing to stay from three to five years anymore, it's one to three years. Because everything is changing so quickly with the other employees we also feel like they've done it once, they need to move to new pastures”

“So we do move people around a bit you know. So that helps. At the same time, I think it's about understanding what people are also looking for outside, specifically on psychological contracts. And if they stay, you have to look at whether the organisation actually allows them to get to what their training needs are”

Table 47: Factors increasing the retention rate of leaders – Interview C

Factors that increase the retention rate of leaders	
	Factor #
Let them go - some will come back	7
Exposure to other departments	8
Decrease assignment timeframes	9

Interview D

- Question 2 Answer – Yes

Interview quotation – D8 Retention rate of leaders

“Yes, it has happened; there have been cases like that”

“Just to add to that, how we retain our people that we train; we have a study agreement, we would pay and you have to work for two years, so at least we do get back what we put into it”

Table 48: Factors increasing the retention rate of leaders – Interview D

Factors that increase the retention rate of leaders	
	Factor #
Lock-in contracts to pay back formal training cost	10

Interview E

- Question 2 Answer – Yes

Interview quotation – E9 Retention rate of leaders

“We do, yes. We lose a lot of our guys that we have invested a lot of time into... but funnily enough, we have a lot of boomerangs. We have a lot of guys that come back”

Do they then come back because of the cultural fit?

Interview quotation – E10 Retention rate of leaders

“Correct. A hundred percent. Yes”

Interview quotation – E11 Retention rate of leaders

“So it starts with the first-year article guys and then they get linked up with a mentor, and then over these three years you’ve got formalised conversations about life, career, where you are going, and then they get to do secondments in various parts of the business”

“It’s just leaders don’t find the time to create a meaningful environment that’s a challenge. But where it was meaningful, a lot of the guys have reconsidered”

Table 49: Factors increasing the retention rate of leaders – Interview E

Factors that increase the retention rate of leaders	
	Factor #
Organisational culture	6
Exposure to other departments	8
Meaningfull conitributions	11

Interview F

- Question 2 Answer – Yes

Interview quotation – F13 Retention rate of leaders

“All companies are chasing the same small number of people and it’s a case of finding them and retaining them. It’s difficult”

“The retention is becoming the name of the game now. Finding the people is one thing and retaining them is another thing. These people have to sort of see that they’re going somewhere, but it’s unfortunate, but again everybody is sort of after the same people and ... they start realising they are marketable”

“I think what companies have been doing is they’ve got really good potential and they move people reasonably quickly, and you’ve almost got to sit down with somebody and say, ‘this is kind of career path, this is the kind of position’ that you’ll be going into. Ideally you must get people that sort of fit your culture obviously, enjoy the nature of the work and also that they feel that they’re growing and developing and that they’re moving reasonably quickly”

“It’s a difficult one but that is what talent management is becoming all about. It used to be all about recruitment but now retention is actually becoming quite critical; the actual finding the people and then retaining them. A lot of big companies, their talent manager specialists are really focusing on that where they’ve got to keep looking at – our remuneration and our packages and what we’re offering, where is this going and competing all the time with other companies”

Table 50: Factors increasing the retention rate of leaders – Interview F

Factors that increase the retention rate of leaders	
	Factor #
Competitive remuneration	2
Organisational culture	6
Decrease assignment timeframes	9
Meaningfull conitributions	11

Conclusion

In summary, the contextual factors impacting upon leadership development programmes, as identified in the interviews, are listed in Table 51:

Table 51: The readiness for individual contributors for leadership development in South Africa and the wider sub-Saharan Africa region and the issue of retention of leaders – Themes from interviews

Interview	Readiness for leadership development lower		Retention of leaders a problem	
	South Africa	sub-Saharan Africa	South Africa	sub-Saharan Africa
A		No		No
B	No		Yes	
C	No	Yes	Yes	Yes
D		Yes	Yes	
E	No		Yes	
F	No		Yes	

The following factors (Table 52) were identified by the interviewees as ways to increase the success rate of leadership development programmes in sub-Saharan Africa:

Table 52: Factors increasing the success of leadership development programmes – Themes from interviews

Factors that increase the success of leadership devel	Skill #	% Theme repeated in interviews	Interview identified in	
Organisational culture	1	17%	A	
Individual's adaptability	2	17%	A	
Mentoring	3	17%	B	
Adaptive development programmes	4	17%	C	
Top-down approach	5	33%	D	E

The factors tabled below (Table 53) were identified by the interviewees as factors increasing the retention rate of leaders in South Africa and the wider sub-Saharan Africa region:

Table 53: Factors increasing the retention rate of leaders – Themes from interviews

Factors that increase the retention rate of leaders	Skill #	% Theme repeated in interviews	Interview identified in		
Motivation	1	17%	A		
Competitive remuneration	2	33%	A	F	
Competitive working environment	3	17%	A		
Attractive working environment	4	17%	A		
Attractive/Modern working tools & technology	5	17%	A		
Organisational culture	6	50%	B	E	F
Let them go - some will come back	7	17%	C		
Exposure to other departments	8	33%	C	E	
Decrease assignment timeframes	9	33%	C	F	
Lock-in contracts	10	17%	D		
Meaningfull conitributions	11	33%	E	F	

6. ANALYSIS OF RESULTS

The results of the research conducted will be presented in this section through the structure of the research questions in Section 3. The results from the questionnaire for the first research question (Leadership skills and behaviours (including leadership style) but excluding personality traits) were analysed using the performance of the business units as the basis and comparing the results of senior level leaders (the selection ratio is the comparison of the ratio of preference for a skill or behaviour when comparing the different groups of the questionnaire) in good performing business units with:

- Literature
- Senior level leadership in badly performing business units
- Middle management level leaders in good performing business units
- The leadership skills and behaviours that increase leadership effectiveness as identified in the interviews

The personality traits (first research question) that increase the likelihood of leadership effectiveness as well as the contextual factors (second research question) that affect the effectiveness of leadership development programmes in sub-Saharan Africa as identified in the interviews, were analysed by comparison to literature where possible and applicable.

The study was performed using a combination of deduction and induction to collect data on specific leadership skills and behaviours, self-reported by the leaders tested, that increase the effectiveness of the leader. These individual skills and behaviours were then grouped into five functional areas, being interpersonal, leadership style, strategic, cognitive and technical skills and behaviours. In reporting and analysing the results the collection of skills and behaviours were reported in a group that most closely relate to the individual skill. These collections of individual skills are in no way exhaustive and the author does not claim them as such but used them to understand the underpinning skill/behaviour type of each individual skill or behaviour reported.

The results will be analysed at the end of the following framework:

Research question 1:

6.1. Leadership skills that increase leadership effectiveness

- a. The leadership skills that most impact effectiveness at the senior level of leadership – those skills that increase leadership effectiveness at the senior level of leadership
- b. The leadership skills that increase leadership effectiveness across leadership levels
 - i. Those skills that are new to the arsenal of an effective senior level leader or become more important at the senior level of leadership when comparing it to the middle management level of leadership
 - ii. Those skills that are less important at the senior level of leadership when comparing it to the middle management level of leadership

6.2. Leadership behaviours that increase leadership effectiveness

- a. The leadership behaviours that most impact effectiveness at the senior level of leadership – those behaviours that increase leadership effectiveness at the senior level of leadership
- b. The leadership behaviours that increase leadership effectiveness across leadership levels
 - i. Those behaviours that are new to the arsenal of an effective senior level leader or become more important at the senior level of leadership when comparing it to the middle management level of leadership

6.3. Leadership styles that increase leadership effectiveness at the senior level of leadership

6.4. Personality traits that increase the likelihood of leadership effectiveness at the senior level of leadership

Research question 2:

6.5. The impact of economic development on the readiness of individual leaders for leadership development

6.6. The impact of economic development on the retention of leaders during and post leadership development

Research question 1

6.1. Leadership skills that increase leadership effectiveness at the senior level of leadership

The questionnaire listed 37 skills, as well as offering the freedom to add any not mentioned, from which to select the top five skills each leader added during their transition into their current role that they felt increased their leadership effectiveness. The top ten skills, as seen in table 54, selected by senior level leaders in good performing business units were greatly different from the skills selected by senior level leaders in badly performing business units as well as those selected by middle management level leaders in good performing business units. This indicates, as suggested by Hogan, Curphy and Hogan (1994), Kaiser and Overfield (2010), Barrick, Day, Lord and Alexander (1991) and Joyce, Nohria, and Roberson (2003) (as cited in Hogan & Kaiser, 2005), that leadership skills could have a major impact on the performance of the business unit headed up by the senior level leader as well as that, as argued by Charan, Drotter and Noel (2011), Freedman (1998), Kaiser, Craig, Overfield and Yarborough (2011) and Zenger and Folkman (2014), certain skills become more important than others when transitioning from middle management to senior level of leadership. It can however also indicate that good organisations attract the best talent or that good organisations are able to best develop leaders that fit their needs and are able to maintain/increase the effectiveness of the business unit they preside over. The results further correspond with the literature, specifically De Meuse, Dai and Wu (2011), that leadership skills can be both continuous and discontinuous as there were skills selected, to the same degree, by both middle management level leaders as well as senior level

leaders in good performing business units, and skills that were selected by middle management level leaders in good performing business units that were not selected, to the same degree, by senior level leaders in good performing business units.

Table 54: Summary of leadership skills that increase leadership effectiveness at the senior level of leadership

Leadership skills that increase leadership effectiveness at the senior level of leadership						
	Top ten skills identified by leaders in good performing business units	Selection %	Selection ratio with bad performing snr leaders	Selection ratio with good performing middle managers	Identified in interview	Skills type
1	Delegation - ability to do it successfully	60%	1.95	2.10	B	Cognitive
2	Negotiation	40%	1.04	1.87		Technical
3	Interpersonal skills - creating a environment for teamwork	37%	1.19	1.03	A	Interpersonal
4	Interpersonal skills - motivation	27%	1.73	0.93		Interpersonal
4	Decision making	27%	3.47	1.87	B,D	Cognitive
6	Cognitive load management - filtering and prioritising of information	23%	1.01	0.82		Cognitive
6	Interpersonal skills - political/cultural competency or sensitivity	23%	3.03	3.27	A	Interpersonal
6	Project management	23%	0.76	0.65		Technical
9	Interpersonal skills - Social intelligence	20%	1.30	2.80	E	Interpersonal
10	Adaptive thinking - "situational adaptability"	17%	2.17	2.33		Cognitive
10	Interpersonal skills - diversity management	17%	2.17	#DIV/0!	A,B	Interpersonal
10	Strategic vision/target setting	17%	1.08	2.33	B,D,F	Strategic
10	Systems thinking - Production planning and decision making	17%	2.17	0.78		Cognitive
10	Sales	17%	0.43	#DIV/0!		Technical
10	Corporate finance	17%	2.17	1.17		Technical
10	Computational thinking - translating vast data into abstract concepts	17%	2.17	0.78		Cognitive
	Same degree					
	More than 20% higher for good performing snr leaders					
	More than 20% lower for good performing snr leaders					
	Skills type score	Qty	Relationship with bad performing leaders	Relationship with good performing middle managers		
1	Cognitive	10	1.83	1.03		
2	Interpersonal	7	1.37	1.59		
3	Strategic	3	0.65	1.05		
4	Technical	17	0.67	0.79		

The two skills with #DIV/0 were skills where none of the effective middle management level leaders selected the skill leaving the ratio to have a zero divisor

6.1. A. Leadership skills that increase effectiveness at the senior level of leadership

[Comparing effective senior level leaders with ineffective senior level leaders]

The study found that cognitive skills were most impactful on leadership effectiveness at the senior level of leadership but that there are certain interpersonal and technical skills that could have a positive impact on leadership effectiveness at the senior level of leadership. Effective senior level leaders appear to have been able to translate effective cognitive behaviours, such as a willingness and positive attitude towards delegation, into visible and impactful skills such as the ability to delegate effectively. They seem to build hard skills onto what they observed to be effective behaviours at lower levels of

leadership. A further inference that could be made from the study is the ability of effective leaders to quickly grasp the importance of new skills needed to be effective at the higher level of leadership, evident in the way effective leaders adopted skills such as political and cultural competence and sensitivity as well as diversity management which are highly contextual factors.

The top three skills found by the study, as shown in table 54, to increase effectiveness at the senior level of leadership (those skills that were selected by senior level leaders in good performing business units that weren't selected to the same degree by senior level leaders in badly performing business units) were:

1. Cognitive skills - decision making: Selected to a ratio of 3.47:1 by effective versus ineffective leaders
2. Interpersonal skills - political/cultural competency or sensitivity: Selected to a ratio of 3.03:1 by effective versus ineffective leaders
3. Cognitive skills - adaptive thinking - "situational adaptability": Selected to a ratio of 2.17:1 by effective versus ineffective leaders
3. Interpersonal skills - diversity management: Selected to a ratio of 2.17:1 by effective versus ineffective leaders
3. Cognitive skills - systems thinking - Production planning and decision making: Selected to a ratio of 2.17:1 by effective versus ineffective leaders
3. Technical skills: corporate finance: Selected to a ratio of 2.17:1 by effective versus ineffective leaders
3. Cognitive skills - computational thinking - translating vast data into abstract concepts: Selected to a ratio of 2.17:1 by effective versus ineffective leaders

Overall leadership skill type impact on leadership effectiveness at the senior level of leadership

[Comparing effective senior level leaders with ineffective senior level leaders]

In aggregate the study found that cognitive and interpersonal skills were more evident in the arsenal of senior level leaders in good performing business units than in leaders in badly performing business units to the following ratio:

1. Cognitive skills: 1.83:1
2. Interpersonal skills: 1.37:1

Senior level leaders in badly performing business units showed a preference for technical skills to the ratio of 0.67:1 (effective versus ineffective senior level leaders) indicating that ineffective leaders appear to focus their attention on the development of technical skills instead of cognitive and interpersonal skills.

Strategic skills showed a selection ratio of 0.65:1 between effective and ineffective senior level leaders, and 1.05:1 between effective senior and middle management level leaders, but with only three skills listed, and ineffective senior leaders selecting both strategic design (a selection ratio of 1.08:1 for effective vs ineffective senior) and implementation (a selection ratio of 0.43:1 for effective vs ineffective senior) (two skills) with effective senior leaders selecting predominately strategic design (one skills) and effective middle managers selecting strategic implementation (a selection ratio of 0.62:1 for effective senior vs effective middle management), the results do not truly reflect a higher ratio of strategic skills in ineffective leaders or middle management level of leadership.

6.1. B. New, continuous and discontinuous leadership skills at the transition from the middle management to the senior level of leadership

[Comparing effective senior level leaders with effective middle management level leaders]

Overall the study indicates that technical skills are mostly discontinuous in nature, that cognitive skills are continuous in nature and that the greatest quantity of new skills added by effective senior level leaders is interpersonal in nature.

The study suggests that certain interpersonal skills might have a significant impact on senior level leadership effectiveness in developing economies whereas literature [Kaiser, Craig, Overfield and Yarborough (2011)], argues that interpersonal skills are most important at the middle management level of leadership. Both the cognitive and strategic skills identified by the study confirm what extant research, Kaiser, Craig, Overfield and Yarborough (2011)

(cognitive) Hogan and Kaiser (2005) (strategic), Zenger and Folkman (2014) (strategic), argues for in terms of these types of skills becoming more important for leadership effectiveness at the senior level of leadership.

6.1. B. i. New leadership skills or those which appear more important at the senior level of leadership

The top three skills found by the study to become more important (new or continuous skills) at the senior level of leadership were:

1. Interpersonal skills - political/cultural competency or sensitivity: Selected to a ratio of 3.27:1 by effective senior level versus effective middle management level leaders
2. Interpersonal skills - social intelligence: Selected to a ratio of 2.80:1 by effective senior level versus effective middle management level leaders
3. Cognitive skills - adaptive thinking - "situational adaptability": Selected to a ratio of 2.33:1 by effective senior level versus effective middle management level leaders
3. Strategic - strategic vision/target setting: Selected to a ratio of 2.33:1 by effective senior level versus effective middle management level leaders

6.1. B. ii. Leadership skills which become less important at the senior level of leadership

The study found the top three discontinuous skills, being those skills that become less important and/or impactful at higher levels of leadership, when transitioning from middle management to senior level leadership, to be:

1. Technical skills - project management: Selected to a ratio of 0.65:1 by effective senior level versus effective middle management level leaders
2. Cognitive skills - systems thinking - Production planning and decision making: Selected to a ratio of 0.78:1 by effective senior level versus effective middle management level leaders
3. Cognitive skills - computational thinking - translating vast data into abstract concepts: Selected to a ratio of 0.78:1 by effective senior level versus effective middle management level leaders

Overall the skills types showed the following ratio between effective senior and middle management levels of leadership:

1. Technical skills: 0.79:1
2. Cognitive skills: 1.03:1
3. Interpersonal skills: 1.59:1

6.2. Leadership behaviours that increase leadership effectiveness at the senior level of leadership

The questionnaire listed 22 behaviours, as well as offering the freedom to add any not mentioned, for each leader from which to select the top three behavioural changes they made (increasing in frequency) during their transition into their current role which they felt increased their leadership effectiveness. The top ten behaviours, as seen in table 55, selected by senior level leaders in good performing business units were significantly different from the behaviours selected by senior level leaders in badly performing business units as well as those selected by middle management level leaders in good performing business units. This indicates, as argued by Kaiser and Craig (2011), that the differences in job requirements across the different levels of leadership necessitate different behaviours in order for leaders to be effective. The results show both continuous as well as discontinuous tendencies in behaviours as argued for by De Meuse, Dai and Wu (2011) and Freedman (1998). The study further found that different behaviours could impact the performance of the business unit headed up by the leader, as argued by Kaiser and Overfield (2010) in their leadership value chain where the input (behaviours) of leaders could have a direct impact on the output (performance of the organisation/business unit), which was established by the fact that leaders in good and badly performing business unit had vastly different ideas about what behaviours increased their leadership effectiveness.

Table 55: Summary of leadership behaviours that increase leadership effectiveness at the senior level of leadership

Leadership behaviours that increase leadership effectiveness at the senior level of leadership						
	Top ten skills identified by leaders in good performing business units	Qty	Selection ratio with bad performing snr leaders	Selection ratio with good performing middle managers	Identified in interview	Skills type
1	I have had to learn to delegate more - willingness and attitude	47%	0.76	0.73	B	Cognitive
2	I have had to learn to be more open and willing to learn and expand my knowledge - be a continuous learner	40%	5.20	0.80	B,D	Cognitive
2	I have had to learn to have a more long-term approach in my thinking and decision-making	40%	1.04	1.40	B	Strategic
4	I have had to learn to become a more active listener	23%	1.01	0.65	A,E,F	Interpersonal
5	I have had to learn to be more adaptable	20%	2.60	0.70	A,D	Cognitive
5	I have had to learn to be more cognisant of factors outside of my unit's direct control	20%	1.30	#DIV/0!	B	Cognitive
5	I have had to learn to increase my focus on work-life balance	20%	1.30	0.70	B,D	Cognitive
8	I have had to learn to be more abrasive in my management style	13%	0.87	1.87		Leadership style
8	I have had to learn to take more time to reflect upon decisions before making them	13%	#DIV/0!	#DIV/0!		Cognitive
8	I have had to learn to build more trust with my subordinates and peers	13%	#DIV/0!	1.87	A,D	Interpersonal
8	I have had to learn to be more directive towards others in moving them towards our unit's objectives	13%	1.73	1.87		Leadership style
	Same degree					
	More than 20% higher for good performing snr leaders					
	More than 20% lower for good performing snr leaders					
	Skills type score	Qty	Relationship with bad performing leaders	Relationship with good performing middle managers		
1	Cognitive	12	0.87	0.87		
2	Interpersonal	4	1.41	0.87		
3	Strategic	5	1.39	1.49		
4	Leadership style	1	1.04	1.40		

6.2. A. Leadership behaviours that increase effectiveness at the senior level of leadership

[Comparing effective senior level leaders with ineffective senior level leaders]

The study found that adaptability and learning agility (continual learning) were by far the most impactful behaviours on leadership effectiveness. This corresponds to extant research that found these behaviours to be the most continuous in nature of all behaviours perceived to increase leadership effectiveness (Kaiser & Craig, 2011).

Interestingly the study found that in some cases, learning to be more directive towards subordinates could have a positive impact on leadership effectiveness – a finding that contradicts extant research, specifically that of Kaiser and Craig (2011), who found that a directive leadership style could have a negative impact on leadership effectiveness at the senior level of leadership. As a very small quantity of effective senior level leaders indicated their preference for a default directive style of leadership this behavioural adaptability shown by effective senior level leaders in their leadership style further builds on the importance of

adaptability of leaders at the senior level of leadership. This might further indicate the importance of situational assertiveness rather than a default authoritarian approach to leadership. That the skill of situational adaptability was found by the study to be highly evident in the skill set of effective senior level leaders, further strengthens this point. It appears that effective senior level leaders are able to increase their assertiveness in instances where it is called for - be it the behaviour of individual subordinates or specific situations - but are able to avoid becoming authoritarian in their general leadership style.

Of the top ten behaviours chosen by senior level leaders in good performing business units, the following were ignored to the largest degree by leaders in badly performing business units.

1. I have had to learn to be more open and willing to learn and expand my knowledge - be a continuous learner: Selected to a ratio of 5.20:1 by effective versus ineffective leaders
2. I have had to learn to be more adaptable: Selected to a ratio of 2.60:1 by effective versus ineffective leaders
3. I have had to learn to be more directive towards others in moving them towards our unit's objectives: Selected to a ratio of 1.73:1 by effective versus ineffective leaders

Overall leadership behaviour type impact on leadership effectiveness at the senior level of leadership

[Comparing effective senior level leaders with ineffective senior level leaders]

Senior level leaders in badly performing business units showed a preference for behaviours associated with cognitive skills, at the expense of behaviours associated with interpersonal themes and strategy, selected to the ratio of 0.87:1 (effective versus ineffective senior level leaders), indicating that ineffective leaders appear to focus their attention on behaviours that have long since become second nature for effective leaders (cognitive skills had a 1.83:1 selection ratio when comparing effective and ineffective senior level leaders). This argument is further strengthened when comparing the selection ratio of cognitive skills (1.03:1) and behaviours (0.87:1) between effective senior level and middle management level leaders showing that its impact on leadership

effectiveness is continuous in nature but that it cannot be the only focus of an effective senior leader. The study suggests that an effective senior level leader has to have a balanced mix of cognitive, strategic and interpersonal behaviours in his/her repertoire to be effective, as even though interpersonal behaviours (a selection ratio of 0.87:1 for effective senior vs effective middle level leaders) may be less impactful on leadership effectiveness at the senior level of leadership, when done effectively, it can still have a positive impact on effectiveness of the senior level leader.

At the senior level of leadership the study found the following selection ratios when comparing effective and ineffective leaders:

1. Behaviours associated with interpersonal themes: 1.41:1
2. Behaviours related to strategy: 1.39:1

Interpersonal behaviours were found to be more important at the middle management level of leadership but also still impactful on effectiveness at the senior level of leadership. This contrast could be explained by the impact of interpersonal behaviours on the morale and productivity of subordinates who should be more cognisant of interpersonal behaviours as opposed to interpersonal skills. Interpersonal skills were found to increase in importance at higher level of leadership (as well as having a positive impact on leadership effectiveness) as an effective senior level leader develops his/her interpersonal behaviours into tangible skills, not so much aimed at the perception of individual subordinates (behaviours) but rather at the overall effectiveness of the business unit. Interpersonal skills found to increase leadership effectiveness such as diversity management and political and cultural sensitivity should direct to this argument.

6.2. B. New, continuous and discontinuous leadership behaviours at the transition from the middle management to the senior level of leadership *[Comparing effective senior level leaders with effective middle management level leaders]*

Although both the abrasive and directive leadership styles were found by Kaiser and Craig (2011) to have a negative impact on leadership effectiveness at the

senior level of leadership, in terms of behavioural choices this study suggests that leaders need to be more authoritative and directive when transitioning from middle management to senior level leadership. This is most probably because newly promoted senior level leaders have to find a way to break away from the social interaction (a selection ratio of 0.23:1 when comparing effective senior level leaders with effective middle management level leaders) and the supportive style (a selection ratio of 0.78:1 when comparing effective senior level leaders with effective middle management level leaders) they used at the middle management level. The study further suggests that before a senior level leader, after transitioning from middle management, can start using an empowering leadership style they have to first build trust with their subordinates.

6.2. B. i. New leadership behaviours or those which become more important at the senior level of leadership

When comparing the behavioural choices of senior level leaders in good performing business unit with those of middle management level leaders in good performing business units the following behaviours in the top ten of effective leaders showed the biggest difference with the choices of middle management level leaders.

1. I have had to learn to be more abrasive in my management style:
Selected to a ratio of 1.87:1 by effective senior level versus effective middle management level leaders
2. I have had to learn to build more trust with my subordinates and peers:
Selected to a ratio of 1.87:1 by effective senior level versus effective middle management level leaders
3. I have had to learn to be more directive towards others in moving them towards our unit's objectives: Selected to a ratio of 1.87:1 by effective senior level versus effective middle management level leaders

Overall the behaviours that increase leadership effectiveness showed the following ratio between effective senior and middle management levels of leadership:

1. Behaviours related to strategy: 1.49:1
2. Behaviours related to leadership style: 1.40:1

This corresponds with the increasing importance placed on strategic input by leaders in Leadership Pipeline starting from Passage Two (Charan, Drotter, & Noel, 2011).

6.3. Leadership styles that increase leadership effectiveness at the senior level of leadership

The results of the study, as shown in table 56, suggest that a senior level leader can be effective with any one directive, empowering or supportive leadership style, but that the probability of good performance using a supportive leadership style decrease significantly when transitioning from middle management to the senior level of leadership (the selection ratio of effective senior and middle management level leaders choosing a supportive style was 0.78:1). With a selection ratio of 4.33:1 (effective vs ineffective senior level leaders) the study appears to support the preference placed by extant literature, Kaiser and Craig (2011), on the empowering leadership style for leadership effectiveness at the senior level of leadership. Ineffective senior level leaders showed a preference for the continued use of a supportive style, from the middle management level of leadership, which appears less successful than both the directive (a selection ratio of 1.44:1 for effective vs ineffective senior leaders) and the empowering leadership style. Even though the study shows that a senior level leader can be effective using any of the three mentioned leadership styles, the empowering leadership style shows by far the most promise in leadership effectiveness.

Table 56: Summary of leadership styles that increase leadership effectiveness at the senior level of leadership

Leadership styles that increase leadership effectiveness at the senior level of leadership			
Style	Snr - Good	Relationship with bad performing leaders	Relationship with good performing middle managers
Directive	33%	1.44	1.17
Empowering	33%	4.33	1.17
Supportive	33%	0.72	0.78

6.4. Personality traits that increase the likelihood of leadership effectiveness at the senior level of leadership

The personality traits that increase the likelihood of leadership effectiveness that were identified in multiple interviews are:

1. The individual being neither strongly introverted nor extroverted
2. The individual being well-balanced
3. The individual being persistent
4. The individual being optimistic

Extant research suggests that emotional stability, extraversion, conscientiousness and a degree of agreeability are the personality traits that increase the likelihood of leadership effectiveness (Kaiser & Overfield, 2010). The results of this study neither agree nor disagree (with the possible exception of extraversion) with these findings but suggest that at the very least a leader should be adaptable, optimistic and persistent in nature to enhance the likelihood of being effective at the senior level of leadership.

Research question 2

6.5. The impact of economic development on the readiness of individual leaders for leadership development

The study found, as shown in table 57, that individual contributors in South Africa need no further preparation other than the applicable tertiary education and/or professional training received in preparation for their roles, for leadership development to senior level leadership, but that individuals in other sub-Saharan economies might have to receive additional training to prepare them for leadership development at the senior level leadership.

Table 57: Summary of the impact of economic development on the readiness of individual contributors for leadership development and the retention of leaders

Contextual factors - Percentage of occurrence identified in interviews				
	Readiness for leadership development lower		Retention of leaders a problem	
	RSA	Rest of sub-Saharan Africa	RSA	Rest of sub-Saharan Africa
No	100%	33%	0%	50%
Yes	0%	67%	100%	50%

6.6. The impact of economic development on the retention of leaders during and post leadership development

As argued by Wöcke and Sutherland (2008), the study found that transformational regulations in South Africa has a significant impact on the retention rates of senior level leaders contributing towards an organisation's B-BBEE policy score. The study also found however, as shown in table 58, that organisations are able to have these leaders return to the organisation by creating a strong and desirable organisational culture. Organisational culture along with competitive remuneration, transdisciplinary exposure, shorter assignment periods and the meaningfulness of assignments were found to increase the retention rate of leaders. Deloitte South Africa's human capital trend study for 2014 (Deloitte, 2014) suggests that companies move away from holding onto leaders (remuneration-related approach) to more of an engagement approach in retaining them, but this study found (interviews B, C, E) that organisations should consider making use of a numbers game (stacking their Leadership Pipelines with more leaders than the forecasted need) and play the long game, by developing leaders not to retain every single one of them but to have some leave and return in the medium and long term, as most organisations in South Africa appear to be struggling to hold onto their best talent.

Table 58: Summary of factors that could increase the retention rate of leaders

Factors that increase the retention rate of leaders	Factor #	Interview identified in			RSA - Qty	sub-Sahara Africa qty
Competitive remuneration	2	A	F		1	1
Organisational culture	6	B	E	F	3	0
Exposure to other departments	8	C	E		2	0
Decrease assignment timeframes	9	C	F		2	0
Meaningful contributions	11	E	F		2	0

7. CONCLUSION AND RECOMMENDATIONS

In Section 2 of this research report the author defined leadership effectiveness as the effectiveness with which leaders are able to increase the ability of the business unit over/in which they reside, in reaching its objectives. The purpose of this research project was therefore to identify those leadership skills, behaviours and personality traits that could increase leadership effectiveness at the senior level of leadership, as well as how these skills and behaviours differed from the middle management level of leadership. The author chose to employ a qualitative research methodology using a combination of two research methods. The main research method, a qualitative questionnaire, was supplemented with a small quantity of in-depth interviews with experts in the field of leadership development in the sub-Saharan context. The results of the questionnaire, focusing on leadership skills and behaviours, were divided into three groups; senior level leaders in good performing business units, senior level leaders in badly performing business units and middle management level leaders in good performing business units. This was to analyse the impact of leadership skills and behaviours on performance of the business unit as well as how these skills and behaviours need to change from the middle management level of leadership in order for a leader to maintain his/her effectiveness.

Skills that increase leadership effectiveness at the senior level of leadership

Cognitive skills were highlighted by leaders in good performing business units as the skill class that had the biggest impact on their effectiveness. Cognitive skills were further found to have the biggest impact on performance of the business unit when comparing the two senior level leader groups. This is supported by developed economy literature on the matter of perceived effectiveness (Kaiser, Craig, Overfield, & Yarborough, 2011) at the senior level of leadership.

The study did however find that in the context of sub-Saharan Africa interpersonal skills become even more important at a senior level of leadership, whereas developed economy literature (Kaiser, Craig, Overfield, & Yarborough,

2011) suggest it is most important at the middle management level of leadership. As a whole, interpersonal skills were found also to have a positive impact on leadership effectiveness when comparing the two senior level leader groups.

Behaviours that increase leadership effectiveness at the senior level of leadership

Behaviours related to interpersonal themes and strategy were found to have the biggest impact on the performance of the business unit when comparing the two senior level leader groups. Behaviours related to strategy, which is supported by literature from developed economies (Hogan & Kaiser, 2005; Zenger & Folkman, 2014; De Meuse, Dai, & Wu, 2011), were furthermore found to become more important for leadership effectiveness when transitioning from middle management to senior level leadership. Behaviours related to interpersonal themes were found to remain equally important for leadership effectiveness when transitioning from middle management to senior level leadership.

Behaviours related to the leadership style being less socially interactive and supportive when moving up from the middle management level of leadership were found to lead to the maintenance of good performance at the senior level of leadership. This is supported by literature from developed economies that suggest that the supportive leadership style is only effective at the middle management level of leadership (Kaiser & Craig, 2011).

Overall, behaviours related to cognitive matters (as opposed to cognitive skills), such as the willingness to, and positive attitude towards, delegation and being cognisant of factors outside the leader's direct control, were found to have little impact on leadership effectiveness at the senior level of leadership. There were two significant exceptions to this however; the continuous willingness to expand knowledge (learning agility) and adaptability were found to be, by a wide margin, the top two behaviours cherished by senior level leaders in good performing business units and not appreciated by senior level leaders in badly performing business units. The study therefore found that in terms of the

behaviours of the leader, in the context of sub-Saharan Africa, learning agility and adaptability had by far the biggest impact on leadership effectiveness. This is supported by literature from developed economies (Kaiser & Craig, 2011) suggesting these two behaviours are the most continuous in nature. These findings were further strengthened by the results of another question in the questionnaire asking for the major factors that impacted the leader's own performance. Both learning agility and adaptability were in the top three factors identified across the leadership levels, which also supports the continuous nature of impact that these two behaviours have on leadership effectiveness, as argued for by extant research.

Personality traits that increase the likelihood of leadership effectiveness at the senior level of leadership

The study was unable, through the in-depth interviews, to successfully identify consistent personality traits that could increase the likelihood of leadership effectiveness at the senior level of leadership. One exception might be considered, with persistence identified in two interviews as important for leadership effectiveness as well as being in the top five factors identified by leaders across the leadership levels to have had a significant impact on their own performance.

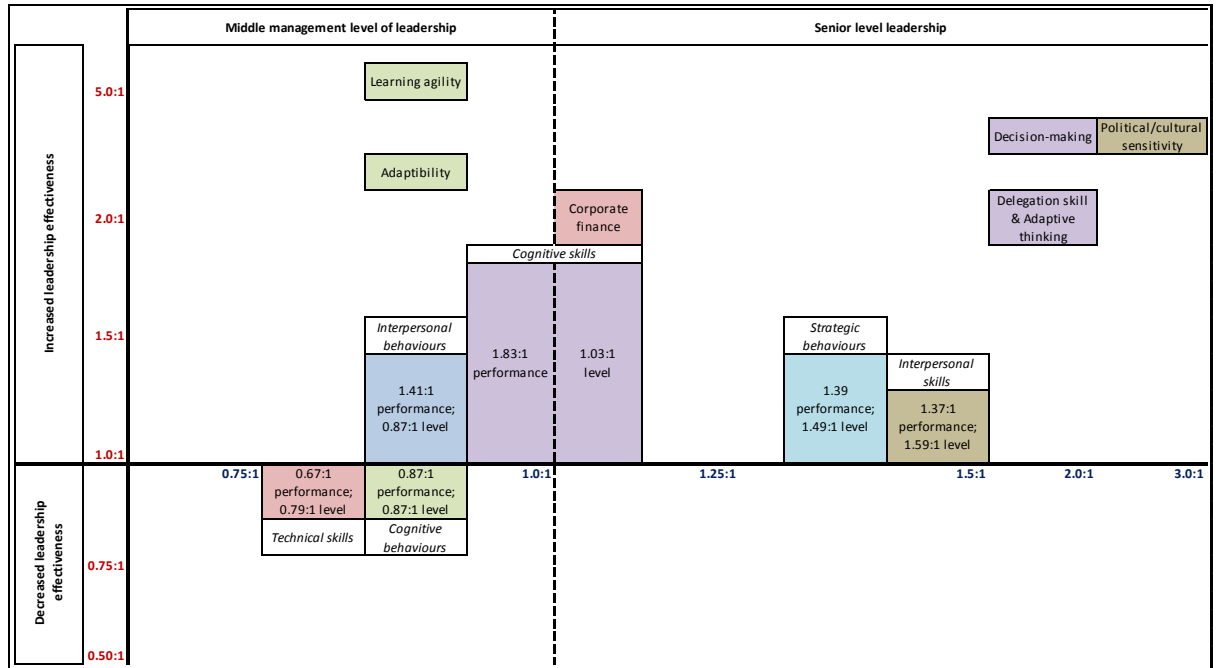
Towards a better understanding of leadership effectiveness – A model for leadership development in developing economies

Taking a cue from Gummesson (2006), this study was designed to increase the density of knowledge regarding leadership effectiveness at the senior level. This study was able to confirm that some of the leadership skills and behaviours identified by extant research on perceived effectiveness (Kaiser *et al*, 2011) could have a tangible and measureable impact on the performance of the business over which the senior level leaders reside, or on their leadership effectiveness. It furthermore identified some skills and behaviours that could be more important to leadership effectiveness in the context of developing economies, specifically sub-Saharan Africa, than is the case in developed

economies.

The following model of skills and behaviours that increase leadership effectiveness, in the context of developing economies, at the senior level of leadership are therefore offered as a possible leadership development tool:

Table 59: Model for leadership development in developing economies



The model explained

The model takes into consideration both the level of leadership (x-axis) and the impact of skills and behaviours on leadership effectiveness (y-axis). There are four quadrants to the model, the first (bottom left) reflecting in general (with some exceptions) those types of skills and behaviours that have little impact on leadership effectiveness and that are discontinuous in nature past the middle management level of leadership. The second quadrant (top left) reflects those types of skills and behaviours that have a positive impact on leadership effectiveness and that should be developed during the middle management level of leadership as they are either continuous in nature or are foundational behaviours upon which new more sophisticated skills have to be built for leadership effectiveness at the senior level of leadership. The third quadrant (top right) reflects those new skills and behaviours required by situations and decisions that could be relatively new to the senior level leader but that should

have a significant impact on leadership effectiveness if developed. The fourth and final quadrant (bottom right), reflecting those skills and behaviours which are more important at higher levels of leadership (continuous or new skills and behaviours) but could have a detrimental impact on the performance of the business unit, did not reveal anything. This could be seen as validation of the fact that most of the continuous and new skills and behaviours, identified by leaders in good performing business units, did in fact have a positive impact on the performance of the business unit. The study did highlight some important exceptions to the first quadrant skills (corporate finance as an exception to technical skills) and behaviours (learning agility and adaptability as exceptions to cognitive behaviours) that should still be considered important and should be developed during either the final stages of the middle management level of leadership (the technical skill of corporate finance) or the early stages middle management level of leadership (the behaviours of learning agility and adaptability) to prepare the leader for the next level of leadership.

Using the model for leadership development in developing economies

By analysing the results of the questionnaire, and comparing it to the results from the in-depth interviews and extant research, the author designed the following approach to leadership development for organisations in developing economies to consider using as a framework for their leadership development programmes:

1. Early stages of middle management:

Start encouraging positive cognitive behaviours, such as:

- A positive attitude towards delegation (Interview B);
- Work/life balance (Interviews B & D). (Kaiser and Craig (2011) however found a negative relationship between work-life balance and perceived effectiveness of a leader at the senior level of leadership and this study found this to be a discontinuous behaviour so it has to be communicated at the middle management level that some compromises might be necessary at

higher levels of leadership);

- Considering factors outside of the direct control of the team in which the individual works and how it could impact their performance (Interview B);
- Reflecting on decisions before making them (Interview B – Collaborative approach suggested) (Kaiser and Craig (2011); and
- Look for individuals with high learning agility (Interviews B & D) (Kaiser & Craig, 2011; Lombardo & Eichinger, 2000 (as cited in De Meuse, Dai, & Hallenbeck, 2010, p.120)) as well as being adaptable (Interviews A & D) (Kaiser & Craig, 2011) in their thinking and problem solving and who are able to effectively manage the cognitive loads put on them.

Encourage and develop positive interpersonal behaviours such as active listening

At this stage organisations could use cognitive skill testing techniques and 360-degree performance evaluations (for interpersonal behaviours) in selecting the best responding early middle management level individuals to introduce into further leadership development programmes.

2. Middle stages of middle management:

At this stage, the selected leaders should be developed to turn positive cognitive behaviours into skills. Specific training regimes for the following skills should be considered:

- a. Delegation techniques (Interview B)
- b. Decision-making theories and model to assist them in making better decision (Interviews B & D)
- c. Further build on their adaptability by training them in situational adaptability (Interviews A & D)
- d. Introduce them to system and computation thinking theories and consider workshops on these skills, and
- e. Further develop their ability of cognitive load management

3. Final stages of middle management:

By this stage the cream of the crop should have been revealed and the following final development for senior level leadership should be considered:

- a. Start developing technical skills that will be required at the senior level of leadership, this could include (but really depends on their functional background):
 - i. Corporate finance (Questionnaire)
 - ii. Basic financial literacy (Interviews D & F)
 - iii. Transdisciplinarity (Interviews A & B)
- b. Start developing strategic skills such as strategic target setting and visionary/long-term thinking (Interviews B, D & F) (Hogan & Kaiser, 2005; Zenger & Folkman, 2014)
- c. Build further on the encouraged interpersonal behaviours to develop the following specific skills through training and workshops:
 - i. The ability to manage the external and internal political and cultural environment as well as diversity management (Interviews A, B & E and F – Empathy and the art of enquiry) (Drotter & Charan, 2001)
 - ii. Motivation techniques (Hogan, Curphy, & Hogan, 1994)
 - iii. The ability to create an environment for teamwork (Interview E - Collaboration) (Hogan, Curphy, & Hogan, 1994)
 - iv. Start encouraging individuals to be less socially interactive with their subordinates and to start building trust with their subordinates and peers (Interviews A & D).
- d. Continuously update and expand on the following cognitive skills:
 - i. Decision making skills
 - ii. Delegation skills
 - iii. Adaptive thinking

The development of all these skills during the final stages of middle management should be continued after the leader is promoted to the senior

level of leadership to continually increase their leadership effectiveness.

The impact of the contextual setting of economic development on the readiness for, and retention rate of, leaders during and after the completion of leadership development programmes

The study found that in South Africa economic development and transformational regulations had little or no impact on the readiness of individual contributors for leadership development. Although the sample size for the rest of sub-Saharan Africa was very small, this study suggests that this might not be the case for the rest of sub-Saharan Africa.

The study did however confirm the findings of Wöcke and Sutherland (2008) that transformation regulations in South Africa had a negative impact on the retention of leaders contributing towards organisations' B-BBEE policy score. The best way to increase this retention rate was found to be organisational culture, and organisations should consider designing a culture more friendly and fitting for the leaders they want to retain.

Reflections on the Leadership Pipeline model

At the onset of this study, the author asked the following questions about the Leadership Pipeline model, each of which will be discussed in terms of the conclusions reached from this study:

1. Do the job requirements at the different stages of the Leadership Pipeline differ significantly enough to create the scope for different behavioural requirements for effective leadership?

The study did not directly test the job requirements at the middle and senior levels of leadership but it did find that leadership effectiveness at these two different stages could be positively impacted by behavioural changes, such as a greater focus on strategic behaviours, which suggest different job requirements

at the middle and senior level of leadership.

2. Do behaviours which increase effectiveness of leaders, differ from one stage of the Leadership Pipeline to the next?

The study found that behaviours related to strategy and leadership style become more important at the senior level of leadership, whereas behaviours related to cognitive and interpersonal skills are more important at the middle management level of leadership. The behaviours regarding building trust with subordinates (interpersonal) and being more authoritative and directive (leadership style) in dealing with situations, rather than a general leadership style choice, were found to be the most impactful on leadership effectiveness when transitioning from the middle to the senior level of leadership.

3. Does the continuity perspective or the discontinuity perspective apply to the changing nature of leadership skill requirements?

The study found that both perspectives are applicable to leadership skills, with interpersonal skills becoming more important, cognitive skills remaining equally important and technical skills becoming less important to leadership effectiveness when transitioning from the middle management to the senior level of leadership.

4. Are the six stages of leadership argued by Drotter and Charan (2001) any different from the basic three stages used by Kaiser *et al.* (2011)?

The study was conducted using four levels of leadership, being bottom, middle management, senior at the business unit level and senior at above the business unit level of leadership. The study did not find sufficient evidence (mostly due to the limited sample size) to suggest multiple senior levels of leadership (starting at Passage Three of the Leadership Pipeline model) are necessary.

5. Can changes in behaviour and the development of skills increase a leader's effectiveness in terms of the organisational unit's objectives?

The study found enough evidence in the different selection ratios between effective and ineffective senior level leaders, as well as with the chi-square calculations of the three major different leadership skill groups tested (cognitive, interpersonal and technical), to suggest that the development of the correct skills could impact leadership effectiveness. In terms of the leadership behaviour groups, the chi-square calculation suggested that behaviours are less likely to impact leadership effectiveness. The study did however find that learning agility and adaptability might impact leadership effectiveness with the big differences in the selection ratios of these behaviours between effective and ineffective senior level leaders.

7.1. FUTURE RESEARCH

Further studies of leadership effectiveness in terms of actual/measurable organisational and/or business unit level performances are needed before making any conclusive statements regarding what, in terms of leadership skills, behaviours and personality traits, factors positively influence a leader's ability to increase organisational and/or business unit effectiveness. The following areas could therefore be considered for future research:

1. Using a longitudinal approach to testing continuous and discontinuous skills and behaviours by measuring the same leaders and their behaviours and skills, as well as the performance of the business unit and/or organisation, over time and leadership levels
2. Testing the leadership skills and behaviours of leaders across leadership levels using a sample of leaders with much higher variance than this study
3. Testing the leadership skills and behaviours of leaders across leadership levels using a much larger sample of leaders to be able to conduct detailed inferential statistics on the collected data
4. Researching the leadership skills and behaviours of leaders across leadership with industry specific samples of leaders or at least leaders with similar organisational/business unit performance evaluation criteria
5. Researching the leadership skills of effective senior level leaders to try and understand the behaviours exhibited at lower levels of leadership that formed the foundation on which their effective skills were built, and how these behaviours were turned into skills
6. Studying both a sample of effective and ineffective senior level leaders and comparing their leadership skills and behavioural choices using a more qualitative approach than a questionnaire
7. Studying both a sample of effective and ineffective middle management level leaders to contrast their leadership skills and behaviours
8. Studying a sample of effective senior level leaders who were part of badly performing business units during their middle management levels to understand what they had changed in terms of their own skills and behaviours.
9. An in-depth study of the political and cultural sensitivities increasing

senior level leadership effectiveness in developing economies

10. A longitudinal study of the learning agility and adaptability of effective leaders to understand to what degree these behaviours/skills could be cultivated
11. Studying other contextual factors and how they impact the leadership skills and behaviours that increase leadership effectiveness at the senior level of leadership
12. Studying the organisational cultures of South African organisations with high retention-rate levels of leaders contributing towards their B-BBEE policy scores.

8. References

Baker, E. (2014, August 22). *Science points to the single most valuable personality trait* [Website]. Retrieved from <http://time.com/3136568/science-points-to-the-single-most-valuable-personality-trait/>

Buckingham, M. (2012). Leadership development in the age of the Algorithm. *Harvard Business Review*, 90(6), 86-92.

Charan, R., Drotter, S., & Noel, J. (2011). *The leadership pipeline: How to build the leadership powered company* [Adobe Digital Editions]. (2nd Ed.) Retrieved from <http://www.kalahari.com/s?searchCategories=4294966903&N=4294966903&Ntk=def&pageSize=12&Ntt=9780470921487>

Creswell, J. W., Hanson, W. E., Clark, V. L. P., & Morales, A. (2007). Qualitative research designs: Selection and implementation. *The Counselling Psychologist*, 35(2), 236-264. <http://dx.doi.org/10.1177/0011000006287390>

Davies, A., Fidler, D., & Gorbis, M. (2011). *Future work skills 2020* (Report No. SR-1382A). Institute for the Future for the University of Phoenix Research Institute. Retrieved from http://www.iff.org/uploads/media/SR-1382A_UPRI_future_work_skills_sm.pdf

DeChurch, L. A., Hiller, N. J., Murase, T., Doty, D., & Salas, E. (2010). Leadership across levels: Levels of leaders and their levels of impact. *The Leadership Quarterly*, 21(6), 1069-1085.

Deloitte. (2014). South Africa human capital trends 2014-. Retrieved August 22, 2014 from, <http://www2.deloitte.com/za/en/pages/human-capital/articles/human-capital-trends.html>

De Meuse, K. P., Dai, G., & Hallenbeck, G. S. (2010). Learning agility: A construct whose time has come. *Consulting Psychology Journal: Practice and Research*, 62(2), 119.

De Meuse, K. P., Dai, G., & Wu, J. (2011). Leadership skills across organizational levels: A closer examination. *Psychologist-Manager Journal*, 14(2), 120-139. doi:10.1080/10887156.2011.570143

Drotter, S. J., & Charan, R. (2001). Building leaders at every level: A leadership pipeline-building lessons into different levels of responsibility will help an organization sustain a pipeline of capable leaders. *Ivey Business Journal*, 65(5), 21-28.

Freedman, A. M. (1998). Pathways and crossroads to institutional leadership. *Consulting Psychology Journal: Practice and Research*, 50(3), 131.

Freedman, A. M. (2011). Some implications of validation of the leadership pipeline concept: Guidelines for assisting managers-in-transition. *Psychologist-Manager Journal*, 14(2), 140-159. doi:10.1080/10887156.2011.570146.

Griffin, N. S. (2003). Personalize your management development. *Harvard Business Review*, 81(3), 113-119.

Gummesson, E. (2006). Qualitative research in management: Addressing complexity, context and persona. *Management Decision*, 44(2), 167-179.

Hogan, R., Curphy, G. J., & Hogan, J. (1994). What we know about leadership: Effectiveness and personality. *American Psychologist*, 49(6), 493.

Hogan, R., & Kaiser, R. B. (2005). What we know about leadership. *Review of General Psychology*, 9(2), 169.

Kaiser, R. B. (2011). The leadership pipeline: Fad, fashion, or empirical fact? An introduction to the special issue. *Psychologist-Manager Journal*, 14(2), 71-75. doi:10.1080/10887156.2011.570126

Kaiser, R. B., & Craig, S. B. (2011). Do the behaviors related to managerial effectiveness really change with organizational level? An empirical test. *The Psychologist-Manager Journal*, 14(2), 92-119. doi:10.1080/10887156.2011.570140

Kaiser, R. B., Craig, S. B., Overfield, D. V., & Yarborough, P. (2011). Differences in managerial jobs at the bottom, middle, and top: A review of empirical research. *The Psychologist-Manager Journal*, 14(2), 76-91. doi:10.1080/10887156.2011.570137

Kaiser, R. B., & Overfield, D. V. (2010). The leadership value chain. *The Psychologist-Manager Journal*, 13(3), 164-183. doi:10.1080/10887156.2010.500261

Katz, D., & Kahn, R.L. (1978). *The social psychology of organizations*. (2nd ed.). New York: Wiley.

Kotter, J.P. (1982). *The general managers* [Adobe Digital Editions]. Retrieved from http://www.kalahari.com/eBooks/General-Managers-eBook_p_47104153

Lord, R. G., & Hall, R. J. (2005). Identity, deep structure and the development of leadership skill. *The Leadership Quarterly*, 16(4), 591-615.

Muchiri, M.K. (2011). Leadership in context: A review and research agenda for sub-Saharan Africa. *Journal of Occupational and Organisational Psychology*, 84(3), 440-452.

Mumford, T. V., Campion, M. A., & Morgeson, F. P. (2007). The leadership skills strataplex: Leadership skill requirements across organizational levels. *The Leadership Quarterly*, 18(2), 154-166.

Murphy, S. E., & Johnson, S. K. (2011). The benefits of a long-lens approach to leader development: Understanding the seeds of leadership. *The Leadership Quarterly*, 22(3), 459-470.

Rubin, H. J., & Rubin, I. S. (2012). Research philosophies and qualitative interviews. In *Qualitative interviewing: The art of hearing data* (3rd ed., pp. 13-24). Thousand Oaks, Calif.: SAGE.

Saunders, M., & Lewis, P. (2012). *Doing research in business & management: An essential guide to planning your project*. Harlow, England: Pearson Education

Schwab, K. (Ed.). (2013). *The global competitiveness report 2013–2014*. Retrieved from <http://reports.weforum.org/the-global-competitiveness-report-2013-2014/#=§ion=inside-cover>

Strang, S. E., & Kuhnert, K. W. (2009). Personality and leadership developmental levels as predictors of leader performance. *The Leadership Quarterly*, 20(3), 421-433.

Suddaby, R. 2012. Editor's comments. *Academy of Management Review*, 37(1), 6-9. doi: 10.5465/amr.2011.0379

Van den Steen, P 2007, *Attributes of the turnaround CEO in South Africa* (Unpublished master's thesis). Gordon Institute of Business Science, Johannesburg.

Wöcke, A., & Sutherland, M. (2008). The impact of employment equity regulations on psychological contracts in South Africa. *The International Journal of Human Resource Management*, 19(4), 528-542.

Yancey, G. (Ed.). (2011). The leadership pipeline: Fad, fashion, or empirical fact? [Special issue]. *Psychologist-Manager Journal*, 14(2), 71-75

Zenger, J., & Folkman, J. (2014, July 30). *The skills leaders need at every level* [Blog post]. Retrieved from <http://blogs.hbr.org/2014/07/the-skills-leaders-need-at-every-level/>