

**The utilisation of a 360° Leadership Assessment Questionnaire as part  
of a Leadership Development Model and Process**

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## SUMMARY

The immense changes in the economic environment caused by globalization and technology have forced organizations from around the world to transform in order to adapt, survive, and succeed in the changing world of the new millennium.

These changes are not only in the external elements of the organization – its products, activities, or structures – but also in its intrinsic way of operating – its values, mind-set, even its primary purpose. Organizations must learn faster and adapt to the rapid change in the new environment or they will not survive (De Vries, 2001; Ellis & Pennington, 2004).

According to Senge (1990b), learning organizations demand a new view of leadership. In a learning organization, leaders are designers, stewards, and teachers. They are responsible for the building of organizations where employees continually expand their capabilities to understand complexity, clarify vision, and improve shared mental models – that is, the leaders are responsible for learning.

Leaders in learning organizations must help employees see the big picture, with its underlying trends, forces, and potential surprises. They need to think systematically and be able to foresee how internal and external factors might benefit or destroy the organization (Senge 1990b).

Autocratic leadership behaviour, focused on exercising top-down control is more successful in stable environments. Transformational leadership behaviour focused on giving inspiration through the marshalling of ideas, creativity, and the initiative of its employees, is more successful in competitive, changing environments (Cockerill, Schroder & Hunt, 1998).

The focus of this research has been on the measurement of leadership behaviour as part of the implementation of a holistic model and process in an organization that has to function in a competitive, changing environment. A 360° leadership assessment questionnaire has been used to conduct the research.

A set of fifteen transformational leadership competencies have been identified by the organization where the research was conducted as the leadership competencies that will enable the organizations' leaders to be effective, successful leaders in a dynamic, changing and competitive business environment. Based on the identified set of leadership competencies, a 360° Leadership Assessment Questionnaire (LAQ) was developed and validated. The LAQ was used to measure leadership behaviour in the organization under research annually over a period of three years as part of the implementation of a holistic model and process for leadership development.

The objectives of this research were the following:

- To measure leadership behaviour by means of a 360° leadership assessment questionnaire as part of the implementation of a holistic model for leadership development;
- To track the overall changes in leadership behaviour over a period of three years in order to determine if the implementation of a holistic model and process had a positive impact on leadership behaviour over an extended period of time;
- To analyse and describe the trends and patterns in leadership behaviour based on the results of the 360° leadership assessment questionnaire conducted over a period of three years;
- To describe the elements and implementation of a holistic model and process for leadership development.

The quantitative statistical analysis of the 360° Leadership assessment data indicated statistically significant differences in nine of the fifteen transformational leadership competencies that were measured in the 360° Leadership Assessment Questionnaire. All the ratings showing statistically significant differences were identified, interpreted and discussed.

The following trends and patterns were identified, based on the statistical analysis of the research data:

- Top Management (M2-3) received consistently higher ratings than the other management levels;
- Middle Managers (M5-6) received significantly lower ratings than the other management levels in terms of integrity, purpose building, information capacity, conceptual ability, business acumen and empowering;
- Female leaders received significantly lower ratings than male leaders in terms of information capacity, people development and empowering. Although females were rated higher than their male counterparts by their supervisors, all the other rater groups rated female leaders lower than male leaders on these competencies;
- Leaders in the age group 25-40 years received the highest ratings on business acumen and visionary thinking;
- Leaders in the age group 41 – 50 years were rated the highest by all the rater groups on conceptual ability;
- African (Black) leaders were rated significantly higher on visionary thinking in years 1, 2 and 3 than leaders from other race groups.

The company overall results indicated an improvement in most of the competencies, except for integrity and self-responsibility which stayed the same. Motivational capacity is the only competency where there has been an improvement in year 2 and a decline in year 3.

The competencies on which leaders received the lowest ratings are motivational capacity, people development, visionary thinking and empowerment.

The overall trend on the overall 360° leadership assessment results over a period of three years clearly indicates an improvement in all the competencies, except for motivational capacity, integrity and self-responsibility. These trends and patterns were utilised to determine what type of development interventions and programmes are needed in the organization to facilitate leadership development in the context of the Holistic Model for Leadership Development. The improvement in the overall 360° leadership assessment results also indicates the implementation of a holistic model and process for leadership

development has led to an improvement of the overall leadership capability of the organization where the research was conducted.

### **Keywords**

- Learning organization
- Leadership
- Leadership Assessment Questionnaire (LAQ)
- Leadership behaviour
- 360° Leadership assessment and feedback
- Leadership competencies
- Leadership development
- High Performance Leadership Competencies (HPLCs)
- Holistic Model for Leadership Development
- Development planning
- Development actions

## OPSOMMING

Die omvangryke veranderinge in die ekonomiese omgewing veroorsaak deur globalisering en tegnologiese veranderinge, het organisasies wêreldwyd gedwing om te verander ten einde aan te pas, te oorleef en suksesvol te kan funksioneer in die vinnig veranderende wêreld van die nuwe millennium.

Hierdie verandering raak nie net die eksterne aspekte van organisasies soos hulle produkte, aktiwiteite en strukture nie, maar ook die intrinsieke aspekte soos die waardes, denkpatrone en selfs ook die primêre doel van organisasies. Organisasies moet vinniger leer en aanpas by die veranderinge in die omgewing ten einde te kan voortbestaan (De Vries, 2001; Elis & Pennington, 2004).

Volgens Senge (1990b) lerende organisasies vereis 'n nuwe siening van leierskap. In 'n lerende organisasie is leiers ontwerpers, dienaars en opvoeders. Hulle is verantwoordelik om 'n werksomgewing te skep waar werknemers deurlopend hulle vermoëns verbeter om kompleksiteit te verstaan, visie duidelik te maak en gemeenskaplike denkpatrone te verbeter – hulle is gevolglik verantwoordelik vir leer.

Leiers in lerende organisasies moet werknemers help om die groter prentjie te verstaan met die gepaardgaande tendense, invloede en onvoorspelbaarhede. Hulle moet sistemies kan dink en voorsien hoe eksterne faktore die organisasie moontlik kan bevoordeel of vernietig (Senge 1990b).

Autokratiese leierskap wat gefokus is op kontrole in hierargiese strukture, is meer suksesvol in stabiele omgewings. Transformatiewe leierskap wat gefokus is om mense te inspireer deur die gebruik van die idees, kreatiwiteit en inisiatief van werknemers, is meer suksesvol in kompeterende, vinnig veranderende omgewings (Cockerill, Schroder & Hunt, 1998).

Die fokus van hierdie navorsing was op die evaluering van transformatiewe leierskapvaardighede as deel van die implementering van 'n holistiese model en proses vir

leierskapontwikkeling, omdat die organisasie waar die navorsing gedoen is, in 'n kompeterende, vinnig veranderende omgewing moet funksioneer. 'n 360° Leierskapevalueringsvraelys is gebruik vir die navorsing. 'n Stel van vyftien transformatiewe leierskapvaardighede is deur die navorsingsorganisasie geïdentifiseer as die leierskapvaardighede wat die organisasie se leiers in staat sal stel om effektiewe, suksesvolle leiers te wees in 'n dinamiese, vinnig veranderende besigheidsomgewing. Gebaseer op die geïdentifiseerde leierskapvaardighede, is 'n 360° Leierskapevalueringsvraelys ontwikkel en gevalideer. Hierdie vraelys is gebruik om leierskapedrag jaarliks oor 'n periode van drie jaar te meet, as deel van die implementering van 'n holistiese model en proses vir leierskapontwikkeling.

Die doelwitte van hierdie studie was die volgende:

- Om leierskapedrag te evalueer deur middel van 'n 360° leierskapevalueringsvraelys as deel van die implementering van 'n holistiese model vir leierskapontwikkeling;
- Om tendense te identifiseer in terme van veranderinge in, leierskapedrag oor 'n periode van drie jaar ten einde te bepaal of die implementering van 'n holistiese model en proses vir leierskapontwikkeling 'n positiewe impak gehad het op leierskapedrag oor 'n periode van drie jaar;
- Om tendense en patrone in leierskapedrag te analiseer en beskryf op grond van die resultate van die 360° leierskapevalueringsvraelys soos gemeet oor 'n periode van drie jaar, 3 jaar.
- Om die elemente en implementering van 'n holistiese model en proses vir leierskapontwikkeling te beskryf.

Die kwantitatiewe analise van die 360° Leierskapevalueringsdata het gedui op beduidende statistiese verskille by nege van die vyftien leierskapvaardighede wat gemeet is. Al die skale van die vraelys waar statisties beduidende verskille gevind is, is geïdentifiseer, geïnterpreteer en bespreek.

Die volgende tendense en patrone is geïdentifiseer op grond van die statistiese analise van die navorsingsdata:

- Topbestuurders het deurgaans hoër evaluerings ontvang as die ander bestuursvlakke;
- Middelbestuurders (M5-6) het aansienlik laer evaluerings ontvang as ander bestuursvlakke in terme van die leierskapvaardighede van integriteit, doelwitontwikkeling, inligtingkapsiteit, konseptuele vermoë, besigheidsin en bemagtiging;
- Vroulike leiers het betekenisvolle laer evaluerings ontvang as manlike leiers in terme van die leierskapvaardighede inligtingkapsiteit, mensontwikkeling en bemagtiging. Hoewel vroulike leiers hoër ge-evalueer is as manlike leiers deur hulle toesighouers, is hulle swakker ge-evalueer deur die ander evalueringsgroepe, naamlik ondergeskiktes en kollegas as manlike leiers in terme van bogenoemde leierskapvaardighede;
- Leiers in die ouderdomsgroep 25 – 40 jaar het die hoogste evaluerings ontvang ten opsigte van die leierskapvaardighede besigheidsin en visionêre denke.
- Leiers in die ouderdomsgroep 41 – 50 jaar is die hoogste ge-evalueer deur al die evalueringsgroepe ten opsigte van konseptuele vermoë;
- Swart leiers het die hoogste evaluering ontvang van leiers van alle rassegroepe ten opsigte van visionêre denke in jaar 1, 2 en 3 van die evaluering.

Die oorhoofse resultate dui op 'n verbetering ten opsigte van meeste van die leierskapvaardighede, behalwe vir integriteit en selfverantwoordelikheid wat dieselfde gebly het. Motiveringskapasiteit is die enigste vaardigheid waar daar 'n verbetering was in jaar 1 en 2, maar 'n verswakking in jaar 3.

Die leierskapvaardighede waarop leiers die swakste evaluerings ontvang het is motiveringskapasiteit, mensontwikkeling, visionêre denke en bemagtiging.

Die oorhoofse tendens van die 360° leierskapevalueringsresultate oor 'n periode van drie jaar toon 'n verbetering ten opsigte van al die leierskapvaardighede, behalwe vir integriteit, selfverantwoordelikheid en motiveringskapasiteit.



Hierdie tendense en patrone is gebruik om te bepaal watter intervensies en programme in die organisasie geïmplementeer moet word vir leierskapontwikkeling in die konteks van die Holistiese Model vir Leierskapontwikkeling. Die verbetering in die oorhoofse 360° leierskapevalueringsresultate dui daarop dat die implementering van 'n holistiese model en proses vir leierskapontwikkeling gelei het tot 'n verbetering in die oorhoofse leierskapasiteit van die organisasie waar die navorsing gedoen is.

### **Kern Woorde**

- Lerende Organisasie
- Leierskap
- Leierskapvaardighede
- Leierskapontwikkeling
- 360° Leierskapevaluering en terugvoer
- Leierskapgedrag
- Leierskapevalueringsvraelys
- Holistiese Model vir Leierskapontwikkeling
- Hoë Prestasie Leierskapvaardighede
- Ontwikkelingsbeplanning
- Ontwikkelingsaksies