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The values, personal traits and characteristics of leaders who get things done

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ABSTRACT

The trait approach to leadership is arguably the most venerable intellectual tradition in leadership research, with decades of great prominence followed by years of scepticism and disinterest. Despite its checkered history, recent approaches to leadership have taken a trait perspective, which is supported by evidence showing consistent associations of specific traits with leader emergence and leadership effectiveness.

The purpose of this exploratory research project was to employ qualitative methodology to identify the values, personal traits and characteristics of South African business leaders who get things done. The data for this research has been obtained via in-depth exploratory interviews, with selected business leaders who have had a track record of achieving sustained financial results.

The research showed that there is a core list of traits that are associated with successful South African business leaders. Key leader traits that were identified include: drive, conscientiousness, self-confidence, openness, charisma and emotional intelligence. There was less clear evidence for traits such as extroversion and cognitive ability. In addition, the environment emerged as an important modifier of a leader's ability to get results.

While the research showed that the possession of certain key traits alone does not guarantee leadership success, there was sufficient evidence to show that effective leaders are different from others in certain key respects.

Keywords: *traits, characteristics, leadership, results, effectiveness*

DECLARATION

I declare that this research project is my own work. It is submitted in partial fulfillment 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.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

1. INTRODUCTION TO THE RESEARCH PROBLEM

1.1. Introduction

For thousands of years leadership has been studied and has been the fascination of academics and business people alike (Kotterman, 2006). Yet, despite all this research very little is known about the defining characteristics of effective leadership (C. Dulewicz, Young & Dulewicz, 2005).

Even though huge amounts of time and money have been invested in the search for the "holy grail" of leadership attributes, the quality of leadership throughout the world remains a cause for concern. The view is that once the "holy grail" of leadership attributes is found, these attributes could be articulated into a development framework for future leaders (Intagliata, Ulrich & Smallwood, 2000).

In recent times the development of effective leaders concentrated on identifying and upgrading leadership attributes. There are a large number of terms that define leadership attributes, but these can be categorized into three broad categories, namely "who leaders ARE" (values, motives, personal traits, characteristics), "what leaders KNOW" (skills, abilities, competencies) and "what leaders DO" (behaviour, habits, styles) (Ulrich, Zenger, & Smallwood, 1999).

Ulrich et al. (1999) argue that effective leadership is more than just having the appropriate leadership attributes. There is another dimension, results. According to Goleman (2000), a leader's role cannot be underestimated in the performance of the organization and he argues that the singular most important thing for any

leader to do is get results. Ulrich et al. (1999) state that effective leadership is dependent on both attributes and results and that leaders must strive for excellence in both these terms, that is, they must demonstrate the necessary attributes and achieve the required results.

Some researchers focusing on defining the personal traits of effective leaders have concluded that it is not so much the traits as it is how individuals utilize these traits that matters. They assert that great leadership is more about what one does than who one is (Boseman, 2008).

Kets de Vries and Florent-Treacy (2002), cited in Dulewicz and Higgs (2005), suggest that effective leadership consists of a combination of personality, cognitive and behavioural factors. Dulewicz and Higgs (2005) suggest that effective leadership is increasingly being seen in terms of a combination of:

- Personal characteristics which are required to enable an individual to engage in a leadership role in an effective manner.
- A range of skills and behaviours which need to be in place to provide effective leadership.
- A range of styles related to the context in which leadership is exercised.
- A range of ways in which the leadership behaviours may be exercised in a way that matches the personal style of the individual leader.

1.2. Research Problem

According to Zaccaro (2007), many research efforts focus their attention on small sets of individual differences that should predict leadership. Although other efforts

do provide long lists of key leader attributes, they are rarely organized in a coherent and meaningful conceptual construction.

Furthermore, studies rarely consider how the joint combination of particular leader characteristics influences leadership behaviour and effectiveness (Yukl, 2006; Zaccaro, Kemp & Bader, 2004). Speculations on such combinations and relationships have been around for a long time (Zaccaro, 2007). According to Zaccaro (2007), it is likely that leader attributes exhibit complex, multiplicative and curvilinear relationships with leadership outcomes.

The literature suggests that effective leadership can be defined in terms of "who leaders ARE" (values, motives, personal traits, characteristics), "what leaders KNOW" (skills, abilities, competencies) and "what leaders DO" (behaviour, habits, styles). The authors propose that the model in Figure 1 can be used to conceptualise effective leadership and serve as a framework for this research project.

Figure 1: Leadership Effectiveness Model
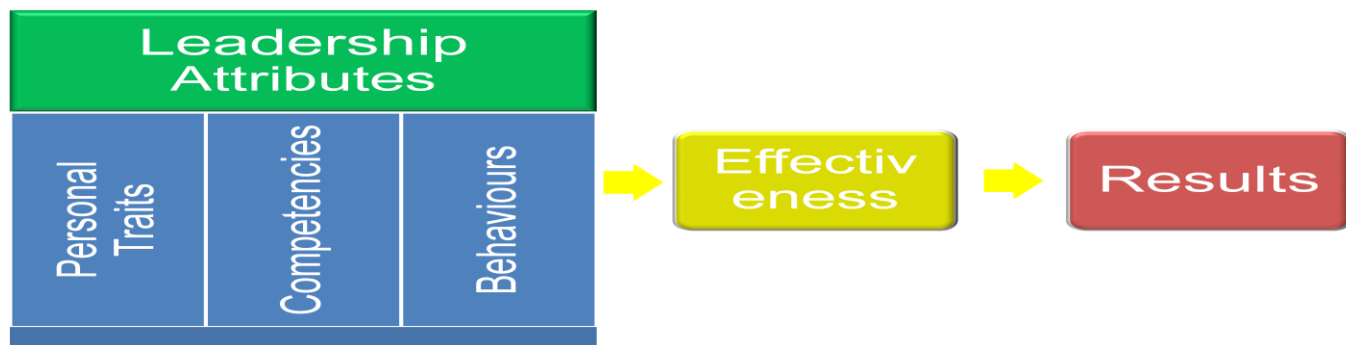
Due to the scope of this research project, it was conducted collaboratively by Paul Deppe, Ian Sandilands and the author. Each researcher focussed on one of the three identified categories of leadership attributes. The author investigated the "what leaders ARE" dimension, with emphasis on the values, personal traits and characteristics of effective leaders.

"Who leaders ARE" focuses on the personal traits and characteristics of leaders. Both historic and recent approaches to leadership have taken a trait perspective, which is supported by evidence showing consistent associations of specific traits with leader emergence and leadership effectiveness (Judge & Bono, 2000). This study will attempt to uncover the values, personal characteristics, and traits of successful leaders and how they operate in concert with each other and interact with other leadership attributes to influence leadership effectiveness.

"What leaders KNOW" can be described as the social and emotional skills that allow leaders to enact behaviours (Groves, 2005). A review of the components of knowledge necessary for leaders to get things done requires an understanding of the skills (the learned capacity to achieve predetermined results) and the abilities (the natural talents that allow something to be done) (Doh, 2003; Groves, 2005). Ammons-Stephens, Cole, Jenkins, Riehle and Weare (2008) developed four central leadership meta-competencies: cognitive ability, vision, interpersonal effectiveness and managerial effectiveness. Competency frameworks seek to identify the knowledge requirements required to speed up the ability of organisations to get and sustain results. It is proposed that these skills and abilities can have a measureable impact on how leaders get things done.

"What leaders DO" implies the actions and engagement the leader has with the external environment and his followers. Therefore, the way the leader interacts with his followers and the way followers perceive the leader are important in this context. Of particular importance for this study is to understand the impact of "what leaders DO", on leader effectiveness. The effects of behaviour, habits and styles will be researched. Reichwald, Siebert and Moslein (2005) suggest that personal and direct leadership is the only way to influence and motivate people. Since leadership is about interacting with people, values, behaviours and the leadership culture have a significant effect.

1.3 Research Objectives

The aim of this research was not to test a substantive theory of leadership, but to explore the influence of three key attributes, namely, traits, behaviours and knowledge on a leader's ability to get things done. In order to investigate the influence of these attributes on leadership effectiveness, this study used a sample of business leaders who have achieved sustained financial results in their businesses.

2. LITERATURE REVIEW

2.1. Introduction

The discussion in this section initially describes the nature and definition of leadership. Leadership is then examined in terms of the traditional and new theoretical approaches. The discussion culminates with a review of the leader trait literature and the association of specific traits with leadership effectiveness.

2.2. Definition of Leadership

According to Bass (1990, p. 11), "there are as many different definitions of leadership as there are persons who have attempted to define the concept." Bass (1990) indicated that definitions of leadership are linked to group processes, to personality, to exercising influence and as an act or behaviour. Northouse (2004) integrated various approaches and came up with the following definition: "Leadership is a process whereby an individual influences a group of individuals to achieve a common goal" (p. 4).

2.3 Leadership Theories

In attempting to understand the nature of leadership, it is necessary to discuss the different theories of leadership that have developed over time. The various evolutionary approaches to leadership are traditional in nature (trait, behavioural

6

and contingency approaches) and those that centre on new approaches to leadership (transactional, transformational and full-range leadership approaches) (Robbins, 2003).

2.3.1 Traditional Approaches

2.3.1.1 Trait theory

Trait theory represented the first systematic effort in the study of leadership. The trait perspective was based on an early psychological focus that argued that people were born with inherited traits or characteristics (Yukl, 2006). The focus was on studying successful leaders so that those traits could be identified. Once the traits were identified, it was assumed that people with similar traits could also become great leaders (Yukl, 2006)

Trait theory is therefore about the qualities in a leader that are either inherited or based on some personal attribute that can be developed over time. Trait theory however, did not completely satisfy the leadership debate, which subsequently led to the development of behavioural leadership theory (Robbins, 2003).

2.3.1.2 Behavioural theory

The next major shift in research into leadership dealt with examining the types of behaviours leaders exhibited in an effort to assess what leaders do to be effective. This focus on a leader's action was different from the trait approach which centered on a person's physical and personality characteristics. Researchers studying the behaviour approach, also referred to as the style approach, determined that

7

leadership is composed essentially of two kinds of behaviours: task behaviours and relationship behaviours (Northouse, 2004). The behaviour approach attempted to explain how these two types of behaviours interface in a manner that allowed a leader to influence a group to reach a goal.

The main behavioural models are McGregor's Theory X and Theory Y, the Ohio State and University of Michigan Models, and the Managerial Grid Model of Blake and Mouton (Robbins, 2003).

However, leadership behaviours that are appropriate in one situation are not necessarily appropriate in another. Because the behavioural models failed to uncover leadership styles that were consistently appropriate to all situations, the next step in the evolution of knowledge about leadership was the creation of contingency models (Hellergriel, Jackson, Slocum, Amos, Klopper, Louw & Oosthuizen, 2004).

2.3.1.3   Contingency theory

Contingency theory refers to different management theories developed concurrently in the late 1960s. Contingency theorists argued that previous theories had failed because they neglected the fact that management style and organisational structure were influenced by various aspects of the environment, namely contingency factors (Robbins, 2003).

These theories focused on the contextual factors that influenced the best style of leadership: they were concerned with styles and situations and not necessarily with the level of leadership (Northouse, 2004).

Several approaches were developed that attempted to determine the contextual factors that influence the effectiveness of the interaction between leader and follower. The main contingency models are: the Leadership Continuum of Tannenbaum and Schmidt, Fiedler's Contingency Model, Hersey and Blanchard's Situational Leadership Model, House's Path-Goal Model and the Leader-Member Exchange theory (Bass, 1990).

The contingency approach suggests that no single leadership style, specific leadership functions or particular leadership qualities are recommended as the best under all circumstances (Gerber, Nel & Van Dyk, 1996). Situational leadership does not promote an ideal leadership style, but rather considers the ability of a leader to adapt to the environment (Hersey & Blanchard, 1988). The contingency approach represented a shift in leadership research from focusing on the leader to looking at the leader in conjunction with the situation in which the leader works (Fiedler, 1978).

2.3.2 New Approaches

As can be seen from the previous sections, the trait, behaviour and contingency approaches do not agree on how leaders can best influence followers. As a result a category of new approaches, termed neocharismatic theories, emerged.

According to Robbins (2003), the neocharismatic theories of leadership focus on the leader's ability to demonstrate or act out behaviour that is emotionally appealing and symbolic. The neocharismatic theories include: transactional

leadership theory, transformational leadership theory and full-range leadership theory (Robbins, 2003).

2.3.2.1 Transactional leadership

Bass (1999) referred to transactional leadership as an exchange relationship between leader and follower. It is based on the realisation that leadership does not necessarily reside in the person or situation, but resides in the social interaction between the leader and the follower (Van Seters & Fields, 1989).

Bass and Avolio (1997) described transactional leadership in terms of two characteristics: the use of contingent rewards and management by exception.

Transactional leaders are able to entice subordinates to perform and thereby achieve desired outcomes by promising them rewards and benefits for the accomplishment of tasks (Bass, 1990).

Transactional leaders are suited to a more stable business environment with little competition, as characterised by the business arena prior to the 1980s (Tichy & Devanna, 1990). However, the current competitive business environment requires a new style of leadership in order to ensure the organisations survival and performance, namely transformational leadership.

2.3.2.2 Transformational leadership

Transformational leadership (introduced by Downtown in 1973) is part of the neocharismatic paradigm that focuses on the charismatic and affective elements of leadership (Northouse, 2004). It is a process that changes and transforms subordinates to engage in performance beyond expectations (Avolio, 1999).

Transformational leaders raise follower's propensity to extend greater effort in at least three ways. Firstly, they raise awareness about the importance of certain goals and means for their attainment. Secondly, they induce followers to transcend their self-interest for the good of the organisation. And lastly, they stimulate and satisfy follower's higher-order needs, such as self-esteem and self-actualisation (Bryman, 1992).

Transformational leadership is thus believed to inspire, energise, and intellectually stimulate followers. According to Burns (1978) the different dimensions of transformational leadership include idealised attributes and behaviours, inspirational motivation, intellectual stimulation and individualised attention.

Research by Pruijn and Boucher (1994) shows that transformational leadership is an extension of transactional leadership. Transformational leadership extends transactional leadership to attain higher levels of subordinate performance, but achieves this addition by utilising various motivational methods and diverse types of objectives and goals (Bass, Avolio & Goodheim, 1987)

2.3.3.3 Full-range leadership

The Full-Range Leadership (FRL) approach as developed by Bass and Avolio (1994) integrates the trait, functional and situational theories as well as the skills, attitudes and behaviours that support different leadership needs within an organisation. This model identifies seven leadership factors which are grouped as either a transactional, transformational or laissez-faire style of leadership (Bass & Avolio, 1994)

2.4 Analysis of the Trait Approach to Leadership Effectiveness

In a comprehensive review of leadership theories, several different categories were identified that capture the essence of the study of leadership (Stodgill, 1974). The first trend correlated leadership with the attributes of great leaders. Leadership was attributed to the supposedly innate qualities with which a person is born (Bernard, 1926). The trait approach was essentially the first systematic attempt at a conceptual understanding of leadership.

2.4.1 Definition of Leader Traits

The modern definition of leader traits is more encompassing than earlier perspectives on traits as purely inherited attributes. Nonetheless, there is confusion and variability regarding the appropriate definition and meaning of the term trait (Day & Zaccaro, 2007).

Zaccaro et al. (2004) define leader traits as "relatively stable and coherent integrations of personal characteristics that foster a consistent pattern of leadership performance across a variety of group and organisational situations" (p. 104). These characteristics reflect a range of stable individual differences that include both cognitive ability and various personality attributes (Zaccaro et al., 2004).

According to Yukl (2006), the term trait refers to a variety of individual attributes, including aspects of personality, needs, motives, and values. Personality traits are relatively stable dispositions to behave in a particular way. Examples include self-confidence, extroversion, emotional maturity, and energy level.

A need or motive is a desire for particular types of stimuli or experiences. Psychologists usually differentiate between physiological needs and social needs such as achievement, esteem, affiliation, power, and independence. Needs and motives are important because they guide, energise, and sustain behavior (Yukl, 2006).

Values are internalized attitudes about what is right and wrong, ethical and unethical, moral and immoral. Examples include fairness, justice, honesty, freedom, equality, loyalty, excellence, courtesy, and cooperation. Values are important because they influence a person's preferences, perceptions of problems, and choice of behavior (Yukl, 2006)

Evidence shows that traits are jointly determined by learning and by an inherited capacity to gain satisfaction from particular types of stimuli or experiences (Bouchard, Lykken, McGue, Segal, & Tellegen, 1990). Some traits such as values and social needs are probably more influenced by learning than others (Yukl, 2006).

2.4.2 History of the Trait Approach to Leadership Effectiveness

The beginning of psychological research on organisational leadership was rooted in the trait orientation and what is often referred to as the "great man" approach to leadership (Poling, 2009). The idea that great leaders are 'born not made" was influenced by the early writings of historian Thomas Carlyle who wrote that the world's history was recorded in the biographies of great men (Day & Zaccaro, 2007). In one of the first books published on leadership in organisations, Craig and Charters (1925) proposed a list of specific qualities needed to be a successful

13

leader in industry based on a qualitative study of 110 successful executives. This work represented some of the earliest research that tried to identify the essential traits of organisational leaders (Day & Zaccaro, 2007).

A turning point in leadership trait research occurred in the late 1940s. By this time, a large number of empirical studies had been conducted in order to discover the personal attributes and traits that would distinguish leaders from non-leaders. These reviews generally concluded that these numerous studies had failed to find a single trait or set of traits which consistently distinguishes individuals who attain positions of leadership from those that do not. As the study of traits fell out of favour, researchers moved on to examining the behaviours of effective leaders and the situational contexts that gave rise to the display of effective leadership (Poling, 2009).

Subsequently, research on leader behaviors led to investigations of the interaction between situations and behavioral styles in determining leadership effectiveness (Fiedler, 1964; House, 1971). These studies represented the beginning of the still popular contingency approaches. The basic premise of the approach is that effective leadership requires a leader to consciously adjust the type of behaviors he or she displays contingent on the aspects of a given situation. Contingency theories dominated the leadership literature in the 60s and 70s, and were typically viewed in contraposition to the classic trait models (Day & Zaccaro, 2007).

However, in 1983, Kenny and Zaccaro offered the perspective that these theories can be compatible with leader trait models, if traits underlie a leader's capability to recognise situational parameters and respond accordingly. In other words, certain

14

combinations of traits may give rise to a tacit ability to 'do the right thing' in various leadership situations (Poling, 2009).

The 1980s was the kindling era of now ubiquitous research on charismatic leadership. Adding to the trait perspective come-back, the literature in this domain highlighted special individual characteristics of highly effective leaders. In a review of the empirical research associated with various models of charismatic and transformational leadership, Zaccaro (2001) noted that certain stable traits consistently predicted charismatic influence (Poling, 2009).

In the latter part of the twentieth century, the trait approach underwent a renaissance, thanks in part to the emergence of the Five Factor model (Costa & McCrae, 1992; Digman, 1990), well accepted personality taxonomy, and improved measurement (Yukl, 2006).

In 2002, Judge, Bono, Ilies and Gerhardt provided meta-analytical evidence that demonstrated a valid link between the Five Factor model of personality traits and leadership effectiveness. This included a list of stable personality attributes that were supported by Bass's (1990) review of the leader trait literature. Subsequently, Zaccaro et al. (2004) and Yukl (2006) summarised the leader traits that have received substantial empirical support as being relevant to leadership effectiveness since the publication of Bass's (1990) review.

These lines of research catalysed the trait perspective and it has regained status as a legitimate paradigm for scientific leadership research.

2.4.3 Key Leader Traits identified in the Literature

2.4.3.1 Early Research on Leader Traits

The early leadership researchers were confident that the traits essential for leadership effectiveness could be identified by empirical research comparing leaders with nonleaders, or comparing effective leaders to ineffective ones.

Stodgill (1948) reviewed 124 trait studies conducted from 1904 to 1948 and found that common traits included intelligence, alertness to the needs of others, understanding of the task, initiative and persistence in dealing with problems, self confidence, and desire to accept responsibility and occupy a position of dominance. The review failed to support the basic premise of the trait approach that a person must possess a particular set of traits to successful leader. The importance of each trait depended on the situation, and the research did not identify any traits that were necessary to ensure leadership in all situations.

In 1974, Stodgill reviewed 163 trait studies conducted from 1949 to 1970. Many of the same traits were again associated with leader effectiveness, however some additional traits were also identified (Table 1). Even though the results were stronger in the second review, Stodgill (1974) made it clear that there was still no evidence of universal leadership traits. Possession of some traits and skills increase the likelihood that a leader will be effective, but they do not guarantee effectiveness.

Table 1: Findings in Early Research on Leader Traits (Stodgill, 1974)

Key Traits

Adaptable	Decisive
Social alertness	Dependable
Ambitious and achievement oriented	Dominant (power motivation)
Assertive	Energetic (high activity level)
Cooperative	Persistent
Self-confident	Stress tolerant
Willing to assume responsibility	

2.4.3.2 The Big Five Personality Traits

The proliferation of personality traits identified over the past century has resulted in efforts to find a smaller number of broadly defined categories that would simplify the development of trait theories (Yukl, 2006). One such effort is referred to as the Five Factor model of personality or the Big Five model (Digman, 1990, Hough, 1992, Judge et al., 2002). The broadly defined traits in the taxonomy include:

- Extraversion
- Conscientiousness
- Agreeableness
- Emotional stability, and
- Openness

17

In recent years, leadership scholars have shown increasing interest in using this taxonomy to facilitate interpretation of results in the massive and confusing literature on leadership traits. However, not all scholars agree that the Big Five model of personality is better than taxonomies with more specific traits (Yukl, 2006). In the most comprehensive meta-analysis to date, Judge et al. (2002) found that only four of the Big Five traits had non-trivial correlations with leadership emergence and effectiveness: extraversion, conscientiousness, emotional stability and openness.

2.4.3.3   Traits Related to Leadership Effectiveness

Over the last few decades researchers have examined a variety of different personality traits related to managerial effectiveness. The choice of traits and the labels used for them have varied from study to study, but the results have been fairly consistent across different research methods (Yukl, 2006).

In 1990, Bass published the results of an extensive review of the leader trait research and presented a list of stable personality traits that were supported by multiple empirical studies up to the late 1980s. Thereafter, Zaccaro et al. (2004) and Yukl (2006) summarised the leader traits that have received empirical support as being relevant to leadership since Bass's (1990) review (Poling, 2009).

Together, these reviews present a set of traits that have been validly linked to leadership effectiveness over the last five decades (Poling, 2009). Table 2 lists the key leader traits identified in each of these three studies. Using accepted definitions from the literature to exclude redundancies across reviews, fifteen unique traits can be identified.

18

Table 2: Key Traits Identified in Recent Leadership Trait Studies (adapted from Poling, 2009)

Bass (1990)	Zaccaro et al. (2004)	Yukl (2006)
Adjustment *(Emotional stability)*	**Cognitive ability**	**Energy**
Adaptability (Openness)	**Extroversion**	**Stress tolerance**
Aggressiveness *(Need for power)*	**Conscientiousness** *(Personal integrity)*	**Self-confidence**
Alertness *(Energy)*	Emotional stability	**Internal locus of control**
Dominance *(Need for power)*	**Openness**	**Emotional stability**
Self-control/Emotional balance *(Emotional stability)*	**Agreeableness**	Personal integrity (Conscientiousness)
Independence	**Need for power**	Socialised power motivation *(Need for power)*
Nonconformity/Originality/ Creativity *(Openness)*	**Need for achievement**	Achievement orientation *(Need for achievement)*
Self-confidence	Motivation to lead *(Need for power)*	**Low need for affiliation**
	Social intelligence	

Note: Traits highlighted in bold represent the fifteen unique traits identified. Non-bold traits are encompassed by one of the bold traits. When non-bold traits do not share an identical name with one of the bold traits, the trait they overlap with is listed in parentheses.

19

Describing leaders in terms of their individual profiles would be easier if there was an integrative conceptual framework with a small number of metaconstructs that encompass all of the relevant traits. In recent years, leadership scholars have shown increasing interest in using the Five Factor taxonomy to facilitate interpretation of results in the massive and confusing literature on leadership traits (Yukl, 2006).

Judge, Piccolo and Kosalka in their 2009 review of the leadership trait paradigm, present the following list of traits in their Leadership Trait Emergence Effectiveness model that have been positively associated with leadership emergence and effectiveness:

- ➢ Conscientiousness

- ➢ Extraversion

- ➢ Agreeableness

- ➢ Emotional stability

- ➢ Openness

- ➢ Core self-evaluations

- ➢ Intelligence

- ➢ Charisma

Conscientiousness

Conscientious individuals tend to be disciplined in pursuit of goal attainment, efficient, and have a strong sense of direction (Costa & McCrae, 1992).

Conscientiousness as a trait is positively correlated with job performance and negatively correlated with the desire to commit deviant behaviours. Conscientious leaders tend to exhibit higher levels of personal integrity and tenacity (Judge et al., 2009).

Highly conscientious individuals tend to be cautious and analytical and can sometimes appear inflexible, resisting change and delaying critical decision making processes (Judge et al., 2009).

Extraversion

Extroverts are usually characterized as assertive, energetic, upbeat, talkative and optimistic individuals (Costa & McCrae, 1992).

Extroverts experience and express positive emotions, and their optimistic views allow them to emerge as group leaders. It is therefore no surprise that Bono and Judge (2004) recognized extraversion as "the strongest and most consistent correlate of transformational leadership" (p. 901).

Individuals who are excessively extroverted can have a tendency to behave in bold, aggressive, and grandiose ways and are prone to overestimating their own capabilities. Extraverted leaders tend to maintain short-lived enthusiasm for

projects, people, and ideas and may make hasty decisions or change course prematurely (Judge et al., 2009).

Agreeableness

Agreeableness is manifested in modesty and altruistic behavior, with agreeable individuals being described as both trusting and trustworthy (Costa & McCrae, 1992).

As a social personality trait, agreeableness is positively correlated with helping behaviours and interpersonal facilitation, and negatively correlated with deviant and counterproductive work behavior (Salgado, 2002). Agreeable leaders are cooperative, gentle, and kind, choosing to be inclusive and promote affiliation while avoiding conflict. As such, agreeable leaders are likely to promote cooperation, be empathetic, and encourage a fair and friendly work environment. Agreeable leaders have a genuine concern for the well being of others, and are seen as attractive role models because of their trustworthy and cooperative nature (Judge et al., 2009).

Highly agreeable leaders are likely to avoid interpersonal conflict and be overly sensitive to the feelings and desires of others, leading them to avoid decisions that put them at odds with peers and subordinates. Their tendency to be cooperative, accommodating, gentle and kind could result in decision-making that minimizes conflict and seeks the broadest level of approval (Judge et al., 2009).

Emotional Stability

Emotionally stable leaders are calm, relaxed, consistent in their emotional expressions, and not likely to experience negative emotions such as stress or anxiety (Judge et al., 2009).

Emotional stability is regarded as necessary for effective leadership, and leaders who exhibit this trait are likely to remain calm in moments of crisis, be patient with employees, and recover quickly from organizational failures (Judge et al., 2009).

Although emotionally stable leaders are generally cool headed, failure to express emotion could be interpreted as apathy or disinterest. Leaders with high levels of emotional stability are less likely to use inspirational appeal as a tactic, relying instead on objective and rational arguments (Judge et al., 2009).

Openness

Leaders who are high in openness to experience are intellectually curious, creative, imaginative and divergent thinkers (McCrae, 1996).

They have an ability to challenge conventional wisdom on critical issues and are able to deal with organizational change. They are also nonconformists who pride themselves on anti-authoritarian and anti-establishment rules (Judge et al., 2009).

High openness can be a potential hazard in hierarchical or traditional work settings. Such leaders may also be unable to develop a particular position on important

23

issues and may alienate followers who need direct, simple, and clear instructions (Judge et al., 2009).

Core self-evaluations

Core self-evaluations (CSE) is a broad personality trait that captures one's bottom-line self assessment and is compromised of four fundamental judgments – self-esteem, locus of control, generalized self-efficacy and emotional stability (Judge et al., 2009).

These lower order traits are highly correlated with one another and have similar patterns of associations with outcomes such as job and life satisfaction, job performance, self-determination, task motivation and goal-setting behavior. CEOs with high levels of self-confidence are associated with simpler and faster strategic decision-making processes, a greater number of high-risk initiatives, and more enduring organizational persistence in pursuit of these initiatives (Judge et al., 2009).

Because core self-evaluations capture ones fundamental judgments about one's potential and functioning in the world, extremely positive self-views can have the same adverse effects associated with self-love (narcissism) and overconfidence (hubris). While positive self-regard is good for interpersonal and leadership functioning, hyper-CSE can hamper the objectivity of strategic judgments (Judge et al., 2009).

24

Intelligence

Fewer individual characteristics are more valued in modern Western society than cognitive ability. Because of its robust link to a host of professional and social advantages, intelligence is regarded as the most important trait in psychology (Judge et al., 2009).

Intelligence (i.e. cognitive ability) has been identified as one of the great traits of leadership and among the most critical traits that must be possessed by all leaders. Intelligent leaders are capable of addressing important issues across a broad spectrum of organizational functions, and developing solutions for complex problems (Judge, Colbert, Ilies, 2004).

Highly intellectual leaders can become disinterested with or inattentive to simplistic and mundane problems and can become so enamored with grappling with complex problems, that they may be less effective in situations that demand quick and decisive action (Judge et al., 2009).

Charisma

Charisma is a personal trait often characterized as a unique and special gift from God. The core of charismatic leadership theory rests on the notion that a leader's influence on his or her followers is often beyond the legal and formal authority structure, and relies instead on the leader's personal charm, attractiveness, and persuasive communication. Charismatic leaders are able to influence followers by

articulating a compelling vision for the future, and arousing and inspiring commitment among them (Judge et al., 2009).

The positive effects of vision, empathy, and charismatic communication are well documented, however in some cases an especially persuasive charismatic leader can abuse his or her interpersonal power for self enhancement and personal gain, and exploit followers who are vulnerable to the leader's manipulative appeal (Judge et al., 2009).

2.4.4   Tensions in the Leader Trait Research

Although progress has been made in demonstrating that leader traits are relevant to leadership effectiveness, this line of research still suffers from methodological and conceptual limitations. For instance, the majority of studies have examined traits in isolation. According to Yukl (2006), when traits are examined one at a time, the results are usually weak and difficult to interpret. This approach fails to consider how the traits are interrelated and how they interact to influence leader behaviours and effectiveness (Yukl, 2006)

Similarly, Zaccaro (2007) noted that many studies have focused on a small set of individual differences posited to predict leadership, or when an encompassing list of traits is discussed, insufficient attention is given to how the traits operate in concert. A needed addition to leader trait research is to describe how multiple key traits are combined in various patterns as well as how they interact with other leadership attributes to jointly influence leadership effectiveness (Zaccaro, 2007).

26

In the words of Yukl (2006) "A more holistic approach is needed to examine patterns of leader traits and skills in relation to leader effectiveness" (p. 207). Recent leadership models have articulated that leadership represents complex patterns of behaviours and processes likely explained, in part, by multiple interacting leader attributes (Yukl, 2006; Zaccaro et al., 2004).

2.4.5 Summary

The trait approach to leadership has recently experienced resurgence in the lexicon of scientific leadership research (Zaccaro, 2007). Although the trait-based perspective was virtually rejected for nearly 40 years, over the last few decades, research has succeeded in demonstrating that traits do in fact add to the prediction of leader effectiveness (Judge et al., 2002; Hogan & Kaiser, 2005; Zaccaro et al., 2004). In addition, recent reviews have converged in their identification of a set of stable attributes that have consistently received substantial empirical support as predictors of leadership criteria (Bass, 1990; Zaccaro, et al., 2004; Yukl, 2006, Judge et al., 2009).

There is a dearth of studies in the current leadership literature that considers how unique combinations of particular leadership attributes operate to influence leadership effectiveness. According to Zacarro (2007), leader attributes are likely to exhibit complex multiplicative and curvilinear relationships with leadership outcomes.

This research seeks to explore the influence of a leader's values, personal traits and characteristics on leadership effectiveness and the leader's ability to get things

27

done. In doing so the researcher wishes to make a meaningful contribution to the existing body of knowledge on this topic.

3. RESEARCH QUESTIONS

Based on the literature review, four research questions were developed in order to explore the influence of the three categories of leadership attributes on the ability of a leader to get things done.

3.1 Research Question 1

Which values, personal traits, and characteristics are associated with leaders who get things done? *(researched by R Mothilal)*

3.2 Research Question 2

What knowledge, skills, and abilities are associated with leaders who get things done? *(researched by I Sandilands)*

3.3 Research Question 3

What behaviours, habits, and styles are associated with leaders who get things done? *(researched by P Deppe)*

3.4 Research Question 4

Which leadership attributes are the most important determinants of how leaders get things done? *(researched by R Mothilal, I Sandilands and P Deppe)*

29

4. RESEARCH METHODOLOGY

This chapter outlines the methodology that was employed in order to investigate the research questions contained in Chapter 3. The research methodology was based on several publications on the theory of qualitative research methods – Saunders, Lewis and Thornhill (2007), Zikmund (2003), and Marshall and Rossman (2006).

4.1. Methodology

The research design was qualitative and exploratory in nature and was conducted using in-depth semi-structured interviews. Qualitative research seeks to gather insights into human behaviour and explain relationships (Robson, 2002). According to Zikmund (2003), exploratory research provides greater understanding of a concept or crystallises a problem. The focus of such qualitative research is not on numbers but on words and observations.

Zikmund (2003) goes on to state that there are three interrelated purposes for exploratory research:

1) diagnosing a situation

2) screening alternatives, and

3) discovering new ideas.

The purpose of this study was to discover new ideas and insights about how leaders get thing done.

Qualitative research is effective in clarifying the complex, hidden and subconscious structures of leadership phenomena (Conger, 1998). When properly employed, qualitative methods offer researchers of leadership the following advantages over quantitative research (Bryman, 1992):

- More opportunities to explore leadership phenomena in significant depth, and to do so longitudinally;
- More effective means to investigate symbolic dimensions;
- The flexibility to detect and discern unexpected phenomena during the research

Marshall and Rossman (2006) outlined reasons justifying qualitative research methodology, of which the following were relevant to this research project:

- It aimed at eliciting tacit knowledge and subjective understandings and interpretations
- It aimed at obtaining clarity on a relatively unknown phenomenon within the South African context
- Thoughts, feelings, values, beliefs and assumptions were involved and therefore the researchers needed to understand the deeper perspectives that could only be captured in a face-to-face interaction
- Complex narratives of personal experience cannot be coded

An exploratory study of this nature therefore lent itself to the emergent nature of qualitative research as it was not a linear, objective process that could be easily captured by means of an impersonal questionnaire (Merriam, 1998). In order to understand the influence of personal attributes on leadership effectiveness, the most appropriate research methodology was therefore a qualitative, exploratory study.

4.2. Population and Unit of Analysis

Zikmund (2003) defines population as "a complete group of entities sharing some common set of characteristics" (p. 369). The population of relevance for this research was all South African business leaders leading large organisations or large divisions within such organizations. The individuals in the population had to work for a listed company and have achieved sustained financial results for at least a three year period. The unit of analysis was the individual business leader who was interviewed.

4.3. Sampling Method and Size of Sample

Fifteen exploratory interviews were conducted with selected business leaders to explore the influence of the three categories of attributes (ARE, KNOW, DO) on the leader's ability to get things done. The data from the fifteen interviews was then collated and each researcher analysed the data relevant to his assigned leadership attribute.

The research was based on semi-structured, in-depth interviews with successful South African business leaders. The researchers attempted to target interviewees who had experience at executive or board level. The interviewees were from the following industry sectors in South Africa: Pharmaceuticals, Mining, Construction, Media, and Financial Services. The sample included a mixture of white and black business leaders, of whom only one was female.

The research was conducted in two phases as described below:

Phase 1

In order to obtain a diverse sample of business leaders, the researchers canvassed the GIBS 2009/2010 MBA class for nominations. Each student was asked to nominate three business leaders who in their opinion fulfilled the following criteria:

- Business leader of a listed company or the leader of a large division within a listed company
- Minimum of 3 years in an executive management position
- At least a 3 year track record of "getting things done"

For the purposes of this research, a leader who "gets things done" was defined as someone who has achieved sustained financial results over a period of at least three years. A total of 204 students were canvassed and 18 (8,8%) responded. From the list of nominations, only 21 leaders fulfilled the above criteria and only four were nominated more than once. This judgment sample was used as the main sample pool for the research. however due to access and availability constraints only four leaders from this list were eventually interviewed.

According to Zikmund (2003), judgment or purposive sampling is a non-probability sampling technique in which an experienced individual selects the sample based on his or her judgment about some appropriate characteristic required of the sample members.

Phase 2

Since it is generally difficult to find successful business leaders who are readily available on fairly short notice and willing to take part in in-depth studies of this nature, a non-probability convenience sampling method was used in order to gain access to the shortlisted candidates. Saunders et al. (2007) define convenience sampling as a non-probability sampling procedure in which cases are selected haphazardly on the basis that they are easy to obtain.

Due to time constraints, only four of the 21 business leaders who were nominated in Phase 1 were eventually interviewed. The others with tighter schedules did however provide assistance with access to other suitable candidates within their organizations or networks. This process is described as snowballing. According to Zikmund (2003), snowball sampling refers to a sampling procedure in which initial respondents are selected by probability methods and additional respondents are obtained from information provided by the initial respondents. This technique is commonly used to locate members of rare populations by referrals.

The sample of business leaders who were eventually interviewed had considerable executive management experience, ranging between three and 27 years. The youngest interviewee was 40 years old and the oldest 75, and the sample included a mixture of black and white leaders from a variety of industry sectors. With such a

diverse sample, the researchers assumed that they would be ideally suited to provide rich insights into the attributes of leaders who get things done – this assumption proved to be correct. See Appendix 1 for a list of the interviewees. None of the interviewees requested that their identities be kept confidential.

4.4. Formulation of the Interview Guide

The interview guide, a copy of which is attached as Appendix 2, was developed using the theoretical model (Figure 1) and literature that formed the basis for the research questions.

It is important to note that the use of interview guides does not pre-empt the "open-ended" nature of the qualitative interview, and the opportunity for exploring unstructured responses remains (McCracken, 1988).

Limited demographic data was captured at the beginning of the interview such as age, years of experience in an executive position, educational background, and a brief summary of the interviewee's working career and career highlights.

Thereafter, a question was inserted to solicit the interviewee's thoughts on how they get things done. This open-ended question was included at this point so as not to distract the interviewees by the constructs of theory that were contained in the subsequent questions.

The next three questions were designed to facilitate a logical flow of thoughts on the influence of the core theoretical attributes (ARE, KNOW, DO) on a leader's ability to get things done.

Thereafter, the interviewees were asked to weight, using a constant sum scale technique, the relative importance of each of the three categories of attributes (ARE, KNOW, DO) on their approach to getting things done.

At the end the interviewees were asked whether there were any attributes that they believed specifically applied to South African leaders and the influence of the environment on the leader's ability to get things done. In order to ensure completeness, the last question asked if there were any other items of relevance that the interviewees wanted to mention.

In order to identify other key attributes that influence the leader's ability to get things done, open-ended questions were interspersed throughout the interview guide. This was done in order to avoid compartmentalising the interviewee's thoughts and confining responses to the theoretical frameworks only.

The interview guide was developed in order to prompt open discussion and sharing around the attributes of leaders who get things done. The researchers also believed that interview guidelines would help offset the limitations of interview bias.

In qualitative research questionnaire design and wording are critical. To overcome potential issues related to questionnaire design and interview conduct, the researchers undertook a rigorous review process using dry-runs and pre-testing to review and revise the questionnaire. This assisted in identifying issues related the design of the interview guide and the phrasing of questions as well as practical issues related to the conduct of the interview. Based on this, certain questions were modified and reordered and a question on the influence of the environment on the ability of leaders to get things done was added.

The interview guide was not designed to be prescriptive and the researchers were able to provide additional depth and insight into the items in the guide given the knowledge gleaned from the literature review. The interview guide provided structure and completeness and assisted in ensuring that the interviews were completed within the targeted one hour time period.

4.5.   Data Collection

The technique employed to collect the data was intensive, in-depth exploratory interviews with selected business leaders, to provide richness and depth of data. Semi-structured interviews were used as they are useful as an exploratory technique (Gillham, 2005).

Semi-structured interviews usually start with a list of themes and questions that will be covered in the interview. During the interview and given the organizational context, some questions may be omitted and the order of questions varied. Additional questions may also be required to explore the research questions and objectives depending on the situation (Saunders et al., 2007).

The semi-structured nature of the interview allowed the leader to give meaning to what influences his or her ability to get results without being limited by specific questions. Probing open-ended questions were asked at the end of the narrative in an attempt to gain a deeper understanding of the specific attributes that enable the leader to get things done (Gillham, 2005).

37

The researcher solicited interviews by means of a telephone call to the prospective interviewee's personal assistant. The researcher then sent a personalized, detailed, but concise email to the prospective interviewee via the personal assistant. Thereafter, the assistants usually responded to the researcher by email or telephone with a list of dates and times on which the interviewee was available and a suitable date for both parties was agreed upon. The researcher then sent the interviewee a pre-interview information pack, consisting of:

- A personalized letter of introduction

- A letter from Gordon Institute of Business Science confirming that the research and the researcher are legitimate

- A pre-interview guideline listing topics that the researcher would like to explore during the interview. The guideline was developed to serve as to be a tool to enable the respondent to think about some of the issues that were destined for discussion during the in-depth interview.

Immediately after the interview, a post-interview "Thank You" letter was emailed to the interviewee.

The pre-interview information pack (excluding the letter from the Gordon Institute of Business Science) and post-interview letter can be viewed in Appendix 3 and 4 respectively.

The researchers met each individual personally and interviewed them for approximately one hour. A fourteen question interview guide (Appendix 2) designed around the comprehensive literature review, was used to give structure to the interview and ensure maximum value from the interview process. The

questions consisted of open-ended questions and a constant sum scale technique, designed to solicit valuable and relevant responses from the interviewees.

In some cases, the researchers had to adapt the planned structure of the interview based on time constraints and the wishes and predilections of the interviewee (Marshall & Rossman, 2006). Special care was taken to avoid that the interviewee took charge of the interview.

All interview sessions were recorded using a Dictaphone and then transcribed and analysed for emerging themes using qualitative research techniques.

4.6. Data Analysis and Data Management

Data analysis in qualitative research is likened to a metamorphosis where the researcher retreats with the data, applies his or her analytic powers and finally emerges with the findings. The process is highly intuitive and it is not always possible to locate the source of an insight (Merriam, 1998).

All interviews were transcribed and the transcriptions given to an outside party for independent analysis and comment. The preliminary analysis of the data was then given to the researchers for further analysis and review. This was done to crosscheck identified themes and bring out missed points, in order to lend validity to the findings and mitigate against analyst bias.

The analytical methods that were used in this study were a combination of narrative analysis, constant comparative analysis and content analysis. These methods were combined as required as there is no correct way of performing

39

analysis in a qualitative study, except for the constraint that it needs to be an iterative process, running parallel to the data collection phase (Daft, 1983; Cresswell, 1994; Merriam, 1998). A constant sum scale was used for question nine (Appendix 2).

In order to generate categories and themes effectively, the following analytical methods as recommended by Marshall and Rossman (2006), were used by the researchers:

- Identification of salient themes

- Identification of recurring ideas or language

- Identification of patterns of belief that linked people and settings together

- Each category/theme became a basket into which segments of text were placed

- Categories needed to be internally consistent but distinct from one another (internal consistence and external divergence)

- An in-depth analysis to discover patterns and themes

- The aim was to also to generate indigenous typologies – created and expressed by interviewees

- In addition analyst constructed typologies were generated. They were created by the researcher and grounded in the data but not necessarily used explicitly by interviewees

Qualitative research needs to convince the reader that the study makes sense, unlike quantitative research that has to convince the reader that procedures have been followed faithfully (Merriam, 1998). The final data analysis that was produced can be viewed in Appendix 7.

4.7. Potential Research Limitations

Marshall and Rossman (2006) have outlined the following limitations of in-depth interviewing:

- It involves personal interaction and therefore cooperation is essential

- Interviewees may be unwilling or uncomfortable sharing information that the interviewer expects

- The interviewer may not have the skill to ask questions that evoke long narratives

- The interviewee may have good reason not to be truthful

- Analyst-constructed typologies that are generated and grounded in data, may not necessarily have been used explicitly by the interviewees

The time consuming nature of the in-depth interview process may have also negatively influenced several potential interviewee's willingness to take part in the research.

Other potential limitations of this study are interviewer and response bias. Interviewer bias is occurs when the comments, tone or non-verbal behaviour of the interviewer creates bias in the way that respondents respond to questions. Response bias occurs when respondents may be sensitive to certain themes and therefore choose not to reveal and discuss certain topics which the interviewer may wish to explore (Saunders et al., 2007).

This study set out to interview successful business leaders in South Africa. At the time of conducting the interviews, only business leaders who were available in the greater Gauteng region were interviewed. The study therefore used a sample of

41

convenience of a cross-section of the population at a point in time. The sample was therefore not statistically representative of successful business leaders in South Africa. Consequently, caution must be exercised when projecting the results of this study beyond the specific sample (Saunders et al., 2007; Zikmund, 2003).

5. PRESENTATION OF RESULTS

5.1   Introduction

Fifteen in-depth interviews were conducted in August and September 2010, using a semi-structured approach with open-ended questions. The complete list of interviewees can be viewed in Appendix 1. The demographic information for these interviewees is contained in the graphs below.

Of the fifteen interviewees, twelve were white and three were black, and only one was female. The youngest interviewee was 40 and the oldest 77 years old, with the average age at 53.

Figure 2: Graphs - Gender and Race of Respondents
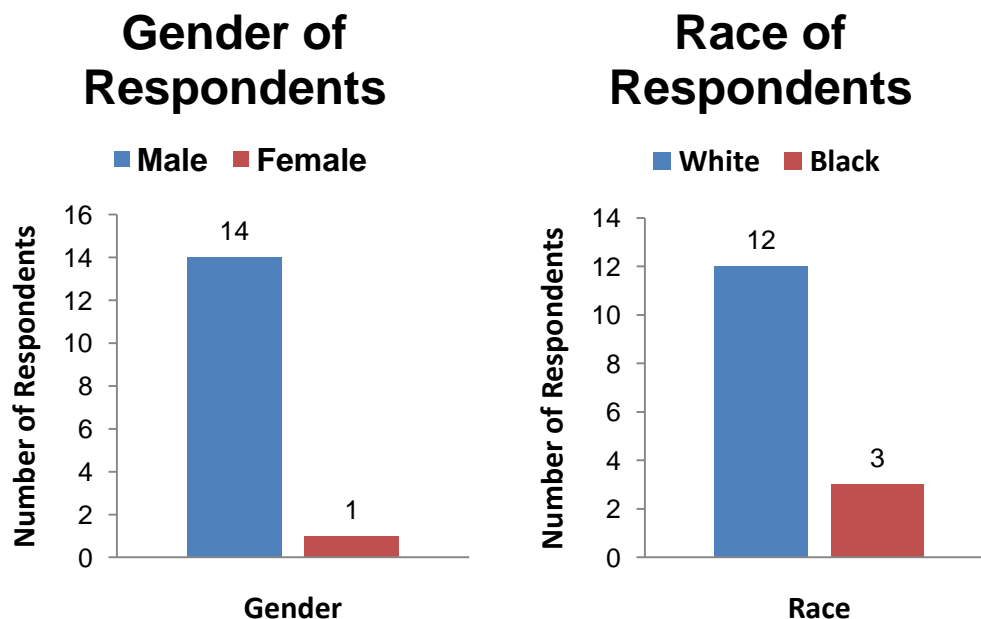
Figure 3: Graph - Age of Respondents

Age of Respondents
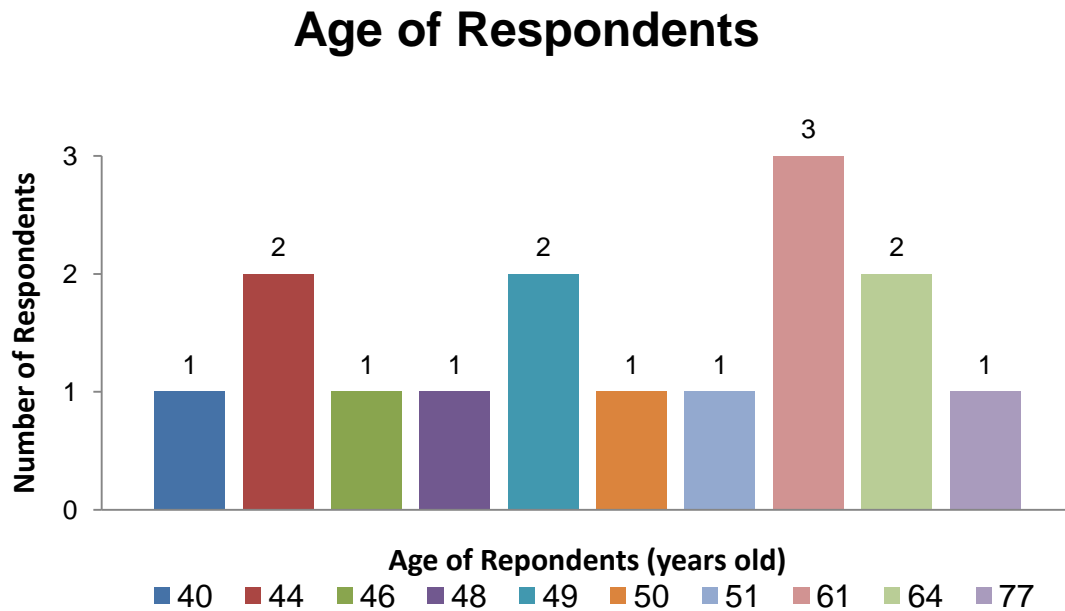
All interviewees had a tertiary qualification, and 11/15 had a second tertiary qualification after completion of their undergraduate studies. The interviewees were from a variety of sectors which included pharmaceuticals, financial services, construction, mining and media. All the interviewees, currently or in the past, have occupied senior leadership positions with eight of them currently serving as CEO's, three as Directors of companies, and the rest fulfilling other roles as can be seen in the Table 3 below. Experience in an executive management position ranged from 7-27 years for this sample.

44

Table 3: Current Position of Interviewees

Current Position	Number of Respondents
CEO	8
Director of Companies	3
Group legal advisor	1
Chairman	1
Group Executive Director	1
MD	1
Executive Coach	1

What follows is a presentation of the results as extracted from the interviews – see the data analysis in Appendix 7. From the transcribed interviews fourteen key determinants have been identified. Within each determinant are various responses that have been extracted from the transcriptions.

Where all interviewees have mentioned a particular determinant it is indicated as 100% (i.e. all 15 interviewees). Proportions are allocated similarly where less than 100% have responded i.e. 90%, 80%, 70%, etc.

The numbers of responses that are directly related to the determinant are listed as the "Number of responses identified that relate to this determinant". Responses have been tabulated, but those that were near-related or that overlapped were omitted. Each determinant in this section therefore lists a summarised version of the detailed data in Appendix 7.

5.2   Independent Analysis

In order to minimize analyst constructed typologies and other forms of bias, the researchers approached an independent person to conduct an analysis of the data. The interview transcripts and a copy of the first four sections of this research document were provided to the analyst. A letter confirming this can be viewed in Appendix 5.

5.3   The personal traits and characteristics of leaders who get things done

Research Question 3.1: Which values, personal traits and characteristics are associated with leaders who get things done?

5.3.1   Honesty and Integrity

Percentage of interviewees with responses related to this determinant = 93%

Number of responses identified that relate to this determinant = 36

Almost all the interviewees mentioned that honesty, personal integrity, and ethics are associated with leaders who get things done, as it helps build trust with their associates and drives organisational performance. The leader sets the tone in the organization and must lead by example.

Table 4: Selected responses for the determinant: Honesty and Integrity

> *Conscientiousness and personal integrity – without it I think that you are doomed to fail anyway*

> *The one value for me is that whole simple thing about integrity – what you say is what you do*

> *You have to have a certain level of integrity – personal and professional integrity*

> *People have to really trust and believe in what you say*

> *If you don't have personal integrity, if people don't believe in you, if they don't trust you, it doesn't matter what you say*

> *People have got to trust you and believe in your integrity. They have got to say, well if he says something he means it*

> *My personal integrity means a huge amount to me*

> *I believe in the value of putting in the time…in leading by example*

> *Your personal behavior needs to be exemplary – you are the leader in the organization and people look up to you*

> *The boss sets the tone in an organization…the way I carry myself…people notice these things*

> *You lead from the front*

> *I really value truth, honesty and integrity*

> *You must run a business ethically and prudently*

> *In healthcare you must analyse what you are doing from a social and commercial perspective*

> *People think that entrepreneurship and ethics are opposite things*

47

- *We try and focus on what is right…we do business on an ethical basis*

- *There are many things that underpin trust, there is integrity…*

- *I pride myself in that I am able to build trust with people*

- *I don't have to have lots of systems and rules, because I trust you*

- *Part of leadership is about partnership and trust*

- *They must look at you and know they can trust you. You must know you can trust your people*

- *The most important one to me is trust – there must be trust between you and your people*

- *I do believe that you must run a business ethically and prudently*

- *We try to focus on what is right…we do business on an ethical basis – I think it is very, very important*

- *I really value truth, honesty and integrity*

- *If you speak the truth and sometimes you are blunt…and brutally honest with people, they actually value that*

- *I generally find that honesty is the best issue*

- *Honesty is a big thing here – very honest, very open*

- *Honesty and integrity – you don't learn that at school*

5.3.2 Openness and Adaptability

Percentage of interviewees with responses related to this determinant = 87%

Number of responses identified that relate to this determinant = 25

Most interviewees felt that in order to be successful one needs to be open to new ideas, innovative, flexible and adaptable. This involves creating a conducive environment for divergent thinking and innovation and learning from one's mistakes.

Table 5: Selected responses for the determinant: Openness and Adaptability

> ➢ *Open to new ideas, definitely*
>
> ➢ *When you ask people for their guidance…you take into consideration what they tell you*
>
> ➢ *A willingness to explore and see the issues*
>
> ➢ *I am a strong believer in new ideas and innovation*
>
> ➢ *Stimulating people, it is about new thinking*
>
> ➢ *I like to be innovative and encourage people to have new ideas*
>
> ➢ *I try to create an environment where people come up with the right ideas*
>
> ➢ *You have got to …keep your options open at all times*
>
> ➢ *Adapt from what you have learned*
>
> ➢ *You cannot be rigid in your thinking…got to be open to new ideas*
>
> ➢ *You must be flexible and adaptable*
>
> ➢ *Don't stick to something you know is wrong – fix it, learn from it*

5.3.3 Visionary and Inspiring

Percentage of interviewees with responses related to this determinant = 87%

Number of responses identified that relate to this determinant = 20

The majority of interviewees felt that a successful leader is one who is able to develop and articulate a compelling vision of the future. By truly valuing employees and showing that he or she is a team player, the leader is able to inspire and motivate subordinates to achieve that vision.

Table 6: Selected responses for the determinant: Visionary and Inspiring

> ➤ *The vision comes from within me*
>
> ➤ *Clarity of vision*
>
> ➤ *As a leader you need to articulate what needs to be done… you need to articulate the vision*
>
> ➤ *Visionary, optimistic sort of nature*
>
> ➤ *Give people a view of where we were trying to go*
>
> ➤ *You need to inspire a shared vision*
>
> ➤ *You have got to have a vision*
>
> ➤ *Be a leader that…brings out the best in people*
>
> ➤ *What makes me want to walk through a brick wall for him?*
>
> ➤ *Fully engaged with the people and the company*
>
> ➤ *The position we have achieved…loyalty or support from your team*
>
> ➤ *They must feel you are passionate so that…they want to achieve for you*
>
> ➤ *I think I am a good team player*

5.3.4 High Energy and Passion

Percentage of interviewees with responses related to this determinant = 80%

Number of responses identified that relate to this determinant = 27

80% of interviewees mentioned that having energy is a major characteristic of leaders who get things done. This energy is a product of the passion they have for their work and together with a positive attitude it helps inspire and motivate people around them. Energy is also a by-product of impatience – leaders are often impatient to get things done and achieve results

Table 7: Selected responses for the determinant: High Energy and Passion

> - *I have exceptionally high energy, and I am an adrenaline junkie*
> - *I burn out most people around me*
> - *Having energy - people see it and can feel it and I think that is very necessary*
> - *You can create a cause within a company – it requires motivating and energizing people*
> - *People see I have got passion*
> - *Inspiration…it is about understanding and being able to give energy*
> - *You have to be energetic, you set the tone, you are the speed and pace of the organization…it is amazing how quickly the word spreads if you walk in and you are feeling down*
> - *I spend a lot of time stimulating and pushing and energizing*
> - *Impatience is quite bad sometimes. I sometimes jump the gun, but it can*

51

> *also drive energy*
>
> ➢ *If you are not committed you are not going to be successful. So if I start something I would like to finish it, and I want to make a success of it. So the word I will use for this is that you must have energy*
>
> ➢ *Your attitude must always be positive*
>
> ➢ *I am an optimist by nature…who wants to follow anybody who is not an optimist*

5.3.5 Good communicator and Persuasive

Percentage of interviewees with responses related to this determinant = 80%

Number of responses identified that relate to this determinant = 26

Effective leaders are skilled communicators and use storytelling, analogies, metaphors and media to enhance the impact of their messages. A leader also needs to be charismatic and persuasive in order to get things done through his or her subordinates.

Table 8: Selected responses for the determinant: Good communicator and Persuasive

> ➢ *I really work hard at how I communicate*
>
> ➢ *A strategy is a story and I love story-telling*
>
> ➢ *Teaching and coaching is telling stories…sharing some of your most heartfelt moments or your insights that you gain*

52

> - *I never give people advice, I will tell them metaphors and parallels and force them to think through what they need to know from listening to my stories*
> - *You must be able to communicate that vision you have very well to the people*
> - *To get that passion…go talk to the people and communicate*
> - *I give them the best reason to do what has to be done*
> - *You are going to have to be persuasive enough to tell your team how are we going to do this*
> - *You have got to be persuasive, because ultimately you are asking people to have faith in a vision that you have outlined – so that requires a certain level of persuasiveness*
> - *When you talk about the charismatic leader I think those people are successful. They have got the ability to really bring energy into the organization, but if that charismatic leader is a bit removed from reality then I think you will not always be successful*

5.3.6 Emotional Adjustment and Self-Control

Percentage of interviewees with responses related to this determinant = 80%

Number of responses identified that relate to this determinant = 25

80% of interviewees mentioned that leaders need to be well adjusted and exhibit emotional stability and self-control. Balanced leaders also have a high threshold for stress tolerance. Leaders need to be tough when required but they should also exercise emotional restraint at all times.

53

Table 9: Selected responses for the determinant: Emotional Adjustment and Self-Control

- *You need to be very much aware of your emotions…I am aware of emotional adjustment*

- *If you haven't had to deal with issues in the past and you haven't become adjusted and balanced then you are not going to cope*

- *So it is that balance – not getting too carried away by the good and the positive*

- *To be angry with the right person for the right reason at the right time – that actually has a place…and can achieve something with a certain group of people*

- *The balance that I have got is that I never shout…so I don't really go up and down*

- *It does not mean that you are lax – you are tough with the things that must be done and you are caring in the way you do it*

- *There is a curious balance in me*

- *Calmness is a big thing*

- *I choose when I am going to be angry*

- *Power is like perfume – you use it sparingly*

- *I don't confront for the sake of confronting*

- *I think adjustment, emotional stability and self control will be high*

5.3.7 Approachable and Good Listener

Percentage of interviewees with responses related to this determinant = 80%

Number of responses identified that relate to this determinant = 25

80% of interviewees mentioned that a leader needs to be approachable and have good listening skills. The interviewees mentioned that they insist on informality and make themselves available in order to encourage this.

Table 10: Selected responses for the determinant: Approachable and Good Listener

> ➢ *People no matter whether they are the cleaners or directors can walk into this office at any time*
>
> ➢ *I like interacting with people, I like to listen to them*
>
> ➢ *I make myself available*
>
> ➢ *If you want to have a discussion with me…I will make the time*
>
> ➢ *We have a relationship that if there are any issues they will come and talk to me*
>
> ➢ *I look for informality as much as I can because it puts people at ease*
>
> ➢ *Informal, non-hierarchical type of leadership*
>
> ➢ *I am learning to shut up more and listen more and more*
>
> ➢ *If you just are silent…people will come up with some real pearls*
>
> ➢ *I think I listen exceptionally well*
>
> ➢ *Be a reasonably good listener*
>
> ➢ *Passionate, he listens*

> *Listen to your team…listening is a very important skill*

> *If you…do more listening than talking, people will come and say "well this is the issue, these are my thoughts on it and this is how I feel is the way forward"*

5.3.8 Consultative attitude

Percentage of interviewees with responses related to this determinant = 80%

Number of responses identified that relate to this determinant = 24

The majority of interviewees believe that even though leaders need to be decisive, successful leaders consult with their associates and encourage lively debate on important issues. A leader's role then becomes more of a facilitator, however the leader should be prepared to step in and make the decision when required.

Table 11: Selected responses for the determinant: Consultative attitude

> *I can't ever remember making a decision without having had huge collective input…and a strategic conversation*

> *So I would spend a lot of time with people I think can add value, discussing, debating and then deciding*

> *My best comes out when I am debating issues with peers and giving off my experience to peers – that would be my role as a leader*

> *The thing with open space technology is that I become more of a facilitator than a boss…you give control to the room and the room will collectively*

56

> *decide what is the best way forward*

> ➢ *My forte is more consultative as apposed to strong top down*

> ➢ *A good debate to support premises is the best way of going*

> ➢ *Once there is alignment in the way you want to get things done, then people…just go on and do the work*

> ➢ *There is always lively debate around the tactics of how to get to the end objective…but the people [the management team] accept that I have the veto right on it, and they accept that*

> ➢ *We try to do as much as we can on consensus*

> ➢ *I think democratic but with autocratic tendencies. So there are times when it is absolutely "No we are not going to do that. Am I making myself clear? This is not a debate, this is not a democracy – we are going to do this"*

> ➢ *I think I am better described as a consultative leader – that is what I try to be.*

5.3.9 Emotional Intelligence

Percentage of interviewees with responses related to this determinant = 80%

Number of responses identified that relate to this determinant = 22

80% of interviewees felt that emotional intelligence is a critical factor in having good relationships with people and getting people to follow you. Respondents felt that emotional intelligence was more important than IQ and described it as connecting with people, big listening and emotional maturity.

Table 12: Selected responses for the determinant: Emotional Intelligence

> ➢ *I think EQ is much more important than IQ by far*
>
> ➢ *Emotional intelligence as opposed to IQ*
>
> ➢ *We are talking here about emotional intelligence*
>
> ➢ *An attribute of a leader in today's terms has to be emotional intelligence – I really subscribe strongly to that*
>
> ➢ *I believe that emotional intelligence is much more valuable that pure intelligence*
>
> ➢ *EQ I think is another very important characteristic*
>
> ➢ *People talk about emotional intelligence, I just have a different word for it – maturity*
>
> ➢ *It is emotional maturity*
>
> ➢ *EQ is probably the biggest factor in having good relationships with people and to get people to follow you*
>
> ➢ *EQ is big listening – something most of the population don't do well*

5.3.10   Self-Confidence and Decisiveness

Percentage of interviewees with responses related to this determinant = 73%

Number of responses identified that relate to this determinant = 26

Successful leaders have confidence in themselves and their abilities. This helps instill in subordinates a confidence in their leader and encourages them to give off their best. A leader's self-confidence is usually built through experience and a

58

history of successes and achievements. Too much confidence however, can translate into arrogance and a leader should guard against this. Self-confidence also enables a leader to be more decisive and gives him or her courage to take calculated risks.

Table 13: Selected responses for the determinant: Self-Confidence and Decisiveness

> *People need to see a confident leader*
>
> *Look at issues and look at them objectively and then make decisions required*
>
> *I am confident enough in myself that I can make an input at a meeting without requiring the authority of being the chairman or CEO. I talk sense and I think I can convey my view*
>
> *Over the years I have learnt to be confident an I believe that is absolutely critical*
>
> *You can have reckless self confidence – I am not recklessly self confident. I am self confident because I believe I have the experience to do the things I need to do.*
>
> *Success gave me the ability to feel confident. So I can now go into CEO meetings anywhere in the world an feel confident to portray our business and add value… at a fairly high level*
>
> *If you want to get things done you have to be willing to take risks*
>
> *People call me a risk taker, but it is calculated*
>
> *You can have a great vision…but if you are not willing to take a risk…it*

59

> *doesn't make any difference*
>
> ➢ *Inner conviction and courage and the willingness to take a chance*
>
> ➢ *I am dangerously decisive – probably too decisive*
>
> ➢ *I need to be decisive…when there is a decision I make it*
>
> ➢ *One of the positive behaviours in a leader is to bring things to a decision*

5.3.11 Ambition and Focus

Percentage of interviewees with responses related to this determinant = 73%

Number of responses identified that relate to this determinant = 25

Approximately three-quarters of leaders interviewed mentioned that ambition and focus are critical success factors. Ambition manifests itself in a number of ways - a drive to do well, a need to build a legacy, and even a fear of failure. Too much ambition can however lead to ruthlessness and arrogance and should be tempered with modesty in terms of the achievable.

Table 14: Selected responses for the determinant: Ambition and Focus

> ➢ *I want to build this great, great business, and that is what really drives me*
>
> ➢ *I suppose I wouldn't have got to the top if I wasn't fairly ambitious*
>
> ➢ *I am driven by adding*
>
> ➢ *We have had this belief from the day we started that we are going to build a great business. We are driven towards it – we want to be…successful*
>
> ➢ *I don't want to leave a personal legacy but a legacy to this business*

➢ *Very results orientated, so I can see clearly what needs to be done*

➢ *You have got to keep your head up and focus on the outcomes*

➢ *The first thing that you have to do is have clarity in your mind what it is you want to achieve*

➢ *I am a person who is focused*

➢ *Remain focused on the important issues*

➢ *Always in mind was the need never to fail more than to excel*

➢ *Failure was never an option. Come what may I was going to succeed*

➢ *There is one thing I cannot stand in life and that is failing…I don't really have fears but to fail is something I can't get my mind around*

➢ *You generally get those kind of people who are fairly ruthless in achieving their ambition because that is what drives them – I am going to get to the top at all costs, I am willing to cut corners and step on peoples faces, I will do whatever it takes. It might get you to the top but you will be resented and constantly undermined in one way or another*

➢ *In terms of ambition I always felt that it was much easier to be modest in terms of the achievable rather than shoot for the stars*

5.3.12   Caring and Consistency

Percentage of interviewees with responses related to this determinant = 67%

Number of responses identified that relate to this determinant = 24

Two-thirds of interviewees mentioned that in order to get the best out of people, a leader needs to be caring and treat people fairly and consistently. A leader needs to be humble and empathetic as well in order to connect with one's followers.

Table 15: Selected responses for the determinant: Caring and Consistency

> ➢ *I believe in fairness and justice – we need to treat people fairly*
>
> ➢ *Fairness is another issue that is important – it comes down to integrity, it comes down to the whole question of being relatively predictable*
>
> ➢ *We treat everybody equally, we don't discriminate against people for whatever reason, and I never have*
>
> ➢ *People respect decisions that I make on the basis that there is a consistency to it and a fairness*
>
> ➢ *People look for different things in you but one of them is consistency*
>
> ➢ *You have to be consistently true to yourself*
>
> ➢ *Being consistent and predictable…people understand who you are and how you are going to react*
>
> ➢ *If I was unsteady with the staff…I was burning bridges*
>
> ➢ *You have got to have this sense that actually people matter, that small things for people matter as much as the big things matter for the company*
>
> ➢ *You need to have the empathy to lead them*

62

> *I am very sensitive, so I worry a lot about the impact of things on people*

> *Tough but caring – the job must be done but you are caring for the people when they need it*

> *A sense of humility makes it easier for others to connect with you*

> *It is humility to know that you don't know everything*

> *I think a level of humility helps because you don't always do things right and I think you have got to be able to accept that*

5.3.13 Introversion & Extroversion

Percentage of interviewees with responses related to this determinant = 53%

Number of responses identified that relate to this determinant = 13

Interviewees mentioned that effective leaders may be introverts or extroverts. The majority of these respondents (63%) however said that they were extroverts. Those who regarded themselves as introverts mentioned that they still enjoyed interacting with people. Some interviewees (both introverts and extroverts) felt that extroverts tend to be aggressive and dominating and can have a delusional sense of self-confidence.

Table 16: Selected responses for the determinant: Introversion and Extroversion

> - *I am probably more extroverted but I have a loner streak in me, and I am quite comfortable sometimes being on my own*
>
> - *If you had to ask the majority of people they will tell you I am an extrovert, and I think I am*
>
> - *I know for a fact that I am an introvert. But in the game I play I work very hard on my ability to interact and talk and present and go on TV*
>
> - *I am introverted and I know that. I am primarily left brain oriented which is why I am a good engineer, but I am not that left brain oriented that I can't use my right brain*
>
> - *I have learnt to be more extroverted, but I am naturally introverted.*
>
> - *I wouldn't say that I am a massive extrovert but I sort of guess I work hard enough to try and portray a measure of that*
>
> - *I wouldn't say that I am an extreme extrovert but I enjoy interacting with people*
>
> - *I am in my profiling slightly on the extroversion side*
>
> - *You don't have to be an extrovert to be a successful leader*
>
> - *Extroverts are very dangerous people because they think they can really do it all themselves*
>
> - *I enjoy engaging with other people, but I wouldn't say I was an extrovert*
>
> - *Leaders tend to be extroverts – aggressive, dominating. I don't see myself as that at all*

64

5.3.14   Cognitive Ability

Percentage of interviewees with responses related to this determinant = 40%

Number of responses identified that relate to this determinant = 9

The majority of interviewees who discussed this determinant were of the opinion that leaders generally don't need to have superior intellectual abilities in order to be successful. However, what an effective leader does is ensure that he or she has the individuals with the necessary cognitive abilities in the organization, and harnesses their skills when required. Leaders who are endowed with intellectual prowess should guard against intellectual arrogance which can alienate associates.

Table 17: Selected responses in the determinant: Cognitive Ability

> *I have a higher than average IQ – I am blessed with that*
>
> *I think I have a reasonable level of intelligence, but at least half the people in this company have got a higher IQ than I have got*
>
> *You can't have a dumb leader, because people…generally respect either their intellectual equals or superiors*
>
> *You have to have a level of intelligence to lead*
>
> *You can be as bright as a button but if you are a jerk you are not going to get anywhere*
>
> *I don't think I have a huge cognitive ability…you can have people around you who can have much higher cognitive abilities…just harness them into a team*

5.3.15   Other Findings

Inherited or Acquired Leadership Ability

Percentage of interviewees with responses related to this determinant = 47%

Number of responses identified that relate to this determinant = 11

This topic was not specifically being explored, but was mentioned by about half of the interviewees. The majority of respondents who discussed this determinant felt that one can learn to become an effective leader. Some however, did acknowledge that those who learn this skill may not be as effective as individuals who are born with an innate ability to lead. Interviewees who believed that great leaders are born also mentioned that one can further develop this natural ability through learning and feedback.

Table 18: Selected responses in the determinant: Innate Leadership Ability

> ➢ *Do you enjoy it and does it come naturally to you*
>
> ➢ *I don't think you are born a leader*
>
> ➢ *My sense is that you are born to be a leader, but you can improve your leadership skills through teachings*
>
> ➢ *I think you learn – I firmly believe that if you are willing to open yourself to anything in life you can achieve it. You may however not become the best*
>
> ➢ *I have seen people who can't lead because they don't have the right genetic make-up. They feel uncomfortable doing it*
>
> ➢ *I do think some people, and I include myself here, must have some genetic tendency to lead*

66

> ➤ *Not all people can be leaders…your characteristics, your genes/DNA must be a little higher than others…that is the first thing. If you haven't got it, you can't get it*
>
> ➤ *A big problem we have with companies, is we take a good technical guy but we don't profile him well enough to see whether he is a natural leader and we force him into a leadership position and he doesn't make it*

5.3.16   Relative Importance of the Determinants

In order to get a mathematically accurate indication of the relative importance of each determinant, the number of responses detected per determinant have been multiplied by the proportion of interviewees that mentioned the topic to allocate a weighting (e.g. 21 responses x 80% of the interviewees = weighting of 1680). This is presented in Figure 4 below.

Figure 4: Graph - Weighted Importance of Determinants
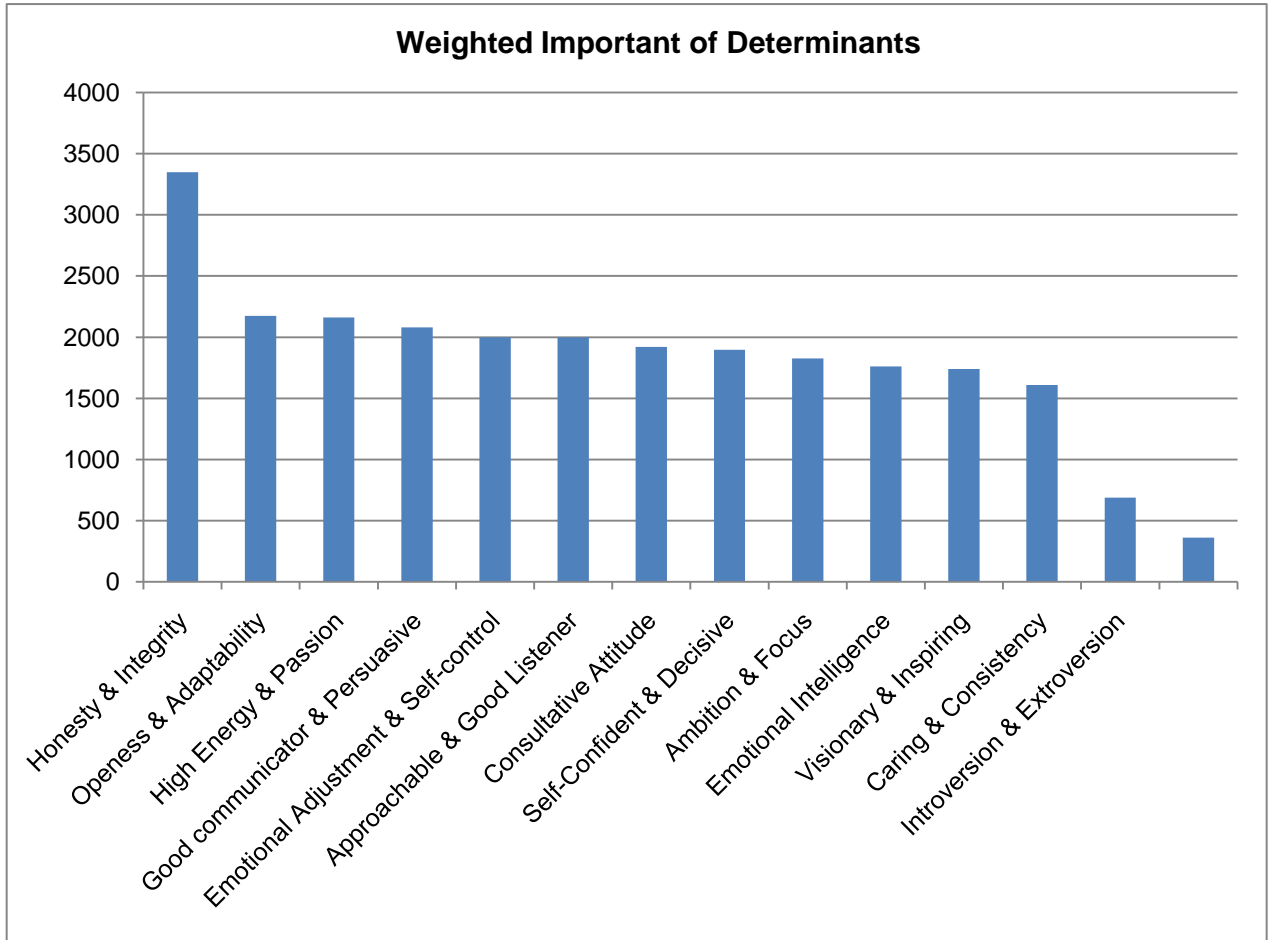
5.4 The relative importance of the leadership attributes (ARE, KNOW, DO)

Interviewees were asked to weight each of the three leadership attributes (ARE, KNOW, DO) based on how important these are to them in getting things done. A constant sum scale technique was used, with interviewees being asked to divide 100 points between each of the three categories of attributes.

Although opinions varied slightly among the respondents, it was clear that the majority of the respondents felt that the "KNOW" dimension was less important than the others.

Calculation of the average scores for each of the three attributes revealed that the scores for the "ARE" and "DO" dimensions were equal with 38% each, however the 'KNOW' dimension had a lower average weighting of 24%.

One interviewee did however place a higher weighting on the "KNOW" dimension (40%), however this respondent also rated the "ARE" and "DO" dimensions equally. The individual scores per respondent can be viewed in Appendix 5.

Figure 5: Graph - Average Scores for Leadership Attributes

Average Scores for Leadership Attributes
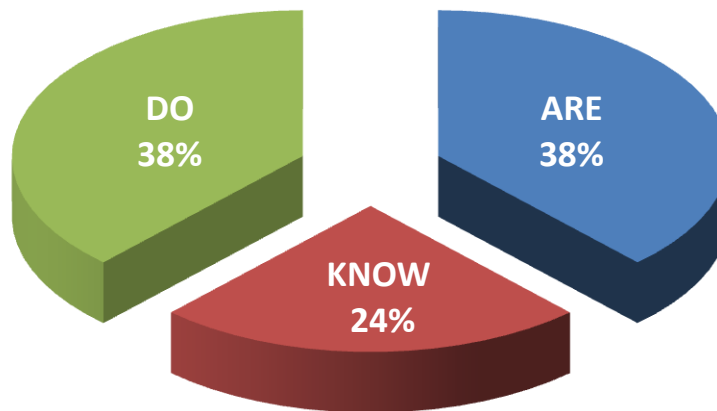
5.5   Influence of the Environment

During the interviews, the leaders were asked to comment on the influence of the environment on their ability to get things done.

According to the interviewees, the environment significantly influences their ability to get things done. A leader therefore needs to understand the environment in which he or she operates in order to recognize opportunities and threats and respond to them in a timely manner.

Table 19: Selected responses on the influence of the environment

> *Depending on the environment…different strategies you are going to use (sic)*
>
> *You have got to also be clear on what the environment is before you actually make decision on how to go about achieving something*
>
> *In different environments there may be different ways of getting the same outcome - you just need to be aware of it*
>
> *A large part of what happens in leading is contextual…you have got to be able to adapt and you have got to be able to be flexible*
>
> *I think what it also does is give you opportunities. If you can understand the environment you can also maybe adapt quicker than other people, to being able to find those opportunities*
>
> *We have a very frustrating environment and it has curbed everything we have tried to do*
>
> *Were we have been successful is putting our environment slightly ahead of*

our competitors…I think the strategic moves we made have been right

➢ *I think leadership attributes leads to effectiveness which leads to results. The problem is that it is a much more complex issue than just that. Results are a combination of a whole range of things [circumstances, context, history] in which leadership plays a role*

➢ *It is the management of those circumstances [environmental factors] that every leader faces that leads to his/her effectiveness and then ultimately results. And how they manage those circumstances is a contribution of attribution*

➢ *I believe in situational leadership - I don't believe that I should be the leader in every circumstance*

71

6. DISCUSSION OF RESULTS

The research findings were analysed and interpreted using the literature (Chapters 1 and 2) to address the researcher's core research question about the values, personal traits and characteristics of leaders who get things done.

6.1 The values, personal traits and characteristics of leaders who get things done

The Leader Trait Emergence Effectiveness model developed by Judge et al. (2009) and discussed in Chapter 2, integrates the Big Five traits as well as other narrow but powerful personality traits, and is the most current conceptual model in the literature. The key determinants and their associated response elements that were presented in Chapter 5, have therefore been interpreted and discussed using this framework.

6.1.1 Extraversion

Introversion and Extroversion

Leaders who get things done may be introverts or extroverts. The majority of interviewees who commented on this topic mentioned that they are regarded as extroverts.

Extroverts experience and express positive emotions which enable them to emerge as group leaders (Watson & Clark, 1997; Judge et al., 2002). It is therefore not surprising that extroversion has been recognized as the strongest and most consistent correlate of transformational leadership (Bono & Judge, 2004).

The danger with extroverted leaders is that they can be aggressive and domineering and can have an inflated sense of self-confidence. This can result in reckless and risky behavior which can be detrimental to the organization. This is supported by the literature, which describes excessively extroverted leaders as bold and aggressive individuals who are prone to overestimating their own capabilities and making hasty decisions (R. Hogan & Hogan, 2001).

Being introverted does not mean that one lacks social skills, and many leaders who described themselves as introverted mentioned that they enjoy socializing and interacting with people.

Leaders who indicated that they were extroverts also mentioned that they did not regard themselves as extreme extroverts and they still enjoyed time by themselves.

Although many people view being introverted or extroverted as a question with only two possible answers, most contemporary trait theories measure levels of extroversion-introversion as part of a single continuous dimension of personality, with some scores near one extreme, and others near the middle (Judge & Bono, 2000; Judge et al., 2002).

73

Ambiversion is a term used to describe people who fall more or less in the middle and exhibit tendencies of both groups. An ambivert is normally comfortable with groups and enjoys social interaction, but also relishes time alone and away from the crowd (Cohen & Schmidt, 1979). In light of the comments made by the interviewees, it would appear that the term ambiversion more appropriately describes them.

It therefore appears that successful South African business leaders are not absolute extroverts or introverts but more appropriately characterised as ambiverts.

6.1.2   Core self-evaluation

Self-confidence and Decisiveness

Highly effective leaders have confidence in themselves and their ability to get things done. A leader's sense of self-confidence is built up through a history of achievements and successes.

Self-confidence also enables a leader to be more decisive and gives him or her courage to take calculated risks. This is supported by the literature which states that self-confident leaders are more likely to be assertive and decisive (Kirkpatrick & Locke, 1991). Hiller & Hambrick (2005) add to this by stating that self-confident CEOs make strategic decisions faster, engage in more high risk initiatives and persevere in their pursuit of such initiatives.

74

Too much confidence however, can be dangerous and can translate into a false sense of bravado. The literature also warns against this and states that overconfidence (hubris) and self-love (narcissism) can hamper a leader's objectivity and strategic judgements (Simon & Houghton, 2003).

In order to be successful, a leader therefore needs to be self-confident and decisive but should always be cognisant of and respect the boundaries of acceptable risk.

6.1.3   Emotional Stability

Balance of Emotions and Self-control

Successful leaders are well adjusted and exhibit emotional stability and self-control at all times. Leaders who are balanced are aware of and in control of their emotions and also exhibit a high threshold for stress tolerance. This is in keeping with Judge and LePine's (2007) description of a balanced leader.

Leaders who exhibit emotional stability remain calm in a crisis, are patient with employees, and recover quickly from setbacks (Judge et al., 2009). Emotional stability is therefore regarded as a necessity for effective leadership (Northouse, 2004).

Leadership is however an inherently emotional process and leaders with a high level of emotional stability may be regarded as apathetic, laid back, or leisurely (Judge et al., 2009). As one interviewee pointed out, being well-adjusted "does

75

not mean that you are lax – you are tough with the things that must be done and you are caring in the way you do it."

Research has shown that leaders are more likely to "derail" if they lack emotional stability and composure. Leaders who derail are less able to handle pressure and more prone to moodiness, angry outbursts, and inconsistent behaviour. In contrast successful leaders tend to be calm, confident and predictable during a crisis (Kirkpatrick & Locke, 1991).

Therefore leaders who get things done are emotive beings however, they are fully in control of their emotional responses and don't cycle between extremes of emotion at inappropriate times.

6.1.4   Conscientiousness

Honesty and Integrity

Honesty and integrity are important attributes of leaders who get things done. This was the mostly highly weighted determinant, and not only had the highest number of response elements but was also discussed by the highest number of interviewees.

Personal and professional integrity helps a leader to build trust with his or her subordinates. Subordinates are then more willing to believe what the leader says and follow him or her. One respondent defined integrity as simply "what you say is what you do."

Honesty and integrity are virtues in all individuals, but have special significance for leaders. Integrity is the correspondence between word and deed and honesty refers to being truthful or non-deceitful. The two form the foundation of a trusting relationship between leader and followers (Kirkpatrick & Locke, 1991).

The leaders also felt that honesty, even brutal honesty, was important as people actually value this characteristic in a leader.

Conscientiousness and ethical behavior also emerged as important attributes of successful leaders. The leader sets the tone in the organisation and needs to lead by example. Running a business ethically and prudently is also important and successful leaders also consider the social impact of their business.

Conscientiousness as a trait is positively correlated with job performance and negatively correlated with deviant behaviours (Salgado, 2002). Conscientious leaders exhibit integrity, tenacity and persistence in the pursuit of organizational objectives (Goldberg, 1990).

In light of the many moral and ethical issues that have tarnished the corporate world recently, it is reassuring that these leaders place such high emphasis on the importance of honesty, integrity and ethics in running a successful business.

6.1.5 Openness

Openness and Adaptability

This emerged as the second most highly weighted determinant. In order to be successful, a leader needs to be open to new ideas, encourage innovation and be flexible and adaptable. This also involves creating a stimulating environment were people are encouraged to come up with new ideas and innovate. Kirkpatrick and Locke (1991) support this and state that effective leaders must promote change and innovation.

Successful leaders are also flexible and adaptable and are always willing to acknowledge and learn from their mistakes. This is supported by the literature which states that flexibility and adaptiveness are important traits for a leader, especially in today's turbulent environment (Kirkpatrick & Locke, 1991).

Individuals high in openness are intellectually curious, divergent thinkers and routinely challenge conventional wisdom on critical issues (McCrae, 1994; Judge et al, 2009). According to Bono and Judge (2004), these individuals also score highly on intellectual stimulation and inspirational motivation.

Taken together, these characteristics in a leader can help foster an environment of innovation and creativity and drive organizational performance to new levels. In terms of its practical relevance to business leaders in general, this finding underscores the importance of innovation as a key differentiator and a source of competitive advantage in building a successful business.

6.1.6 Agreeableness

Caring and Consistency

In order to connect with ones followers and get the best out of them, a leader needs to trust and care for his or her people and treat them fairly. Successful leaders are empathetic and place as much emphasis on the needs of their people as they do on the goals of the company. A leader should always be consistent in her actions as this helps reassure subordinates that the leader and her decisions can be trusted.

This is in keeping with the description of agreeable individuals as being both trusting and trustworthy (Costa & McCrae, 1992). Agreeable individuals score highly in idealized influence and are seen as attractive role models because of their trustworthy and cooperative nature (Bono & Judge, 2004).

Highly agreeable leaders are however, likely to avoid interpersonal conflict and be overly sensitive to the feelings and desires of others, leading them to avoid decisions that put them at odds with peers and subordinates. According to one interviewee, in order to get things done get things done a leader must be "tough but caring." This is supported by the literature which states that successful leaders must be willing to exercise power over subordinates, tell them what to do, and make appropriate use of positive and negative sanctions (Kirkpatrick & Locke, 1991).

Although some empirical studies have shown a weak correlation between agreeableness and leader effectiveness, there are several explanations for a more positive association between the two (Judge, et al., 2009).

79

Successful leaders are therefore caring, consistent and empathetic, however they are not so agreeable that they cannot be tough when needed.

Approachable and Good Listener

The majority of interviewees mentioned that leaders who get results are approachable and have good listening skills. Informality and a non-hierarchical style of leadership encourage people at all levels in the organization to consult with the leader on important issues.

The leader should also ensure that he makes himself available for people who wish to consult with him. Successful leaders are also good listeners, and if a leader actively listens to her people and allows them to express themselves she will gain profound insights.

This is supported by research which shows that successful leaders are effective information gatherers because they are good listeners and encourage subordinates to express their opinions (Kirkpatrick & Locke, 1991).

Consultative attitude

Successful leaders consult with others and encourage lively debate around matters of strategic importance. In this way the leader becomes more of a facilitator and allows the collective to decide on the best way forward.

The leader however, does not abdicate decision making responsibility and should be prepared to step in and make the decision when needed. A consultative and collaborative approach to decision making within the organization makes

employees feel valued and empowered, promotes alignment and gets things done.

This is supported by evidence in the literature which states that an effective leader cannot do everything - achieving goals requires collaboration among many individuals (Kirkpatrick & Locke, 1991).

6.1.7 Charisma

Vision and Inspiration

This determinant had the third highest weighting. Effective leaders are able to develop and articulate a clear, compelling and shared vision of the future. These leaders are fully engaged with the people and the company and are able to inspire and motivate subordinates to give off their best for the company.

The positive effects of vision, inspiration, and motivation are well documented. Leaders however, cannot achieve the vision alone. They must stimulate followers to work for it too by generating enthusiasm and commitment (Fuller, Patterson, Hester & Stringer, 1996; Kirkpatrick & Locke, 1991).

Charismatic leaders are able to influence followers by articulating a compelling vision of the future, arousing commitment to organizational objectives, and inspiring a sense of self-efficacy among followers (Judge et al., 2009).

81

Good communicator and Persuasive

Successful leaders are skilled communicators and use story-telling, metaphors, analogies and media to make their communications more exciting and impactful. These leaders are also comfortable with and adept at sharing personal experiences and insights, which helps builds trust with their associates. The literature supports this and states that charismatic leaders are skilled and animated communicators, who have the ability to deliver powerful messages using rhetoric, imagery, and anecdotes (Kirkpatrick & Locke, 1991).

Charm and persuasiveness is another key characteristic of effective leaders. Good communication skills help a leader to connect with and energise followers. Charm and persuasiveness is then needed to inspire and motivate employees to achieve organizational goals.

The core of charismatic leadership theory rests on the notion that a leader's influence on his or her followers goes beyond formal authority, and relies instead on the leader's personal charm and persuasive communication (Judge et al., 2009).

The positive effects of charisma on organisational functioning is well documented, with hundreds of empirical studies finding that charismatic leaders are able to inspire high levels of performance and encourage deep levels of commitment and satisfaction among followers (Fuller et al., 1996; Judge et al., 2009)

6.1.8   Intelligence

Cognitive Ability

Intelligence (i.e. cognitive ability) has been identified as one of the great traits of leadership and among the most critical traits that must be possesses by all leaders due to its positive link to job performance and educational achievement (Judge, et al., 2009). Intelligence has also been positively associated with both leader emergence and effectiveness (Foti & Hauenstein, 1993).

The findings in this research were slightly different in that the majority of interviewees felt that leaders generally don't need to have superior intelligence in order to be successful. In fact, cognitive ability emerged as the lowest weighted of all the identified determinants.

Successful leaders do however, ensure that they have the individuals with the necessary cognitive skills in the organization and are able to harness them into a team when needed.

Leaders who are endowed with superior intellectual abilities may however receive greater respect and admiration from their associates. This is in keeping with the literature which mentions that intelligence is a trait that followers look for in a leader. If someone is going to lead, followers want that person to be more capable in some respects than they are. Therefore, the follower's perception of cognitive ability in a leader is a source of authority in the leadership relationship (Kirkpatrick & Locke, 1991).

Highly intelligent leaders must guard against intellectual arrogance which can alienate coworkers. This is supported by the literature which states that individuals with exceptionally high IQs may be perceived as atypical and treated as outsiders in a work group (Judge et al., 2009). According to Bass (1990), it could be detrimental to a group if the leader's intelligence substantially exceeds that of the group members.

Leaders have often been characterized as being intelligent, but not necessarily brilliant. Kotter (1986) cited in Kirkpatrick & Locke (1991, p. 55) states that a "keen mind" (i.e., strong analytic ability, good judgment, and the capacity to think strategically) is necessary for effective leadership, and that leadership effectiveness requires "above average intelligence," rather than genius.

It therefore appears that in order to be successful, a leader does not need to be an intellectual genius but should ensure that he or she has the necessary skills and competencies within the organization.

6.2   Other Identified Traits

During the analysis of the data, a few determinants were identified that could not be incorporated directly into the conceptual framework of the Leader Trait Emergence Effectiveness (LTEE) model. In order to integrate these results into the LTEE model, the author has combined the trait categories "Emotional stability" and "Agreeableness" under the heading "Emotional Intelligence". The author has also created a new trait category, "Drive", in order to accommodate

the determinants "High Energy and Passion" and "Ambition and Focus" that emerged from the research. These findings are presented and discussed below.

6.2.1 Emotional Intelligence

Although emotional intelligence could have been included under the heading "Emotional stability", emotional intelligence as a concept was mentioned so often that it deserves to be discussed separately.

The majority of interviewees mentioned that emotional intelligence in a leader is more important than IQ and a critical factor in building good relationships with people and getting them to follow you. Respondents described emotional intelligence as connecting with people, big listening and emotional maturity.

This is supported by Goleman (1998) who argues that although IQ and technical skills are important, emotional intelligence is the *sine qua non* of leadership.

The model introduced by Goleman (1998) describes emotional intelligence as a wide array of competencies and skills that drive leadership performance. This model outlines four main emotional intelligence constructs:

- Self-awareness

- Self-management

- Social awareness

- Social skill

All of these constructs include themes that have been identified in the research but which have been discussed separately under the headings "Emotional stability" and "Agreeableness" using the LTEE model above.

The author therefore proposes that the trait categories "Emotional stability" and "Agreeableness" be combined and called "Emotional Intelligence", which is a more current, relevant and encompassing identifier. In order to segregate but still retain the identities of the individual determinants under each original trait category, the author has subdivided emotional intelligence into the following sub-categories:

- Intrapersonal intelligence – balance of emotions and self control

- Interpersonal intelligence – caring and consistency, consultative attitude, approachable and good listener

This categorisation is supported by Gardner, who in 1983 introduced the idea of multiple intelligences in his book entitled Frames of Mind: The Theory of Multiple Intelligences.

6.2.2 High Energy Levels and Passion

This was the determinant with the third highest weighting. High energy levels are a major characteristic of leaders who get things done. Some respondents described themselves as "adrenaline junkies" or having so much energy that they "burn out most people" around them.

This is supported by Kirkpatrick and Locke (1991) who characterise effective leaders as "electric, vigorous, active, and full of life" as well as possessing the "physical vitality to maintain a steadily productive work pace" (p. 50).

86

This energy is often a product of the passion that these leaders have for their work and together with a positive attitude, it helps motivate people around them. The leader sets the tone, speed and pace in the organization and high energy levels in the leader are necessary in order to energise and invigorate subordinates.

Energy is also a by-product of impatience – successful leaders are usually impatient to get things done and achieve results. Kirkpatrick and Locke (1991) lend credence to this in their description of successful leaders as being "active, lively, and often restless" (p. 50).

The closest trait category in the LTEE model that this determinant could relate to is extraversion however, they are different. The author therefore proposes that this determinant as well as the one below (Ambition and Focus) be included under a separate trait category called "Drive". This is supported by Kirkpatrick and Locke (1991) who use the term "Drive" to refer to a constellation of traits reflecting a high effort level (e.g. energy, ambition, tenacity).

6.2.3 Ambition and Focus

Ambition and focus in a leader are key success factors. Ambition can manifest in a number of ways – a drive to success, a need to build a legacy, a desire to add value, and even a fear of failure. For some leaders, the fear of failure was more important than the desire to succeed. This is supported by the literature which states that effective leaders are very ambitious about their work and careers and have a strong desire to get ahead (Kirkpatrick & Locke, 1991).

The need for achievement is an important motive among effective leaders. High achievers obtain satisfaction from successfully completing challenging tasks,

87

attaining standards of excellence, and developing better ways of doing things (Kirkpatrick & Locke, 1991).

Leaders who get things done are also highly focused individuals - they know what needs to be done and focus on getting results. According to Kirkpatrick and Locke (1991), it is not only the direction of action that counts but sticking to the chosen direction. Effective leaders keep pushing themselves and others towards the goal.

Successful leaders are therefore highly ambitious individuals with a passion for what they do and the necessary energy to translate this passion and ambition into results. These leaders are also aware that although ambition and focus can achieve extraordinary results, too much ambition in a leader can lead to arrogance and ruthless behavior, and they actively guard against this.

This author proposes that this determinant be listed under the trait category "Drive" for the reasons outlined above.

6.3   Key Leader Traits identified in this research

In light of the findings from this research, the author has developed a core set of traits that are associated with South African business leaders who get things done. This is presented in Table 20 below, and shown in relation to those from the LTEE model.

Table 20 – Comparison between the traits from the LTEE model and this research

LTEE model (Judge, et al., 2009)	Findings from this research
Conscientiousness	Conscientiousness
Extraversion	Ambiversion
Agreeableness	Emotional intelligence
Emotional stability	• intrapersonal • interpersonal
Openness	Openness
Core self-evaluations	Self-confidence
Intelligence	Intelligence
Charisma	Charisma
	Drive

6.4 Other Interesting Findings

6.4.1 Inherited and Acquired Leadership Skills

This was an interesting finding that emerged from the research, as the researchers were not exploring whether effective leaders inherit or acquire their skills.

The debate on the role of nature or nurture on leadership emergence and effectiveness has been raging for centuries. "Great man" theories of leadership date back to the 19th century, and claimed that leadership qualities were inherited.

89

Numerous studies now show that leader emergence and leader effectiveness show significant heritability (Judge et al, 2009).

The majority of interviewees however, were of the opinion that not all successful leaders are born with a genetic ability to lead. Although they were not dismissive of the role of genetics, most mentioned that they had acquired their leadership skills through experience and learning and felt that successful leaders can be developed.

The practical implication of this is that in order to be an effective leader, one does not necessarily have to be born with the right genes. Through training, learning, and experience one can acquire the necessarily skills in order to become an effective leader.

6.4.2 The relative importance of the leadership attributes (ARE, KNOW, DO)

Leader attributes exhibit complex, multiplicative and curvilinear relationships with each other and leadership outcomes (Zaccaro, 2007).

Most leaders felt that "who leaders ARE" and "what leaders DO" are more important than "what leaders KNOW." The average scores also showed that the leaders felt that the "ARE" and "DO" attributes are equally important.

Despite detailed analysis of the data, the researcher was unable to find any patterns or trends to further explain and contextualise these results, and this remains an interesting finding for future research.

6.4.3 The influence of the environment

The researchers did not originally set out to investigate the influence of the environment on a leader's ability to get things done. However, during the course of the mock interviews the role of the environment was mentioned by some of the interviewees, and the researchers decided to include this question in the interview guide.

Although it appears that leadership attributes lead to effectiveness which in turn leads to results, results are dependent on a variety of other contextual factors in addition to leadership attributes.

Personal traits, competencies and behaviours help you become a leader, however in order to be effective and achieve results, leaders must leverage and adapt these skills when making decisions and managing within the context of their environment.

The environment presents many threats and opportunities and successful leaders have a keen understanding the environment in which they operate and craft their company's strategies accordingly.

Leadership attributes on their own are therefore not very helpful in getting results, unless they are relevant to the environment. The environment buffers and modifies a leader's skills and abilities.

One of the reasons why the trait theory initially fell out of favour was because it failed to consider the impact of the environment on leadership effectiveness (Robbins, 2003). The contingency approach suggests that no single leadership style, specific leadership functions or particular leadership qualities are

91

recommended as the best under all circumstances and that a leader must adapt to the environment in which he or she operates (Gerber, Nel & Van Dyk, 1996; Hersey & Blanchard, 1988).

Research has shown that traits interact with situational variables to determine leader effectiveness (Jago, 1982). Fiedler (1967) cited in Jago (1982) states that "it is simply not meaningful to speak of an effective leader or an ineffective leader; we can only speak of a leader who tends to be effective in one situation and ineffective in another" (p. 323)

This finding has implications on the training, selection and placement of managers in organisations. One should take care in selecting and placing leaders in environments or situations likely to fit their personality type and leadership style. Furthermore, it may be possible to train leaders to develop the necessary attributes, in order to be successful in a particular organisational environment or context.

7. CONCLUSION & RECOMMENDATIONS

7.1 Conclusion

The goal of this exploratory research project was to employ qualitative methodology to identify the attributes of leaders who get things done. This project was undertaken in collaboration with two other researchers, each of whom investigated a specific category of attributes. The author examined the "Who leaders ARE" dimension which looked at the values, personal traits, and characteristics of successful leaders. Data was gathered through in-depth interviews with selected business leaders, and these sessions were recorded and transcribed. The data was then analysed in order to identify the main determinants or themes relating to the research questions as well as the associated response elements. The data obtained for each determinant was fairly consistent and most determinants were supported by the literature.

The trait approach to leadership is arguably the most venerable intellectual tradition in leadership research, with decades of great prominence followed by years of scepticism and disinterest. Recent advances in personality research, including the development of comprehensive trait frameworks, have inspired a reassessment of the role of individual differences in leadership, and sparked renewed interest in trait approaches to understanding leader emergence and leadership effectiveness (Judge et al., 2009).

Recent research has reliably demonstrated that successful leaders are different from others. The evidence suggests that there are certain core traits which significantly contribute to a business leader's success (Judge et al., 2009).

This research has identified the following set of key traits that a leader should possess in order to get things done:

- ➢ Drive (energy, ambition, focus)

- ➢ Conscientiousness (honesty, integrity, ethics)

- ➢ Self-confidence

- ➢ Openness (flexibility, adaptability, innovative)

- ➢ Charisma (vision, inspiring, good communication skills, persuasive)

- ➢ Emotional intelligence (balance of emotions, self-control, consistency, caring, empathy, consultative, approachable, listening skills)

Successful leaders are very ambitious about their work and careers and have a strong desire to get ahead. To sustain this high achievement drive and get ahead, these leaders must have energy. The need for energy is even greater today than in the past, because of increased demands on leaders. Research has shown that successful leaders are likely to be achievement-oriented, ambitious, energetic, and tenacious (Kirkpatrick & Locke, 1991).

Honesty and integrity are virtues in all individuals, but have special significance for leaders. Without these qualities, leadership is undermined. Effective leaders are credible, with excellent reputations, and high levels of integrity (Kirkpatrick & Locke, 1991).

94

There are several reasons why a leader needs self-confidence. A wealth of information must be processed. Problems must be solved and decisions made. Followers have to be convinced to pursue specific courses of action. Risks have to be taken in the face of uncertainty. Self-confidence in a leader plays an important role in decision-making and gaining the trust and respect of others (Kirkpatrick & Locke, 1991).

In today's dynamic and turbulent business environment, openness, flexibility, and adaptability are important traits for a leader. Successful leaders initiate and promote change and foster a culture of innovation and creativity.

Charisma is a personal trait that is often characterized as a unique and special gift from God (Judge et al., 2009). The core job of a leader is to create a vision. The leader then needs to communicate this vision to followers through inspirational messages, appeals to shared values and above all through acting as a role model and modeling the way.

Emotional intelligence is the *sine qua non* of effective leadership (Goleman, 1998). In the workplace, it manifests itself not simply in the ability to control one's emotions or get along with others. Rather, it involves knowing your own and your associates emotional makeup well enough to move people in directions that help accomplish company goals. Emotional intelligence is therefore vital for effective leadership. Emotionally stable leaders are calm, relaxed, consistent in their emotional expressions, and unlikely to express negative emotions such as stress and anxiety (Judge et al., 2009).

Traits alone, however, are not sufficient for successful business leadership. There is another variable – the environment. The environment presents risks and opportunities and modulates a leader's ability to get results. In order to be successful, a leader needs to understand the environment in which he or she operates and adapt or acquire the necessary skills, qualities and abilities in order to be effective.

In light of these findings, the leadership effectiveness model presented in Chapter 1 has been modified to reflect the role of the environment on a leader's ability to get things done. This is depicted in Figure 6 below.

In summary, the author is of the opinion that this research has made a useful contribution to the existing knowledge base on this topic, especially from a South African perspective. This research has shown that leaders do not have to be great men or women or intellectual geniuses to succeed, but they do need to have the "right stuff" and this is not equally present in all leaders. This research should assist in identifying, selecting, and training individuals for leadership positions based on their possession of certain key traits that are necessary for effectiveness. More importantly, despite the checkered history of the trait-based approach to leadership effectiveness, this research demonstrates that specific traits do in fact enhance the ability of South African business leader's to get things done.

Figure 6: Revised Leadership Effectiveness Model
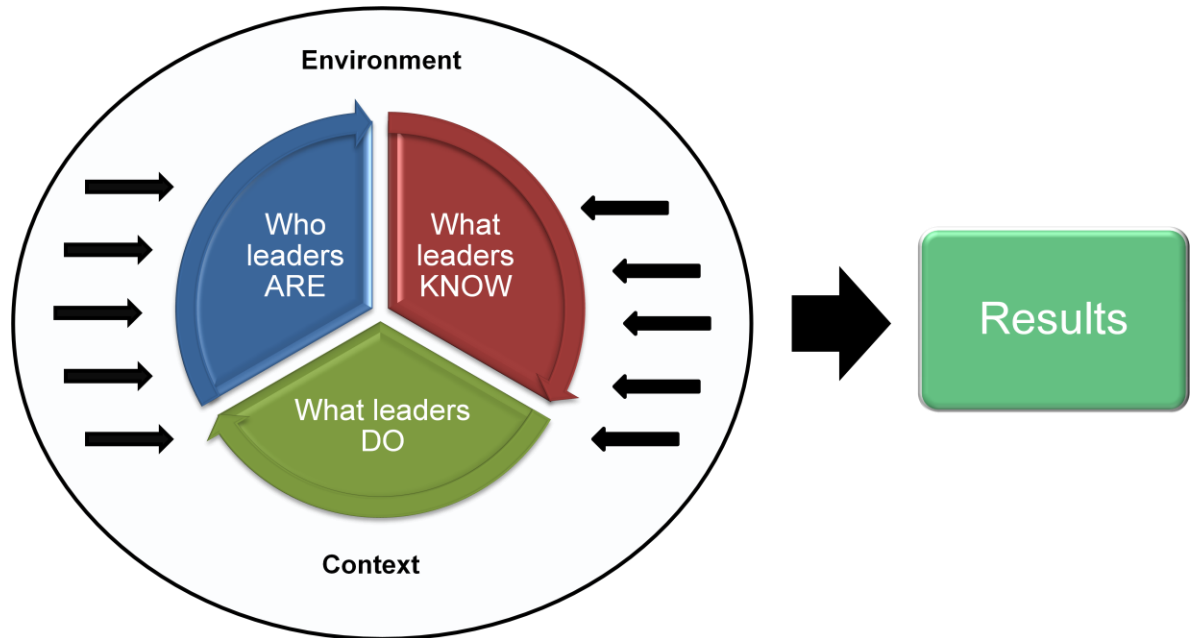
7.2   Recommendations for Future Research

The investigation into the personal attributes of South African business leaders who get things done can still accommodate a vast amount of research. In light of this and the limitations of the research as described in Chapter 4, the researcher has identified the following areas to be researched in the future:

- Are there generational differences in the values, personal traits and characteristics of leaders who get results? Three cohorts – baby boomers, generation X and generation Y.

- Are there gender differences in the values, personal traits and characteristics of leaders who get results?

- Are the personal traits of successful leaders in a particular industry sector similar to or different from those of leaders in another sector? (e.g. traits of leaders in mining compared to leaders in pharmaceuticals)

- Investigation into the utility of the various constructs of emotional intelligence (i.e., self-awareness, self-management, social awareness, social skill) as a framework to investigate the traits and characteristics of leaders who get results

- Research into the influence of educational achievement on a leader's predilection for a particular category of leadership attributes (ARE, KNOW, DO) or a specific set of personal traits

- Research into whether there are differences in the values, personal traits and characteristics of business leaders and non-business leaders

- Research into whether there are differences in the traits associated with leader emergence and those associated with leadership effectiveness

- Follower's perspective of the values, personal traits and characteristics of effective leaders

- Research into the correlation between the subjective and objective evaluation of the traits of successful leaders

- Investigation of the interplay between traits and the environment

- Research into the factors that influence a leader's predilection for the three leadership attributes (ARE, KNOW, DO)

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APPENDIX 1:   LIST OF INTERVIEWEES

Name	Age	Gender	Race	Current Position
Ashley Pearce	46	Male	White	CEO – Merck South Africa
Barry Swartzberg	44	Male	White	Group Executive Director – Discovery Holdings
Bernard Swanepoel	49	Male	White	Director of Companies
Brian Bruce	61	Male	White	CEO – Murray & Roberts
Henry Laas	49	Male	White	MD – Murray Roberts Cementation
John Fagan	50	Male	White	CEO – Sanofi-Aventis South Africa
Jonathan Louw	40	Male	White	CEO – Adcock Ingram
Laurie Dippenaar	61	Male	White	Chairman – First Rand
Millard Arnold	64	Male	Black	Group Legal Advisor – Murray & Roberts
Noel Guliwe	44	Male	Black	CEO – Aspen South Africa
Otto Pepler	61	Male	White	Executive Coach
Peter Joubert	77	Male	White	Director of Companies
Peter Matlare	51	Male	Black	CEO – Tiger Brands
Terry Volkwyn	48	Female	White	CEO – Primedia Broadcasting
Tony Philips	64	Male	White	Director of Companies

APPENDIX 2:   INTERVIEW GUIDE

1. Introduction (5 minutes)

In this section the researcher will introduce himself and provide background to the research study, including describing the research question.

This is a collaborative research project between me and two other MBA colleagues. The purpose of this exploratory research is to gain a deeper understanding of the leadership attributes that influence how South African business leaders get things done. In the context of this research we define a leader who "gets things done" as someone who has achieved sustained financial results over a period of time (3 years).

Leadership has been studied for thousands of years, yet despite all this research very little is known about the defining characteristics of effective leadership. There is more than enough evidence to suggest that the effectiveness of a leader is crucial to the success of the organization. We can add a huge amount of value to leadership theory and leadership development if we are able to understand what makes a leader successful i.e. how does a leader get things done. The title of our research is "The attributes of leaders who get things done" and from this research we hope to shed some valuable insight on this topic.

The interview will be an in-depth discussions based on a semi-structured approach. There will not be any "question and answer" engagement but rather a discussion that covers the key areas we have identified.

All the findings will be treated as confidential and individual transcripts will not be included in the report. No source, individual or organization will be identified within the text of the report but we would like to include a list containing your name, position and organization in our report. Should you be interested a copy of the reports will be made available to you.

2. **Demographic Information (5 minutes)**

Confirm:

- Gender

- Age

- Race

- Tertiary education

- Time in an executive management position

- Current position

3. **Research questions (1 hour)**

3.1. Briefly give me a summary of your life as a leader – how old were you when you had your first leadership role, in which companies were you a leader and tell me a little about your leadership roles?

3.2. As a leader did you have any leadership highs and lows? Can you tell me about them?

3.3. Can you describe key events or people that shaped your career?

3.4. How do you get things done?

In our research, we have identified three categories of attributes that influence leadership effectiveness (show model):

- **who leaders ARE (values, personal traits and characteristics);**

- **what leaders KNOW (skills, abilities and competencies); and**

- **what leaders DO (behaviour, habits and styles)**

112

3.5. In your opinion, what are your values, personal traits and characteristics that enable you to get things done?

3.6. How important has academic knowledge, work experience and competence been in influencing your ability to get things done?

3.7. What behaviours (the way you act) and leadership styles would you associate with how you get things done?

3.8. In your opinion, are any of these attributes more dominant or more important in influencing how leaders get things done?

3.9. If you had 100 points to allocate between these three attributes that best describe your approach to getting things done, how many would you allocate to each.

ARE	KNOW	DO

3.10. Are there any other important attributes that influence your ability to get things done?

3.11. Are there any of these attributes particularly important for South African leaders?

3.12. What is the role of the environment in influencing the ability of a leader to get things done

3.13. Why do you believe you have been nominated as a leader who gets things done?

3.14. Is there anything else you might like to tell me about the attributes of leaders who get things done?

THE END, THANK YOU

113

APPENDIX 3:   PRE-INTERVIEW INFORMATION PACK

Letter of Introduction:

TO: Name of Interviewee

FROM: Dr Rashem Mothilal

DATE: dd/mmm/yyyy

Attributes of Highly Effective Leaders

Dear XXXX

I am conducting research in an effort to better understand the attributes of leaders who get things done. This research is aligned with the research of two other colleagues and the findings will be included in three separate research reports that will be submitted to the University of Pretoria, Gordon Institute of Business Science (GIBS). This research is in partial fulfillment of the requirements for the degree of Master of Business Administration (MBA).

Leadership has been studied for thousands of years, yet despite all this research very little is known about the defining characteristics of effective leadership, especially among South African business leaders. There is ample evidence to suggest that the effectiveness of a leader is crucial to the success of the organization. We can add a huge amount of value to leadership theory and leadership development if we are able to understand what makes a leader successful i.e. how does a leader get things done. Our research is entitled "*The*

attributes of leaders who get things done" and from our study we hope to add to the body of research on this topic.

You have been nominated as a highly effective leader during a recent poll conducted at GIBS. Your insight and experience will be of tremendous value to our research. We are particularly interested in the attributes that you believe have been crucial to your effectiveness as a leader.

The interview should last about 60-90 minutes and will be an in-depth discussion using a semi-structured approach. There will not be any "question and answer" engagement but rather a discussion that covers the key areas we have identified in the literature. These are enclosed as well.

All the findings will be treated as confidential and individual transcripts will not be included in our final report. No source, individual or organization will be identified within the text of the final report but we would seek your permission to keep your name, position and company name on record. Should you be interested, a copy of the interview transcript and final research report will be made available to you.

A letter from the Gordon Institute of Business Science is attached to confirm my association with institution. Should you have any need for further discussion prior to the interview, please contact me.

Kind regards,

Rashem Mothilal

Mobile: 082-558 5931

Pre-interview Guide:

Below are some of the topics that I would like to discuss with you:

1. A short summary of your life as a leader, highlighting highs and lows and key learning's.

2. Events that shaped your career.

In our research, we identified three categories of attributes:

- Who leaders ARE (values, personal traits and character)

- What leaders KNOW (skills, abilities and competencies), and

- What leaders DO (behaviour, habits and styles).

I would like to explore the importance and relevance of these characteristics within your own leadership experience.

3. Other important characteristics that influence how you get things done.

4. Any specific attributes/characteristics that apply specifically to South African business leaders.

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

dd/mmm/yyyy

Name of Interviewee

Title and Name of Company

The Attributes of Leaders Who Get Things Done

Dear Mr. XXXX

Thank you for making time available to be interviewed on dd/mmm/yyyy.   Your opinions and insights will certainly make a significant contribution to my research, and I am truly grateful.

Once the research has been finalised, I will ensure that you receive a copy of the final report as well as copies of any subsequent academic journal publications.

Yours faithfully,

Rashem

Rashem Mothilal

Email: rashem.mothilal@novartis.com

Cell: +27 82 558 5931

APPENDIX 5:   INDEPENDENT ANALYSIS - LETTER OF CONFIRMATION

PO Box 121
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Tel: +27 11 024 0402
Cell: 083 321 2251
Fax: 086 676 3845
E.mail: sandra.reinbrech@librasquared.com
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September 2010

Dear Mr Mothilal

INDEPENDANT EVALUATION AND ANALYSIS OF INTERVIEWS CONDUCTED

This serves to confirm that I have read, evaluated and analysed the transcripts of interviews given to me in the context of your research paper titled "The personal traits of leaders who get things done".
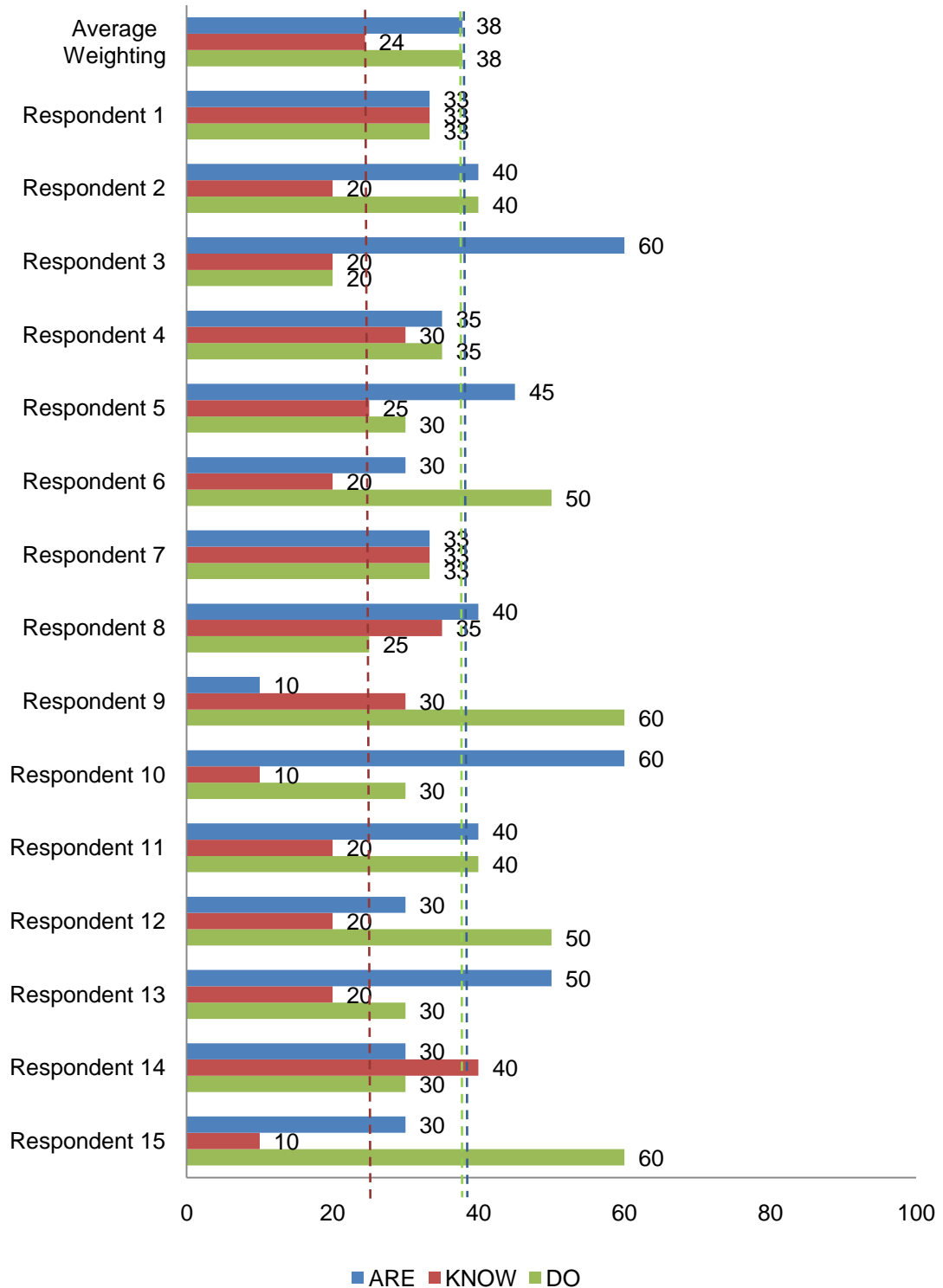
I confirm that I have independently analysed 15 unedited transcripts (raw data) of interviews conducted by yourself, with various prominent business leaders in South Africa. I have read each interview in the context of finding opinions expressed by each interviewee on the specific attributes, qualifications, experience and skills required by leaders who get things done. More specifically, I have tried to identify, as you requested, what "essential attributes" each interviewee has identified or attributed to leaders who get things done.

I trust that you will find my analysis and comments helpful and look forward to reading your findings and research paper.

Yours faithfully

Sandra Reinbrech

Company Owner: Sandra Reinbrech   Reg. No. 2009/216423/23

Weightings by Respondent

ARE **KNOW** **DO**

APPENDIX 7:   **DATA ANALYSIS**