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**Gordon Institute
of Business Science**
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Evaluating the leadership development components of an MBA programme

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

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ABSTRACT

Business schools need to provide graduates with the training to enable them to ask the right questions and make observations from different perspectives and at different levels. Even though MBA programmes typically focus on developing general management skills, critics still argue that MBA graduates do not have the skills required to effectively manage people. The research aimed to address the gaps in the research and provide some recommendations from a South African context by looking at the impact of the MBA on leadership development and personal change.

A descriptive research approach was followed to obtain the views of students on the impact of the MBA on personal change and leadership development. A self-administered questionnaire supported the quantitative design. The population of the study included all GIBS MBA students that completed their studies within the last five years, or that are in the process of completing their studies.

This research has shown that the despairing picture of the future of leadership development, as part of the MBA, which is reflected by a lot of popular literature, is not entirely justified. Overall, the results from this study indicated that the MBA has a positive impact on the personal change and leadership development of an individual.

The leadership theme might need to be more explicit throughout the MBA. This could either take the form of the extension of the LEAD module across the two years as a full leadership module, supplemented by individual; and/or group coaching, a compulsory elective on leadership, and/or more leaders from industry speaking on leadership.

The research highlighted the importance of working in teams, practical application of learning and reflection as critical components for leadership development and personal change during an MBA.

As far as this research could determine, there are no major differences between different genders, race groups or management level as far as their perception of the leadership development and personal change of the MBA is concerned. It would seem that the context in which these different groups might have a bigger impact on how they operate.

KEYWORDS

Master of Business Administration, Leadership development, Adult learning, 360-degree assessment

DECLARATION

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

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Michelle Warricke   **Date**

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CONTENTS

LIST OF TABLES

LIST OF FIGURES

1   CHAPTER 1: INTRODUCTION TO RESEARCH PROBLEM

1.1   PROBLEM STATEMENT

The research will attempt to evaluate the components of an MBA (Master of Business Administration) programme in terms of its impact on personal change and leadership development of MBA students. The focus of this study will be on the MBA as offered by one of the leading South African business schools.

1.2   BACKGROUND

The demands on leaders have certainly changed tremendously over the last 30 years. Leaders today are far more vulnerable in their daily jobs, where they are confronted with extraordinary amounts of information and choices (Reardon, Reardon, & Rowe, 1998). To add to their anxiety, they are required to work with employees and customers who are not only distributed geographically, but who are also more diverse than their predecessors (Reardon et al.,1998).

Despite their challenges, leaders are still required to have all the answers. According to Reardon et al. (1998), leaders need to recognise their own strengths and weaknesses, understand the extent to which their leadership styles are suited to their daily demands, and have consideration for the type of people they need to work alongside them, to complement their styles. To be able to do this, leaders need to not only operate at a certain level of self-awareness, but they also need to have a keen awareness of others (Reardon et al.,1998).

Scholars not only fail to agree on what leadership is, how it is applied and what defines a leader, but also share scepticism that leadership development is effective enough to uniquely equip leadership-academy graduates to lead (Allio, 2013).

The debate over the purpose and future of business schools, particularly in terms of what they should teach and how they should teach, has been continuing for more than a decade (Datar, Garvin, & Cullen, 2011; Friga, Bettis, & Sullivan, 2003; Kleiman & Kass, 2007; Pfeffer & Fong, 2002). Business schools have the fundamental mission of training the future generation of managers and preparing them to lead change in their organisations (Almog-Bareket, 2011).

Organisations are prepared to make huge investments in management education to enable them to ultimately capitalise from MBA graduates' increased business knowledge, and convert that knowledge into business profits (Carmichael & Rijamampianina, 2008).

1

MBA students and graduates invest a lot into an MBA and also demand a qualification that is practical, in tune with current times, and that will give them the edge over their competitors in the marketplace (Carmichael & Sutherland, 2005).

While the MBA is regarded as one of the most popular academic qualifications and a primary form of development for managers, it is often questioned in terms of its value (Jain & Stopford, 2011; Warhurst, 2011).

Typical MBA programmes focus on developing the skills that are required by general managers (Benjamin & O'Reilly, 2011). Professor Henry Mintzberg has been quite vocal of his criticism of MBAs and business schools. He went as far as to say that "MBA graduates who believe they can manage anything are quite simply a menace to society" (Mintzberg, 2004, p. 160). He believes that MBA programmes have been focusing more on educating students in general business functions, and not in the practice of managing (Mintzberg, 2004).

Educators and practitioners often focus more on the "hard facts" and development of analytical skills (Jain & Stopford, 2011; Schlegelmilch & Thomas, 2011). There seems to be an abundance of teaching analytical, quantitative and theoretical skills and techniques, but a shortage of teaching MBA students how to apply these skills. A balance is needed between maintaining academic rigour and teaching other forms of knowledge (Benjamin & O'Reilly, 2011).

The debate about the lack of teaching of soft skills extends to leadership development. The interest in the leadership development in the MBA has been growing along with the dissatisfaction about the content of the MBA curricula (Garcia, 2010). While leadership is a universally accepted part of executive education and MBAs, there is still an ongoing struggle between meeting the traditional demands of the academic community and serving the interests of the wider society and the corporate world (Garcia, 2010).

If the typical "soft skills" are generally not taught in business schools, as literature suggests, the question then arises how and where leaders come to understand themselves and others, if they are continually trained in traditional ways (Reardon et al., 1998).

While Mintzberg has been urging business schools to re-think their programmes and focus less on the development of mental strength, business schools have been doing exactly that—they have constantly been reinventing themselves, even if only to stay alive in the marketplace (Tyson, 2005). Business schools in South Africa have been adapting over the last few years and have incorporated facets of globalisation and

2

entrepreneurship, while at the same time addressing racial and gender imbalances (MBA.co.za, 2010).

The MBA equips managers and executives to deal with the challenges and realities of the "new economy" (Oosthuizen, 2009). In South Africa, the MBA is seen as a sought-after qualification embraced by a new generation of South Africans, eager to compete internationally on the business front (MBA.co.za, 2010). Some say that the increasing demand for the MBA (with more than 4,000 students enrolling at business schools on an annual basis) is evidence of the need for business leadership in South Africa (MBA.co.za, 2010).

Various offerings of the MBA are available in South Africa, including full-time, modular, executive, supported distance learning and Internet-based MBAs (MBA.co.za, 2010). Full-time MBAs vary from the classical two-year programme, to a one-year programme where core modules and electives are squeezed into a shortened period (MBA.co.za, 2010). Part-time MBAs are growing in popularity due to demands on work and family commitments. They vary from modular MBAs (blocks or modules of study, often accompanied by facilitated classroom and practical learning); to executive MBAs (specifically targeted at busy senior managers); to distance learning programmes (mostly private study with online course offerings and limited classroom time); and Internet-based MBAs (although popular, these are not yet at the same level as traditional MBAs) (MBA.co.za, 2010).

1.3   PURPOSE OF RESEARCH

There have been studies to examine the financial costs and benefits of investment into educational studies, including management education and MBAs (Carmichael & Sutherland, 2005). There have also been some studies to evaluate the personal impact that the MBA has had on students themselves, including a recent survey that was done by Finweek in South Africa to determine the reasons why students choose to study an MBA, despite the financial and non-financial implications (Finweek & MBAConnect.net, 2012).

Carmichael and Sutherland (2005) found that MBA students are prepared to sacrifice their personal, social and business lives, as the expected increased return on investment—financial as well as non-financial—was deemed to be sufficient. There may well be very distinct factors that affect personal change and facilitate leadership development among students.

3

Based on an evaluation of the literature available, the main purpose of the research will be to obtain a clear understanding of the role that business schools, and in particular an MBA programme, play in terms of impacting on the personal change and leadership development of students and graduates, during and after an MBA programme. (The terms "personal change" and "personal growth" were used interchangeably throughout this document and are assumed to have the same meaning for the purposes of this research.)

It is considered that the research might be of value to business schools to assist them to obtain some insight into the factors believed to have the most significant impact on personal change and leadership development. In addition, it might be of value to particularly gain insight into the specific time or stage of the MBA process where the biggest impact is experienced. This understanding would enable business school leaders to design curriculums that not only will support personal change and growth, but will also facilitate the development of leadership skills.

1.4   SCOPE OF RESEARCH

This research stemmed from the supposition that the MBA programme should incorporate a strong focus on leadership development. The literature review will provide an overview of what has been documented in terms of popular leadership development theory. Another related aspect of the research will be to focus on the impact of the MBA on personal change, as experienced by MBA students.

In order to measure the impact the MBA has on students in terms of personal change and leadership development, research will be conducted on current MBA students and MBA graduates of the Gordon Institute of Business Science (GIBS). The current GIBS MBA course will be evaluated in terms of the extent to which leadership development forms part of the formal delivery of the programme. Finally, should a gap exist between the measured and the desired impact of the programme, recommendations will be made to establish to what extent the curriculum can be enhanced to amplify the expected personal change and leadership development that takes place during the MBA process.

2 CHAPTER 2: LITERATURE REVIEW

The literature review will provide an overview of the MBA degree, indicating some of the challenges that are faced by business schools. In addition, the literature review will focus on factors that have an impact on personal change, specifically as it pertains to management education (in particular the MBA) and leadership development. Popular leadership development theory will also be reviewed and relevance to the MBA, according to literature, determined.

2.1 THE IMPORTANCE OF LEADERSHIP DEVELOPMENT

This section will aim to provide an overview of the history of leadership, review popular theory on the differences between management and leadership, as well as review some of the key factors that play a role in leadership development, as found in available literature.

2.1.1 History of leadership

Interest in leadership has been around for at least a century. Some scholars even believe that leadership has had a long evolutionary history that has enabled the human species to have survived for nearly 2.5 million years (Van Vugt, Hogan, & Kaiser, 2008). As the world has evolved and matured, so also leaders have had to adapt and acquire new skills. As coordination tasks have become more complex, the need for more complex cognitive factors has increased. As the complexity of the group has increased, the greater the need for a more socially astute leader has become (Van Vugt et al., 2008).

2.1.2 Management and leadership definitions

In 1977, Abraham Zaleznik's article on the difference between management and leadership attracted a lot of attention (Zaleznik, 1977). Although the debate that was started in 1977 is still continuing today, it is not the intention of this research to contribute to the debate, but merely to highlight some of the key points that are pertinent to this research.

Management operates on physical resources like capital, skills and technology (Almog-Bareket, 2011). Some of the common definitions of management include coping with complexity; implementing the mechanics of planning and budgeting, organising

5

(delegating responsibility) and staffing (identifying resources and filling positions); controlling and problem solving; bringing order and consistency; making systems of people and technology work well; setting targets or goals for the future; outlining steps to achieve targets and goals; and monitoring progress (Almog-Bareket, 2011; Kotter, 1190; Kotter, 2013; Thompson, 2012).

A commonly used definition of leadership is the "capacity of a person or a group to guide or direct others" (Hopen, 2010, p. 4). Leadership is about coping with change, through setting a direction (a vision for the future), aligning people, and motivating and inspiring (Kotter, 1990). It is about creating a motivating, visionary and adaptable environment where staff can flourish (Thompson, 2012). Leadership is about coping with changes in technology, international competition, markets, industries and demographics (Kotter, 2013). Like management, leadership also ensures goals are achieved but the focus is on motivating and inspiring the members of the organisation (Almog-Bareket, 2011), while clarifying purpose and values, setting direction and building the community (Allio, 2013). Leaders operate on emotional and spiritual resources like values, commitment and ambitions (Almog-Bareket, 2011). According to Almog-Bareket (2011), it is the role of the leader to assist his or her people to interpret change by creating an overlap between the individual's goals and those of the organisation. In addition, leaders should be able to deal with externalities, like a global financial crisis (Allio, 2013).

One of the fundamental roles of a manager is to ensure that people are following the processes (Wakeman, 2013). Leaders, on the other hand, should be able to coach their employees to develop them into capable, independent employees who are able to take action, resolve issues and decrease drama in the workplace (Wakeman, 2013). Some suggest that perhaps the primary role of a leader is to develop a culture that enables individuals to unite around the shared purpose of the enterprise. Support from followers is critical to make this work (Allio, 2013).

While leadership approaches may change as situational factors change, it is expected that the characteristics of successful leaders have remained more constant (Hopen, 2010). For an organisation to meet the challenges of today's world, they need high competencies in management as well as leadership (Kotter, 2013). It is when leadership roles and management functions are integrated, that innovative problem solving is achievable (Thompson, 2012).

2.1.3 Management and leadership traits

When employees reflect on the best boss they ever had, they often relate to leadership traits more than management traits (Gregory, 2013). Gilley, McMillan, & Gilley (2009) reported that a definitive list of agreed-upon and common leadership traits is yet to be defined. Some scholars believe that one's leadership behaviours are grounded in one's traits and skills (Gilley et al., 2009). Although it may well be naïve to characterise leadership as a collection of traits, several virtues are often ascribed to leaders.

Although the list is virtually endless, some of the traits important to create exceptional leadership include judgment; authenticity; credibility and honesty; likeability; humility; treating everyone fairly (not necessarily equally); leading from a position of integrity ("walk the walk"); hiring the right people for the right jobs; showing genuine interest in team members; thinking globally; appreciating cross-cultural diversity; building alliances and partnerships; and sharing leadership (Allio, 2013; Gregory, 2013; Hopen, 2010). Scholars also identified coaching, communicating, involving others, motivating, rewarding, and building teams as common leadership skills and behaviours. (Gilley et al., 2009)

Hopen (2010) identifies a few other factors that can potentially change the face of leadership, namely technology (the use of personal computers, social networking and the influence of the Internet on their organisations); global reach (international laws, regulations and customer preferences); knowledge workers (leaders need to strive to ensure the growth of the individual knowledge worker's capabilities, to ultimately result in an effective organisation); work force composition (embracing diversity and flexibility); social responsibility (environmental consciousness); and building partnerships (inside and outside the organisation).

According to Nebelung (2010), great leaders have the ability to "generate relationships and connections that result in creation, change and collective (organisational) success" (p. 49). He proposes that the following components are essential for leadership: care (about the wellbeing and growth of self and others); understanding (knowing what we and others offer and truly want and need, for example, the opposite of ignorance); respect (freedom to be who we are and grow in our own way without judgment); and responsiveness (active sensitivity and conscious response to fulfilment). These four factors are not seen as behaviours or actions, but rather as integration and internalisation that governs how leaders relate (Nebelung, 2010).

Nye (2008) defines soft power as "the ability to get what you want by attraction rather than coercion or payment" (p. 10), and comments on the effectiveness of this method

7

in a generation today that shows a more positive response towards instructors that counsel as opposed to instructors that shout. While there seems to an increase of participative management processes and shared leadership, hard skills are still required to bring transformation, especially when the resistance or inertia is high. For a leader, soft power on its own is not sufficient; "smart power" results when there is an effective strategy of balance, and appropriate application within the right context, between soft and hard power (Nye, 2008, p. 10).

While management and leadership are two distinctive systems of action, they are both complementary and necessary for operating in today's complex and volatile business environment (Kotter, 1990). Managers lead and leaders manage; it is through this connectedness that we expect an overlap between management and leadership traits and skills, which leads one to expect leaders to also to be at least tough-minded, persistent and decisive (Mintzberg, 2004; Zaleznik, 1977). The traits and skills associated to managers and leaders can therefore not be seen as being mutually exclusive.

2.1.4 Leadership demands and challenges

The demand to produce effective managers and leaders is constantly growing (Van Vugt et al., 2008). Some scholars estimate that the investment in leadership development training can be as high $50 billion a year in the United States alone (Schyns, Tymon, Kiefer, & Kerschreiter, 2013). Despite this vast investment in leadership and management development, there is alarmingly little consensus in the commonly accepted definition of leadership, in terms of the best way to develop leadership, or of the impact of leadership development on the performance of organisations (Bolden & Kirk, 2006).

As today's business environment increases in complexity, the challenge of leadership also becomes increasingly complex. Consequently, the demands on the versatility of the leader—and thereby the leader's assumed executive effectiveness to manage different business functions and roles—have increased (Van Vugt et al., 2008). However, not many leaders possess the range of skills that are required to perform such a wide range of duties (Van Vugt et al., 2008). Van Vugt et al. (2008) offer this as a possible explanation for the high rate of failure of senior managers.

2.2 TRAINING AND LEADERSHIP DEVELOPMENT

Strong leadership and management enhance workforce quality. However, not all managers have the required and accomplished leadership skills, so it is vitally important to develop clinical leadership skills in managers (Thompson, 2012).

Scholars not only fail to agree on what leadership is, how it is applied and what defines a leader, but also share scepticism that leadership development is effective enough to uniquely equip leadership-academy graduates to lead (Allio, 2013).

As leadership theory evolves, it provides new dimensions in leadership training and development (Bolden & Kirk, 2006). Similarly, as organisational landscapes change, new forms of leadership, and therefore leadership development, would be required (Bolden & Kirk, 2006).

2.2.1 Leader and leadership development

The demand for new leaders, regardless of their position of authority, seems almost limitless (Thomas, Jules, & Light, 2012). While a significant sum of money is spent on leadership development programmes, the learning and development of these programmes often seem short-lived, often due to the lack of a clear connection between the manager's personal experience, learning style, or business priorities (Thomas, Jules, & Light, 2012).

Kotter (1990) highlights three aspects that are helpful in developing leaders, namely acquiring a breadth of knowledge through broad job assignments, special task-force assignments, or lengthy general management courses; through building a (strong and informal) network of relationships acquired both inside, as well as outside of the company; or through creating challenging opportunities for young employees. Another key element is to identify people with leadership potential early in their careers, and then identify what will be needed to stretch and develop them. This development is either done through formal succession planning or a high-potential development process. Often these development opportunities are customised to fit each candidate's needs (Kotter, 1990).

Some scholars believe that the theories and models upon which leadership development practices are based, are too focused on individual leader development, and not sufficiently on the organisational and situational context in which leadership occurs—as leadership is a process that is reliant on the relationships between people (Bolden & Kirk, 2006). Many examples of great leadership are attributed to the

9

biographies of the leaders themselves, as individuals, and more often than not, the process of becoming a leader is not depicted convincingly (Burnison, 2013).

Leadership is not just about the leader, it is a contract between a leader and members of the organisation—be it the board, or the subordinates, or fellow leaders (Burnison, 2013). Bolden and Kirk (2006) caution against the development of small numbers of individuals in isolation, and expecting marked improvements in organisational performance upon their re-introduction to the organisation. For leadership and management development to be effective, it should be aligned with the organisation's culture, context and deliverables. It is the quality of leadership development, and not the quantity, that determines the effectives of the outcome (Bolden & Kirk, 2006).

If the skills, capabilities and awareness that are taught during leadership development programmes, do not translate into learning that is transferred to and embedded within the individual and subsequently the organisation, the learning is lost (Bolden & Kirk, 2006). Often when transformed individuals return to an unchanged system, they choose to move on. This is typically attributed to the failure of the process by which learning is transferred and embedded (Bolden & Kirk, 2006).

This view is supported by Klenke (2007), who believes that effective leadership depends more on a process of collaboration, collective achievement, teamwork and shared accountability across different organisational levels, than on the heroic action of an individual. Leadership effectiveness is dependent on networks of influence and on social interactions (Klenke, 2007). Leslie and Canwell (2010) also support this notion that leadership is not about an individual in a senior role. It requires multiple actors across an organisation to be involved in leadership activities (Leslie & Canwell, 2010). Business school and academic research typically focus on the assumption that one leader, typically the CEO, rules the organisation. Instead, the notion of shared leadership needs to be encouraged (Eurich, 2013).

Often mainstream leadership development focuses more on the leader him/herself. A distinction rather needs to be made between leader development (where the focus is on the person) and leadership development (where the focus is rather on the wider social or relational context of leadership) (Schyns et al., 2013). Both leader as well as follower views should be considered when developing leaders and leadership (Schyns et al., 2013).

2.2.2 Challenges in leadership development

The challenges and changes faced by today's leaders are exponentially different from those faced by leaders as little as 30 years ago, for example, issues related to globalisation, disruptive technologies, consumer society changes and sustainability (Burnison, 2013).

When new leaders undergo training, many of them want to learn "the how" of doing things, in other words the management of things. They often do not consider training that has to do with managing people (Gregory, 2013). The majority of leaders have focused more on technology than on people, as their focus has been on managing and controlling complexity, rather than managing relationships (Nebelung, 2010).

To be successful, leaders must be able to lead from the inside and develop skills of listening and learning (Burnison, 2013). Leaders must fit in with an organisation's culture and values, and be able to work closely, effectively and decisively with people. But often the development of a leader's people skills—like communication and listening skills—is viewed as optional (Burnison, 2013).

2.2.3 Teaching methods and adult learning

While scholars differ in what leadership is, most of them seem to agree that leadership skills are acquired through learning and experience (Benjamin & O'Reilly, 2011; Boneau & Thompson, 2013).

Van Auken, Chrysler and Wells (2005) suggest that the means by which instruction is delivered, in other words the teaching methods, may have an impact on the perceived return on investment of an MBA. When learning styles and teaching methods are matched, it has valuable impact on students' attitude towards a programme and their overall perceptions of quality (Van Auken et al., 2005). It is not only what is presented, but also how it is delivered, that has an impact on the improvement of a programme (Van Auken et al., 2005). Leadership development often follows a flexible approach, largely influenced by the subject matter and the teaching style of the lecturer (Datar, Garvin & Cullen, 2010).

Effective adult learning is generally a combination of experiential, collaborative (group) and facilitated learning (Carmichael & Sutherland, 2005). Several studies have been done to determine which teaching methods and learning methodologies were the most effective and had the biggest impact on the overall experience and self-perceptions of competence of students, specifically in an MBA environment (Carmichael &

Sutherland, 2005; Datar et al, 2010; Van Auken et al., 2005). All three studies found that doing case studies in class was a very effective teaching method. Although case studies are pre-packaged, they are a more active method of teaching as it allows for a lot of exploration of concepts pertinent to the different cases (Datar et al., 2010). The case study method is an effective tool to expose students to different methods, as it promotes interactive discussions and provides the opportunity to reflect on the actions and thinking patterns of leaders, by creating a mental picture of problem solving (Almog-Bareket, 2011).

Computer simulations were the also found to be an effective teaching method, followed by individual projects and in-class presentations (by individuals) (Van Auken et al., 2005). Group projects and in-class exercises were perceived as low return on investment in terms of skills and knowledge transfer, while the balance of teaching methods, namely lectures and in-class discussions, were somewhere in the middle (Van Auken et al., 2005).

Besides cases studies, Carmichael and Sutherland (2005) found that students favoured interactive lectures and discussions in class, syndicate assignments, individual assignments, guest speakers, and doing own presentations to class, as the most effective learning methodologies (Carmichael & Sutherland, 2005). Formal (non-interactive) lectures, videos shown in class, simulations, and the examination process were seen as less effective (Carmichael & Sutherland, 2005)

Lectures are typically a passive form of learning and are not very effective at teaching unstructured problem solving (Datar et al., 2010). Field or project work offers another method of teaching leadership skills, and enhances problem finding and innovative thinking skills (Datar et al., 2010). Other teaching elements include intensive teamwork and making use of guest speakers from industry (Datar et al., 2010).

While exposing students to experienced leadership practitioners to teach leadership electives or speak in class may have many benefits, these experts may not be able to effectively articulate how they perform complex leadership tasks, like delegation, as they have often reached the point of automaticity (Benjamin & O'Reilly, 2011).

Although experience is generally the best teacher, business leaders must be able to extract insight from their experience and apply it in their leadership roles (Thomas, Jules, & Light, 2012). For leadership, this requires disciplined practice to master fundamental concepts (Thomas, Jules, & Light, 2012). Some believe that putting the leaders' experience and real business problems central to the learning process, will

assist them to consciously practice the new skills and thereby make the leadership development more effective and lasting (Thomas, Jules, & Light, 2012).

Business schools often do not pay enough attention in terms of equipping graduates with the skills, abilities, attitudes and knowledge required to face leadership challenges and be effective leaders (Benjamin & O'Reilly, 2011).

Business schools often teach knowledge and skills in different ways. Skill development is typically relegated to special classes, co-curricular modules, *et cetera*, where practice and feedback is emphasised at a concept level. Knowledge development is traditionally case-based, with focus on frameworks and strategy. In reality, a combination of skill and knowledge-based training is required to be effective, as students are not necessarily able to integrate learning across classes. (Benjamin & O'Reilly, 2011)

Benjamin and O'Reilly (2011) caution against teaching leadership principles without sufficient application opportunities, as complex leadership concepts may risk appearing simple and obvious.

Leadership training can often be seen as insubstantial when not applied to actual problems in the workplace. People need a goal and context to link training to business ideas (Smet, Lavoie, & Hioe, 2012). It is by learning from experience that developmental potentialities are shaped and actualised (Kolb & Kolb, 2005).

Allio (2013) suggests that leadership behaviour should be a combination of teaching of leadership theory and principles (for example, learned behaviour), as well as practical application. It is proposed that "real learning" does not take place in the classroom, but rather in the work environment, although knowledge gained in the classroom is useful to enact change in the workplace (Jain & Stopford, 2011).

Kolb and Kolb (2005) define experiential learning as a process of experiencing, reflecting, thinking and acting. Knowledge is created through grasping and transforming experience (Kolb & Kolb, 2005). Kolb and Kolb (2005) identified six propositions of experiential learning theory:

1. Learning, as a process, is enhanced when students receive feedback on the effectiveness of their learning efforts.

2. Relearning takes place when students can examine, test and integrate existing beliefs and ideas about a topic, with new and more refined ideas.

3. The learning process is driven by conflict, differences and disagreement, as one moves back and forth between reflection, action, feeling and thinking.

13

4. Learning is a holistic process of thinking, feeling, perceiving and behaving.

5. Learning takes place through processes of synergetic transactions between the person and the environment.

6. Learning is the process whereby knowledge is created.

2.2.4 Development tools

Yip and Raelin (2012) propose that variation, enactment and reflection are critical for leadership development. Variation provides students with an array of meaning and perspectives on leadership practice, for example, by learning through observation or engaging with different conceptual models (Yip & Raelin, 2012). Enactment allows the experimentation of concepts in practice, and includes role playing and team dialogue (Yip & Raelin, 2012). Reflection, specifically critical reflection, promotes the ability to move from a position of sense-making to deep understanding (Yip & Raelin, 2012). Reflection is not a passive exercise and does not only involve individuals in isolated thought. It is encouraged through activities like journaling, self-assessment and peer feedback (Yip & Raelin, 2012).

As stated earlier, experience on its own is not sufficient, and should be supplemented with educational training, especially when it replicates challenging experiences that can enhance leadership skills (Benjamin & O'Reilly, 2011). Experience, practice and coaching, rather than innate talent, contribute to successful performance in most domains—including leadership and executive development—especially if it is started early in a person's career (Benjamin & O'Reilly, 2011).

Examples of typical challenges that can enhance leadership development include thinking critically about situations; analysing underlying causes and consequences of problems; developing new ways of dealing with others; rethinking old assumptions; developing new skills and attitudes; negotiating new relationships; renegotiating existing relationships; changing own behaviour; and changing self-concept (Benjamin & O'Reilly, 2011). Transitions are typically critical periods for learning and development, especially insofar as leadership development is concerned (Benjamin & O'Reilly, 2011).

Other useful tools to assist with this development are simulations; the participation in virtual communities; emulating successful leaders and their leadership behaviour; receiving constructive feedback; and attending leadership development programmes (Allio, 2013). Research done by (Schyns et al., 2013) indicated that the use of

14

drawings may be useful as a starting point for leadership development, especially in intercultural groups. The use of arts-based methodologies to aid leadership development is also supported by (Edwards, Elliott, Iszatt-White, & Schedlitzki, 2013).

Recent studies of leadership development have focused on a process of "becoming", and have encouraged contextually situated leadership development practices (Edwards et al., 2013). Scholars believe that non-cognitive methods are more effective in providing access to aspects like imagination, experience, active listening, intuitions, feelings and improvisation (Edwards et al., 2013).

Experiential learning, for instance, working with external clients on real business problems, is generally very effective for developing interpersonal skills (Jain & Stopford, 2011). Another example is case study competitions (Jain & Stopford, 2011).

There is increasing awareness of the need for coaching in companies (Burnison, 2013). By participating in group teaching and coaching sessions, managers can lead the way by sharing knowledge and enabling everyone to learn. These sessions can be supported by the concept of andragogy, or fostering adult learning environments, as well as on-the-job training, where learning takes place through experience (Thompson, 2012).

Leadership is developed through experience, introspection, and by receiving and providing mentoring and continuing feedback on performance (Allio, 2013). Feedback on the leader's behaviour and performance can also be beneficial in terms of providing the necessary grounding to sustain behaviour change (Thomas, Jules, & Light, 2012). There is evidence of diminished leadership skill development when experiences are difficult beyond its optimal level; when there is little or no access to feedback; or when an individual does not have the necessary learning orientation (Benjamin & O'Reilly, 2011).

2.2.4.1 Assessments

Without the evaluation of leadership development efforts, it is extremely difficult to prove whether the effort has been successful. Even though assessments do exist, there still seems to be an absence of evaluations to determine the effect of leadership development on performance (Pfeffer, 2011).

The path to leadership development often starts with leadership assessments to help the leader to understand his/her learning and leading styles. These assessments typically take the form of multi-rater assessments. This must be followed by "action

15

labs", where activities like coaching and on-the-job activities will help leaders to develop insights into their own capabilities and those of their peers (Thomas, Jules, & Light, 2012). The action labs must be linked to the individuals and the business challenges, in order to be effective.

Fact-based leadership assessments are used to help managers learn more about themselves, their leadership strengths, and the areas where further development is required (Thomas, Jules, & Light, 2012). In addition to the completion of assessments, the interaction of someone like a coach, someone who is able to objectively participate in the process, proves to be very beneficial, as the results of the assessments are reviewed and a genuine dialogue about the individual's intentions are developed. In this instance, coaching is used to make the programme work, but also teaches the manager the importance of being coached and receiving coaching, which are both attributes of effective leadership (Thomas, Jules, & Light, 2012).

Thomas, Jules and Light (2012) identified five imperatives to lasting leadership development:

1. Align leadership development with strategy (business objectives, strategic context and the company's change agenda).

2. Use assessments to drive self-reflection (so that leaders can understand their personality, leadership, managerial and learning styles).

3. Put crucible experiences at the centre (for example, transform intense, often-traumatic experiences into the source of distinctive leadership).

4. Accelerate development through ''action learning'' (people learn more quickly by "doing" and then reflecting on their actions).

5. Build the capability to ''lead as a team'' (leadership is a collective effort).

6. Proponents of the case method still argue that it is the best method to learn management and leadership skills (Starkey & Tempest, 2009).

2.2.4.2 Self-Assessment

Assessment is a very valuable tool in understanding one's own impact (Cook, Muller, & Cutler, 2005). Managers that are able to master their own self-assessment are able to become active participants in development programmes. Self-efficacy—the belief that "one possesses the ability to attain specific goals" (p. 86)—also contributes to one's belief that one will succeed, and may be different from one's actual ability (Shaw,

16

2011). Some scholars believe that self-directed learning is the key to leadership development (Cook et al., 2005).

In a study done by (Cook et al,, 2005) it was found that the test subjects did not notice the change in themselves after a Learning Assessment Centre intervention, while the change in their behaviour was noticed by their raters. This discrepancy was attributed to four factors (Cook et al., 2005):

(1) when the raters knew the people they were rating better, the difference between self- and peer-assessment was reduced;

(2) individuals were reporting levels of self-behaviour that was more consistent with their concept of themselves than with their actual outer behaviours;

(3) the change resulting from self-awareness and learning is gradual, and may not be noticed by someone that is part of one's daily experience;

(4) a process of cognitive dissonance may impact the outcomes, in other words the belief that nothing has changed and that they are not performing differently.

The managers in the study did not see their own change, as was evidenced by their relatively low self-evaluations. The ability of individuals to notice and evaluate their own change in behaviour is critical to manage their learning. This requires an accurate perception of themselves as well as their impact on others (Cook et al., 2005).

2.3   THE ROLE OF BUSINESS SCHOOLS

Since the onset of the global financial crisis, executives and college graduates have been increasingly enrolling into business schools to further their employment prospects in a tightening job market (Chesnut, 2010). Not only has the crisis prompted students to re-evaluate their positions in business, but at the same time, the world of business education has been encouraged to rethink what they are teaching present and future business managers.

2.3.1   Defining the role and purpose of business schools

Grey (2002) proposes that the purpose of business schools is to "supply people who are technically equipped to manage better as a result of their MBAs (and other qualifications), so they are hired by companies, which in turn perform better, contributing to the economic competitiveness of nations" (p. 497). Business schools'

17

purpose is not only to train managers to be economically and technically effective, but also to impart knowledge and influence management practice (Pfeffer & Fong, 2002).

Business schools need to provide graduates with the training to enable them to ask the right questions and make observations from different perspectives and at different levels (Almog-Bareket, 2011). They need to train the future generation of managers and preparing them to lead change in their organisations (Almog-Bareket, 2011). This ability to change, whether it is change-based on innovation or in responding to a changing environment, is vital, as organisations that are not capable of continually changing run the risk of not being able to prosper or even survive (Almog-Bareket, 2011).

While business schools have the role of training managers to take up their positions in business, they also need to equip managers with the required skills to operate effectively in the business world (Benjamin & O'Reilly, 2011). Business schools still receive a lot of criticism related to the relevance of their teachings in terms of leadership and the practice of management (Benjamin & O'Reilly, 2011). Even though MBA programmes typically focus on developing general management skills, critics still argue that MBA graduates do not have the skills required to effectively manage people (Benjamin & O'Reilly, 2011).

2.3.2   Business school challenges

The recent financial crisis seems to have amplified the debate about the value of business schools (Thomas & Cornuel, 2011). In a recent paper, Thomas and Cornuel (2012) proposed that business schools are in transition and at a turning point in terms of their development and evolution. Some business schools may even be facing an image and identity crisis (Thomas & Cornuel, 2012). Business schools need to focus more on their value to society to provide a clearer vision and purpose. The believe that business schools have failed to live up to their promise, as they have focused more and more on rankings and reputation, for instance, by focusing on the commercial benefit from courses like the MBA (Thomas & Cornuel, 2012).

2.3.2.1   Failures

Despite the increase in business education popularity, the concerns about the relevance of the educational degree and the impact of the graduates on management practice pose a challenge to business schools (Pfeffer & Fong, 2002). This challenge is

18

compounded by many business education competitors, e-learning and company in-house programmes (Pfeffer & Fong, 2002).

Mintzberg (2004) is often quoted as saying the MBA focuses more on the functions of business than on the practice of managing. Traditional business schools do not equip students to deal with ambiguity and the high rate of change that many industries face, and believe that the problem could be traced back to the ultimate dilemma facing business schools, namely balancing academic rigour and practical relevance (Schoemaker, 2008), in their pursuit of academic respectability and legitimacy (Pfeffer & Fong, 2002).

Many critics support Mintzberg (2004) in his view that the MBA curriculum is too narrowly focused on academics, with insufficient focus on leadership, specifically moral, ethical and global values in leadership, and professional management skills (Chia & Holt, 2008; Pfeffer & Fong, 2002; Ray, Baker, & Plowman, 2011; Thomas & Cornuel, 2012). In addition, business schools have failed to address issues of globalisation, innovation and corporate social responsibility, and have not focused sufficiently on problem identification, problem solving and implementation (Datar et al., 2011; Pfeffer & Fong, 2002; Thomas & Cornuel, 2011). Pfeffer and Fong (2002) suggest that the overemphasis on quantitative, statistical analyses and the science of decision making, has been at the expense of integration across functional areas and the development of wisdom, leadership and interpersonal skills (Pfeffer & Fong, 2002). Some scholars also accuse business school research of being irrelevant, lacking in practicality, value and impact (Thomas & Cornuel, 2011).

Although many of these issues were identified in the 1980s, they were still reported as unresolved more than a decade later (Pfeffer & Fong, 2002). While some of the business school communities have started to address social, environmental and ethical issues, the dominant focus is still on a particular economic philosophy and view of management practice (Starkey & Tempest, 2009).

Butler, Johnson and Forbes (2008) attribute the disconnect to the fact that MBA programmes do not sufficiently prepare students for organisational success, where organisational success in this instance is characterised by leadership, ethical behaviour and using appropriate skill sets.

(Datar et al., 2011) especially recognised the challenges faced by MBA programmes in today's rapidly changing environment. Based on the research that they conducted, in addition, they argued that the MBA needs to help students gain a deeper

understanding of the ability to "think critically, decide wisely, communicate clearly and implement effectively" (p. 452).

Some scholars believe that, in their search for technical competence, business schools have lost their ability to think critically about what they do (Starkey & Tempest, 2009). They believe that a reshaping of business schools' intellectual legacy is required though "an imaginative engagement with alternative ways of knowing and being in the world" (Starkey & Tempest, 2009, p. 576).

2.3.2.2 Business school results

There seems to be a lack of evidence to convincingly demonstrate that MBA graduates are better managers than non-MBA graduates, or that they improve company and economy performance, as the type of managers that undertake to do the degree are more likely to be effective due to their own competence and ambition (Grey, 2002). These observations may very well imply that obtaining an MBA does not guarantee business success, neither does it prevent business failure (Pfeffer & Fong, 2002). Pfeffer and Fong (2002) reported on studies done by various management consultants indicated that non-MBA graduates performed the same, if not better, than MBA graduates.

The authors went further to state that, neither the grades achieved in business school, nor the completion of the programme, provide much evidence of learning. Students need to demonstrate competence to be admitted to the programme, but not necessarily to complete the degree, as the rate of failure is very low, as long as financial and emotional distress is avoided (Pfeffer & Fong, 2002).

Some sceptics argue that business schools offer little guarantee that MBA graduates will become leaders (Jain & Stopford, 2011). While the classroom certainly provides opportunities to develop people, management education interventions on its own, like the MBA, is not a guarantee of anyone becoming a leader (Mintzberg, 2004).

If there is only a small overlap between skills required in business and skills taught in business schools, it might explain the absence of a significant effect of the MBA on the careers of graduates (Pfeffer & Fong, 2002).

While it is relatively easy to learn and imitate theory and analytical techniques, it is not that easy to teach or transfer communication ability, leadership, interpersonal skills and wisdom to others, as this requires the ability to integrate different kinds of knowledge (Pfeffer & Fong, 2002). It is exactly these difficult-to-teach attributes that come into play

20

in the competition for leadership positions (Pfeffer & Fong, 2002). "The ability to mobilise and use knowledge is a critical skill" (Pfeffer & Fong, 2002, p. 92).

Differentiation is needed between what business schools can teach, and what is required for individuals to differentiate themselves as successful managers and leaders (Pfeffer & Fong, 2002). True management cannot be taught or replicated in the classroom. The best way to practice and experience leadership development is by being provided with opportunities to lead (Pfeffer & Fong, 2002).

2.3.2.3 Vocabulary and school reputation

When Jack Welch, former CEO of General Electric, was asked what should be learned in business schools, he reportedly responded by saying: "Just concentrate on networking. Everything else you need to know, you can learn on the job." (Jain & Stopford, 2011, p. 349)..

While organisations that send high-potential individuals to leadership programmes are optimistic that these individuals will become significantly better leaders, there is at least evidence that the leadership programme graduates at least acquires a vocabulary that implies leadership literacy (Allio, 2013). They are therefore able to act with greater authority, "regardless of the merit of their decisions", which might make their followers more inclined to support their leadership initiatives (Allio, 2013).

Some scholars believe that business students learn the language of business, but do not necessarily learn business (Pfeffer & Fong, 2002). MBA programmes typically provide students with the "vocabulary to speak confidently about industry issues and problems" (p 348); they provide exposure to the "theories and concepts for evaluating and responding to challenges that practitioners face"; and they "assist students in career advancement and job placement" (Jain & Stopford, 2011).

Some believe that merely the possession of an MBA from a prestigious university provides sufficient social and cultural capital, negating the need for practical experience (Chia & Holt, 2008). Being a graduate from a prestigious university is often enough to secure high-profile jobs and not necessarily managerial competence (Chia & Holt, 2008). The problem is that incompetence cannot remain hidden. If a cynical view was to be taken, some may view the value of management education, for instance, an MBA, as purely symbolic and credentialist (Grey, 2002). Studies indicate that graduates from prestigious business schools had higher earnings than those who had neither attended nor finished business school, or those who graduated from unaccredited or less competitive schools (Pfeffer & Fong, 2002).

21

2.3.3 Business school response

(Datar et al., 2011) showed that a number of business schools, particularly in the USA and Europe, have started to adopt new approaches to enable them to remain relevant. Business schools have historically shown themselves to be flexible and adaptive institutions (Datar et al., 2011).

Business schools cannot be the answer to all the challenges that the business world faces. However, they are in a great position to influence and develop hundreds of thousands of managers and leaders. To enable them to do this, they need to have the ability to focus on their key stakeholders and their key objectives (Datar et al., 2011).

One of the changes emerging out of this global financial crisis was the revamping of curriculums to include stronger emphasis on business ethics, corporate responsibility and sustainability (Chesnut, 2010).

As the business world is changing, the public is increasingly expecting more from business leaders. This means that the scope of business training needs to be broadened. According to (Datar et al., 2011), far too many MBA programmes are still falling short on this requirement.

Although many universities and business schools have made significant changes to their curricula in an attempt to move away from the traditional approach as influenced by the Ford Foundation and Carnegie Council in the 1960s, these changes have not all been met with resounding success (Jain & Stopford, 2011).

When businesses send delegates to do an MBA, they expect improved performance and ultimately improved business performance (Carmichael & Rijamampianina, 2008). Business wants the MBA to deliver not only capable managers, but leaders as well. It therefore stands to reason that business schools need to deliver programmes that not only develop general managers but also have the ability to develop leaders.

2.4 THE ROLE OF THE MBA

The MBA degree has seen phenomenal growth in popularity since the 1960s, growing from 5,000 degrees granted in 1961, to over 100,000 degrees granted in 2000 in the United States alone (Friga et al, 2003). Datar et al. (2011) reported that this figure rose to over 150,000 in 2006-2007.

Together with the increase in applications and enrolments for the MBA degree there is also an increasing variety in terms of the MBA degrees that are offered, for instance,

22

executive programmes, online programmes, etc., and that the traditional two-year full-time training programme now only accounts for 40% of MBA degrees granted (Datar et al., 2011).

2.4.1 The MBA value proposition

MBA graduates represent an important source of future leaders (Benjamin & O'Reilly, 2011). The value proposition of the MBA has been discussed and debated by many scholars. In research conducted by Carmichael and Sutherland (2005) it was reported that 68% of respondents indicated that they were able to command higher salaries once they have completed their MBAs. Grey (2002) confirms the finding of enhanced salary prospects. The study also indicated that there is an expectation from business that MBA graduates will be more competent managers and leaders, and that better managers translate into better performance.

2.4.2 Skills acquired through MBA

Typical skills acquired from an MBA include business knowledge (strategies and concepts from real events); leadership abilities (rigorous training, assignments, reports, presentations and group projects that equip students with the ability to deal with real-life business situations); and networking (important and valuable associations and relationships with fellow students) (Oosthuizen, 2009). Management education also results in an enhanced sense of self-confidence (Grey, 2002).

2.4.3 Gaps in MBA curriculum

The MBA programme is typically seen as the flagship offering of business schools, which often makes them the target of abundant criticism (Rubin & Dierdorff, 2013). Some scholars even go as far as to speculate whether a different MBA curriculum could not have prevented the most recent financial crisis (Schlegelmilch & Thomas, 2011).

Despite the constant criticism of the MBA, especially post the recent financial crisis, the number of applicants to the MBA degree is increasing (Schlegelmilch & Thomas, 2011) (Warhurst, 2011). Employers also seem pleased with the skills MBA employees bring to their companies, with almost 99% reporting their satisfaction (Schlegelmilch & Thomas, 2011).

Similar to the commentary on business schools, the MBA and its curriculum is also criticised for being incomplete (Schlegelmilch & Thomas, 2011). Several scholars have criticised MBA programmes for its lack of relevance to reality (Almog-Bareket, 2011; Rubin and Dierdorff, 2011).

This criticism often focuses around the abundance of abstract theories and the lack of orientation towards the provision of practical skills (Almog-Bareket, 2011), with an overemphasis on analytical skills (Schlegelmilch & Thomas, 2011). This has led to a misalignment between what is being taught in business schools and the skills required for management (Almog-Bareket, 2011).

In a study undertaken by Rubin and Dierdorff (2013) related to curriculum (content as well as delivery) and student learning, and outcomes as related to MBA programmes, they reported an overemphasis on managerial competencies related to accounting and finance, and a lack of emphasis on competencies related to managing people and applied research and statistics.

Some of the issues that scholars believe are missing from the MBA curriculum include: an integrated approach to global citizenship (as opposed to a once-off acquisition of skills); focus on corporate social, environmental and economic business models, including focus on global social responsibility and sustainability; focus on "soft skills" like effective communication (the ability to communicate clearly, integrated and technology-enhanced), interpersonal relations, cross-cultural sensitivity, global outlook, ethical standards and attention to business ethics; the ability to think creatively; research that is relevant; management theories that relate to current business practice; leadership (Jain & Stopford, 2011; Schlegelmilch & Thomas, 2011); the development of decision-making skills, human resource management skills, strategic management skills, and innovative skills (Almog-Bareket, 2011); and the ability to think critically (Datar et al., 2011).

In a study conducted by the AACSB (The Association to Advance Collegiate Schools of Business), MBA graduates reported that "the ability to effectively communicate is the single most important skill in their careers", yet only 6% of business schools were even moderately effective in teaching this skill (Jain & Stopford, 2011).

To reflect the changes that have taken place in terms of culture and geopolitics, three drivers need to be considered as contribution towards an integrated MBA, namely environmental shifts (including economic and political), professional skills for global contexts (communication skills making use of emerging technologies, managing cross-

cultural relationships), and sustainability concerns (world-wide poverty, global warming, ethics) (Jain & Stopford, 2011).

MBA programmes should focus on the development of reflective skills, in other words the "skill of being able to observe what is happening and to ask the right questions, while being able to take a step back from the day-to-day work" (Almog-Bareket, 2011, p. 1606).

Leadership is both active and reflective, both participating and observing. A leader needs to be able to create some distance between him/herself and the current event, as a distanced perspective is what is needed to see reality (Almog-Bareket, 2011). These skills are typically developed through individual efforts as well as though group dynamics (Almog-Bareket, 2011).

Although there have been changes in MBA curricula, specifically in terms of the integration of courses with the aim of developing leadership skills, it still seems as though the change has not been significant enough (Garcia, 2010). Personal skills like reflexivity and emotional intelligence increases the complexity and challenge of leadership development activities, not to mention the fact that different lecturers will also have different perceptions of what leadership and leadership development are (Garcia, 2010).

Since business problems seldom occur in silos but rather occur across functional or disciplinary boundaries, the ability to provide an integrated, holistic perspective is essential (Datar et al., 2010). Such a multidisciplinary and multifunctional approach is critical for managers when addressing issues like sustainability and innovation, or trying to balance competing demands from diverse functional groups (Datar et al., 2010). Integration is often seen as the skill that enables multiple perspectives or viewpoints to be seen (Datar et al., 2010). Integration is only really effective if the key knowledge areas are understood (Datar et al., 2010).

2.4.4   The MBA and leadership development

As organisations and careers become increasingly complex in a rapidly changing environment, MBA programmes are undergoing a lot of scrutiny and in fact have come to a point where the MBA value proposition needs to be reconsidered (Datar et al., 2011).

2.4.4.1   The MBA and personal change

Some scholars define learning as "any relatively permanent change in behaviour that occurs as a result of experience" (Robbins & Judge, 2009, p. 55). In other words, if an individual, as a result of experience, changes his/her behaviour or actions or responds differently, it suggests that learning has taken place. This change in behaviour can be favourable or unfavourable, but for learning to have taken place, the change needs to become ingrained. For a relatively permanent change to take place, the learning needs to be supplemented with some form of experience (Robbins & Judge, 2009).

Prior research (Driver, 2010) demonstrated that individual learning in organisations changes not only what we do and how we see things around us, but it also changes who we are. Learning affects and changes learners' identities as it invites critical self-reflection.

Carmichael and Sutherland (2005) found that MBA students are prepared to sacrifice their personal, social and business lives, as the expected increased return on investment (financial as well as non-financial) was deemed to be sufficient. It is important to note that the increase in remuneration was not merely as a result of obtaining a qualification, but on improved workplace performance.

Carmichael and Sutherland (2005) identified the following non-financial costs of the MBA: reduced balance with other areas of life; high stress levels; deterioration of relationships; reduced contact with networks; non-financial opportunity cost; and loss of self-confidence. These variables were identified by MBA graduates from one of the business schools in South Africa (Carmichael & Sutherland, 2005).

Although the non-financial benefits (for example, improved self-confidence, broader worldview, greater knowledge, greater skills, in control of own destiny, greater job satisfaction, better quality of life, greater productivity, greater sense of values/ethics, new close relationships, and better relationships with friends/family) start to develop during the MBA process, Carmichael and Sutherland (2005) suggested that the full impact of the changes initiated during the MBA will only be evident once the MBA studies have been completed. They estimated that the changes might only be evident to the student a year after completion of their studies.

While the Carmichael and Sutherland (2005) research illustrated the progression of the student through the teaching process, and identified the factors that have an impact on return on investment, it does not clearly analyse the impact on the student (namely, personal change), or the impact in terms of change in leadership development, as it was not identified as a specific objective of the research. It is interesting that self-

26

confidence is listed as both a cost (loss of self-confidence) and a benefit (improved self-confidence), but there is no explicit mention is made of leadership (Carmichael & Sutherland, 2005).

The challenge lies in identifying and measuring the factors that contribute to personal change, specifically as it applies to leadership capability, and where possible, to align these factors to the requirements of the business world to equip the leaders of tomorrow—and in many cases the leaders of today—with the right tools once they have completed their MBA journey (Carmichael & Sutherland, 2005).

Carmichael and Rijamampianina (2008) reported in their study on service-learning as a method for teaching the MBA, that MBA students reported high levels of personal growth, as well as an increased awareness of the social-economic fabric of the country. The research however does not clearly demonstrate what kind of personal growth takes place, when the most growth takes place during the programme, and what perceived growth takes place in terms of leadership development, if any.

In a study by Serobe (2012), reference was made to the impact of the recency effect. She suggested that the recency effect occurs when "experiences experienced late by subjects are given greater weight in subsequent judgements than experiences experienced earlier" (Serobe, 2012, p. 81). This could be attributed to the fact that "more recent graduates have better memory of their experiences before, during and after the MBA and can ascertain what career capital components are acquired through their MBA studies" (p. 81). The study concluded that career capital that is accumulated through the MBA, including leadership skills, has an impact on the perception of graduates (Serobe, 2012).

2.4.4.2 Knowing, doing and being

Historically, teaching and research at business schools were heavily influenced by recommendations of the Ford Foundation and Carnegie Corporation reports of 1959, resulting in increased analytical courses coupled with rigorous, theory-based scholarship. This led to a growing disconnect between theory and practice, academics and practitioners (Datar et al., 2011). In addition, MBA faculty are reporting a growing trend among students where networking, attending recruiting events, and pursuing the best possible job, have received more focus than diligent devotion to coursework—in other words a shift in focus "from learning to earning" (Datar et al., 2011, p. 456).

Datar et al. (2011) identified the need for business schools to shift from a focus on "knowing" (facts, frameworks and theories) to "doing" (management skills, capabilities

27

and techniques) and "being" (values, attitudes and beliefs that form managers' world views and professional identities). Datar et al. (2011, p. 456) believe that, without "doing" skills, "knowledge is of little value", and without "being" skills, "it is often hard to act ethically or professionally".

Datar et al. (2011) identified eight needs that have not been met by the MBA, as summarised in the table below.

Table 1: Eight unmet needs of the MBA

	Unmet need and description	Business school approaches to teaching
1	**Gaining a global perspective**: Identifying, analysing, and practicing how best to manage when faced with economic, institutional, and cultural differences across countries.	Course work Experiences Infrastructure
2	**Developing leadership skills**: Understanding the responsibilities of leadership; developing alternative approaches to inspiring, influencing, and guiding others; learning such skills as conducting a performance review and giving critical feedback; and recognising the impact of one's actions and behaviours on others.	Adding leadership courses to the curriculum Developing leadership laboratories and small group work Creating experiential learning programs
3	**Honing integration skills**: Thinking about issues from diverse, shifting angles to frame problems holistically; learning to make decisions based on multiple, often conflicting, functional perspectives; and building judgment and intuition into messy, unstructured situations.	Giving students responsibility for integrating across a portfolio of functional courses Embedding integrative thinking in required functional courses Creating capstone courses with a general management point of view Developing an integrated curriculum Organising the curriculum around integrative thinking skills
4	**Understanding the role, responsibilities, and purpose of business**: Balancing financial and nonfinancial objectives while simultaneously juggling the demands of diverse constituencies such as shareholders, employees, customers, regulators, and society.	Case studies that focus on: • the responsibilities of companies to investors, customers, suppliers, and employees; • issues of corporate governance and organisational design; and • personal development of students through reflective exercises that draw upon their personal and professional experiences
5	**Recognising organisational realities and the challenges of implementation**: Influencing others and getting things done in the context of hidden agendas, unwritten rules, political coalitions, and competing points of view.	Intensive projects executed on site by MBA students in collaboration with a wide range of organisations, with the support of faculty advisors and coaches

28

	Unmet need and description	Business school approaches to teaching
6	**Thinking creatively and innovatively**: Finding and framing problems; collecting, synthesizing, and distilling large volumes of ambiguous data; engaging in generative and lateral thinking; and constantly experimenting and learning.	Courses that enable students to deduce principles through their own projects by observing themselves and interactions within and among teams
7	**Thinking critically and communicating clearly**: Developing and articulating logical, coherent, and persuasive arguments; marshalling supporting evidence; and distinguishing fact from opinion.	Specific courses to teach critical thinking and communication skills
8	**Understanding the limits of models and markets**: Asking tough questions about risk by questioning underlying assumptions and emerging patterns and seeking to understand what might go wrong; learning about the sources of errors that lead to flawed decision making and the organisational safeguards that reduce these risks; and understanding the tension between regulatory activities aimed at preventing social harm and market-based incentives designed to encourage innovation and efficiency.	Courses on understanding the origins of financial markets and instruments; the causes of the financial crisis; the behaviour of financial actors and groups in the context of financial bubbles and crashes; the role of government regulation in managing risk and externalities; and the interface between public policy and business

Note: Adapted from Datar et al. (2011).

Instead of focusing on all these aspects at the same time, Datar et al. (2011) propose that business schools focus on where they can add the most value, for example, by focusing on where they can be distinctive. MBA programmes should focus more on teaching thinking and reasoning skills to improve effective decision making, as well as teaching on issues of accountability, ethics and social responsibility (Datar et al., 2011). A high degree of focus should be given to experiential, skills-based courses that focus on "knowing", "doing" and "being" (Datar et al., 2011).

One of the recommendations made by Datar et al. (2011) is to improve leadership development to combine coursework and reflective exercises with job shadowing and real-time observation.

2.5 EXTERNAL FACTORS (GENDER, RACE, EXPERIENCE)

Different groups, for example, different professions or cultures, have different views in terms of what they believe leadership development should be (Schyns et al., 2013).

2.5.1 Gender

In ancestral environments, the males normally took on the role of leaders, while females took on the role of peacekeepers (Van Vugt et al., 2008). In the modern world, male leadership is still the norm, although there are some debates about the benefit of male leadership bias in an environment that places increasing emphasis on interpersonal skills and networking (Van Vugt et al., 2008).

There has been a steady increase in the proportion of women completing college degrees and entering the workplace in the USA (Langowitz, Allen, & Godwyn, 2013). Some scholars argue that the MBA validates values of control and domination in addition to predominantly using case studies of male leaders (Grey, 2002). In a study performed by (Langowitz et al., 2013), it was found that gender differences exist in terms of career outcomes for recent graduates. Their research showed that the salary gap between males and females are smaller when women have completed leadership development courses, than when they did not, and that this pay gap increases over time (Langowitz et al., 2013). Women that participated in a leadership development programme reported higher job satisfaction than men, and also higher job satisfaction than women that did not participate in any leadership development programmes (Langowitz et al., 2013).

Gender researchers have found that men are typically less inclined than women to engage in sensitivity to others. In addition, they found that female first-year MBA students are significantly more supportive in their leadership style than their male peers (Reardon et al., 1998). Something happens during the MBA process, because a shift is seen in these same women's leadership style by the time they graduate—a shift towards a more logical style (analytical and questioning) that is consistent with a typical MBA curriculum (Reardon et al., 1998).

The efficacy of mentoring plays a more important role in men's careers than in women's, as men are "more likely to benefit from their mentoring relationships" p 378 (Eddleston, Baldridge, & Veiga, 2004). In addition, men's career progress seems to benefit more from interpersonal relationships, for example, by being exposed to powerful networks, than women (Eddleston et al., 2004).

Kass and Grandzol (2012) did a study on leadership development through applying an experiential training methodology involving predominantly (80%) first-year MBA students. There were no significant differences in the average age and years of leadership experience of the group. Their study revealed that females and males scored equivalently in the test results, and concluded that gender was not a factor that

30

affected increased levels of emotional intelligence, self-efficacy and leadership motivation (Kass & Grandzol, 2012). They report that individuals with higher levels of emotional intelligence, self-efficacy and leadership motivation are "more likely to engage in behaviours that lead to effective leadership" (Kass & Grandzol, 2012, p. 442).

Research found that, while women value the process of personal development, men are more likely to prioritise status and salary. Men are also more likely to rely on their access to informal networks to progress in their careers (Simpson, 2000). These differences might influence the nature of the MBA's career benefits. Women often embark on MBAs or similar qualifications in an attempt to overcome potential career barriers en route to senior management (Simpson, 2000).

While women derive intrinsic career benefits from the MBA, like working relationships, enhanced confidence and job satisfaction, men tend to benefit more from extrinsic career benefits like salary and management status (Simpson, 2000). According to Simpson (2000), the MBA programme should endeavour not only to equip women with skills and confidence in their own abilities, but should also strive to encourage changing attitudes or a life changing experience for men.

2.5.2   Race

Some scholars suggest that leadership development for people of colour need to consider the context in which the programme is implemented to be able to address the leadership demands of today's changing organisations (Ospina & Foldy, 2009). In a review of the Ospina and Foldy article (Research Center for Leadership in Action, 2013), the authors recommend that leadership development programmes incorporate a "reflective practice component that invites participants to explore when and how their race constrains or enables their leadership" (p. 3). The authors caution against the assumption that approaches to leadership will be the same for groups belonging to a specific race group, or that race will influence approaches to leadership more than other leadership identities. Leadership development programs should help leaders realise the complexity of the matter and find various ways to think about race in the context of leadership (Research Center for Leadership in Action, 2013).

Research has shown that leaders from diverse identity groups have been found to display different leadership styles, for example, African American women display self-confidence and assertiveness, while Asian leaders may display behaviours that emphasise harmony among group members and even "benevolently paternalistic

behaviours" (Eagly & Chin, 2010, p. 219). Persons of colour may further be particularly concerned about justice and integrity, while executives from sexual minority groups may display behaviours of embracing change and being adaptable (Eagly & Chin, 2010).

2.5.3 Management level

Some scholars believe that it is appropriate to characterise managers at different levels in an organisation into different segments, for purposes of leadership development, as jobs at different hierarchical levels have different and unique requirements (Kaiser, Craig, Overfield, & Yarborough, 2011). For most large organisations, it is sufficient to have three distinct levels of management, namely top (executive), middle (middle management), and bottom (supervisory) (Kaiser et al., 2011). Top management is mainly concerned with "setting strategic direction and maintaining an organisational culture to support it" (p. 80); middle management is responsible for interpreting and communicating the strategy and policy defined by the executives; while bottom management is tasked with applying the structure and strategy, in other words implementation and execution, or the day-to-day work of the organisation (Kaiser et al., 2011).

It has been suggested that managers at all levels use conceptual skills (focused on analytical and logical thinking, and reasoning), human or interpersonal skills (relationship building and showing empathy), as well as technical skills (applying processes, techniques and knowledge) (Kaiser et al., 2011). These skills are applied by managers at all levels, but the importance of each skill is different, dependent on the manager's level (Kaiser et al., 2011). Similarly, it is proposed that leadership skills are the same at each level, but its relative importance changes depending on the level of management (Kaiser et al., 2011). Although research is somewhat vague on how skills are acquired, or sometimes even discarded, as an individual moves between the different levels, it is expected that behaviours may require to be modified and new skills, values and perspectives may need to be learned for sustained organisational success (Kaiser et al., 2011).

Lang and Thomas (2013) suggest that many first-time leaders fail due to a lack of the level of interpersonal skills required of a leader. This phenomenon is especially common when technical experts are promoted into leadership positions. Research indicates that technical experts need more leadership development on things like guiding interaction and delegation than on competencies like planning and organising.

32

Some of the ways to assist these new leaders in decreasing the gaps in terms of their leadership skills are by performing assessments to establish where the gaps are, providing them with coaching skills and helping them to implement personal development plans (Lang & Thomas, 2013).

2.6   CONCLUSION

While leaders and managers are often depicted in the literature as two separate entities, managers need to lead and leaders need to manage (Mintzberg, 2004). The traits and skills associated to managers and leaders can therefore not be seen as being mutually exclusive.

As today's business environment increases in complexity, the challenge of leadership also becomes increasingly complex. Consequently, the demands on the versatility of the leader—and thereby the leader's assumed executive effectiveness to manage different business functions and roles—have increased, thereby increased the demands on leadership development programmes to help managers and leaders acquire the necessary skills (Van Vugt et al., 2008).

Leadership skills are typically acquired through a combination of skills and experience (Benjamin & O'Reilly, 2011; Boneau & Thompson, 2013). Various different methods are employed to teach leadership, but scholars are not always in agreement in terms of which methods work the best in an MBA programme. Business leaders must be able to extract insight from their experience, for example during the MBA, and apply it in their leadership roles, but often they are not able to accomplish this successfully (Thomas, Jules, & Light, 2012). Reflection and feedback are critical tools to assist with this process (Yip & Raelin, 2012).

Business schools need to provide graduates with the training to enable them to ask the right questions and make observations from different perspectives and at different levels (Almog-Bareket, 2011). Even though MBA programmes typically focus on developing general management skills, critics still argue that MBA graduates do not have the skills required to effectively manage people (Benjamin & O'Reilly, 2011).

Business schools cannot be the answer to all the challenges that the business world faces. However, they are in a great position to influence and develop hundreds of thousands of managers and leaders. To enable them to do this, they need to have the ability to focus on their key stakeholders and their key objectives (Datar et al., 2011).

33

Datar et al. (2011) identified the need for business schools to shift from a focus on "knowing" (facts, frameworks and theories) to "doing" (management skills, capabilities and techniques) and "being" (values, attitudes and beliefs that form managers' world views and professional identities). Datar et al. (2011, p. 456) believe that, without "doing" skills, "knowledge is of little value", and without "being" skills, "it is often hard to act ethically or professionally".

Different groups, for example, different professions or cultures, have different views in terms of what they believe leadership development should be (Schyns et al., 2013).

The research aims to address the gaps in the research and provide some recommendations from the South African context by looking at the following:

- Establish which leadership development constructs contribute to leadership development in an MBA programme;

- Establish the impact that different genders, race groups and role types have on how these groups perceive leadership development;

- Determine the extent to which the MBA contributes to personal growth; and

- Identify potential gaps in the MBA programme in terms of leadership development and personal growth.

3 CHAPTER 3: RESEARCH QUESTIONS

Chapter 2 suggests that, although business schools have started to address the challenges posed to the MBA degree, a position of comfort has not yet been reached. Leadership development as part of the MBA still has room for improvement.

This research seeks to understand what the current challenges are in the South African environment pertaining to leadership development, and to what extent the MBA has addressed these challenges.

Firstly, the research will aim to establish which constructs are perceived to have the most impact on leadership development, as offered during the MBA programme, giving rise to the first research question:

> **Research question 1:** Which constructs contribute to leadership development in an MBA programme, and how do they rank?

Secondly, the research seeks to understand if there are significant differences in terms of the ways that different factors, like gender, race and role type, perceive and experience leadership development, which leads to the second research question:

> **Research question 2:** Do different genders, race groups and role types perceive leadership development as part of an MBA differently?

Thirdly, the research aims to understand how personal growth has taken place, and if possible, establish where in the journey students experience the most growth. The research will also investigate whether there is a difference in the growth that students themselves experience, compared to the growth that is seen by their peers, hence research question 3:

> **Research question 3:** To what extent does the MBA contribute to personal growth?

Finally, the research will review the findings from the study and determine whether any themes emerge regarding specific gaps in the leadership development offering as part of the MBA, leading to the final research question:

> **Research question 4:** What are the gaps in the MBA programme in terms of addressing leadership development and personal growth?

4   CHAPTER 4: RESEARCH METHODOLOGY

This chapter describes the research methodology utilised in this study. It provides details of the:

- method used;
- definition of the unit of analysis;
- population;
- sample size and sampling method;
- research instruments;
- data collection method; and
- process of data analysis.

The limitations of the research have been specified.

4.1   RESEARCH METHOD

The research method used was a quantitative design and a descriptive research approach to obtain the views of students on the impact of the MBA on personal change and leadership development. Descriptive research describes the characteristics of objects, people, groups, organisations or environments, and is useful in describing attitudes, customer satisfaction, perceptions or opinions (Zikmund, Babin, Carr, & Griffin, 2009).

Descriptive research was deemed appropriate as the study aimed to verify the constructs as defined by the literature review, although further knowledge is required to enable management to make an actionable decision. This type of design was also suitable as it lends itself to a fairly structured approach, as was followed in this research (Zikmund et al., 2009).

In order to explore leadership development at a deeper level, the literature study was used as a framework for responses obtained from MBA students, to enable the study to evaluate leadership development components and personal change.

The research was a combination of a cross-sectional (in other words, at a single point in time) and a longitudinal study (in other words, responses over time) (Zikmund et al., 2009).

4.2 UNIT OF ANALYSIS

According to Zikmund (2009), the unit of analysis indicates the source of the data (who or what) that is being investigated, as well as the level of aggregation. Babbie and Mouton (2009) describe it further by stating that units of analysis are the "things" that are examined to assist the construction of summary descriptions of such units, and to explain differences among these units.

The unit of analysis in this study was defined as the perceptions of MBA students on the leadership development components of an MBA curriculum. The units of observation were current GIBS MBA students and GIBS MBA graduates.

4.3 POPULATION

Since the research aimed to evaluate the leadership development component of the GIBS MBA, as well as determine the impact that the MBA has had on personal change related to the MBA, all GIBS MBA students that completed their studies, or that are in the process of completing their studies, formed part of this study.

4.4 SAMPLING

Although GIBS was established in 2000, the sample was limited to the period of 2008 to 2013 specifically, as it was assumed that recollections of experiences will be clearer and more relevant to more recent students and/or graduates. This was done to minimise unconscious misrepresentation bias, which may occur as time lapses, influencing people's ability to remember and communicate specific factors (Zikmund et al., 2009). The sample was also limited to this period as it was assumed that the MBA curriculum has not changed too drastically over this period.

The sample was further defined by all students for whom the GIBS MBA Programme Management and Alumni Office had a valid contact e-mail address. The only group that was excluded was the current first-year part-time group, as this group was not available for participation in the research at the time that the research was conducted.

The population was defined as all those students who are currently at GIBS or who completed their MBA within the last five years, with the exception of one class that was excluded from the research for practical reasons, as described above. While the omission of one class technically constitutes non-probability, judgment (purposive) sampling (Zikmund et al., 2009), as units of the sample were selected on the basis of

personal judgment, according to appropriate characteristics required of the sample members (in other words MBA students or graduates from a specific time period, with a valid e-mail address and part of a specific module), no further judgment was exercised over the sample as all other students in the defined population have been included.

Zikmund (2009) defines the sampling frame as the list of elements from which the sample can be drawn. The sampling frame for this study therefore included the following groups:

- All GIBS MBA graduates from 2008 to 2012
- Current GIBS first-year MBA students (students who plan to complete their studies in November 2014 and graduate in 2015), including modular groups but excluding the part-time group
- Current GIBS second-year MBA students (students who plan to complete their studies in November 2013 and graduate in 2014), including modular and part-time groups
- Current GIBS full-time MBA students (students who plan to complete their studies in January 2014 and graduate in 2014).

It was assumed that the feedback that was obtained from students represents the views of business, as most of the students are employed by businesses in South Africa. For this reason, the feedback from business leaders was not explicitly obtained. This could potentially be included in future studies to determine the leadership development requirements per industry sector, or similar groupings.

A total of 1,294 students formed part of the research, as indicated by the table below:

Table 2: Distribution of sample by year of study

Group	Number of participants
First-year MBA (2013/14)	147
Second-year MBA (2012/13)	206
Full-time MBA (2013)	43
Alumni (2011/12)	221
Alumni (2010/11)	205
Alumni (2009/10)	194
Alumni (2008/09)	150
Alumni (2007/08)	128
Total	**1,294**

4.5   COLLECTION OF DATA

The following section discusses the method of data collection, including the design of the research instrument.

4.5.1   Data collection method

Descriptive studies typically involve the collection of measurable and quantifiable data, as is generally obtained through a questionnaire survey (Sauders & Lewis, 2012).

A survey is one of the most common methods of generating primary data, and is a research technique where a sample is interviewed, typically through using a questionnaire (Zikmund et al., 2009).

A survey is typically best suited to collect data among a wide range of respondents. The data is standardised and allows for easy comparison (Saunders & Lewis, 2012).

An Internet survey is generally used when the target audience is hard to reach via telephone or face-to-face engagement, and is a very cost-effective method of gathering data. Since the students were geographically widespread, this method was also appropriate as it lent itself to high geographic flexibility (Zikmund et al., 2009). An online survey also allows respondents to complete the survey at their leisure. It is expected that the luxury of time would have allowed respondents to reflect on their answers.

Some of the disadvantages of using this type of questionnaire are low versatility (as a highly standardised format is required) and low response rates (Zikmund et al., 2009).

All of the surveys were distributed to the target population, as per section 4.3. The MBA Programme Management team collected and submitted the student information to the administrator of the survey (via e-mail) on behalf of the researcher, to maintain student and graduate confidentiality.

A reminder e-mail (refer Appendix 2) was sent to all participants one week into the survey. Students were initially allowed two weeks to respond to the survey, but this period was extended by another six days due to a low response rate. A second reminder e-mail was sent one day before the survey was closed. The total time allowed for completion of the survey was 20 days.

To ensure a higher volume of fully-completed questionnaires, the majority of the questions were made compulsory. Participants were unable to submit questionnaires

that were not completed in full. Although this could have contributed to the low response rate, it does mean that the data are more complete.

A high possibility for respondent misunderstanding exists, as there was no interviewer present to clarify questions. However, since there was no interviewer present, there was no degree of interviewer influence on answers.

4.5.2 Research instrument design: Part I

A quantitative design was used to determine which of the leadership development components of the MBA programme the students believed to be most beneficial in their personal, as well as their professional leadership development. The design of the questionnaire was supported by literature findings.

The design of the questionnaire was based on the following sections:

- Section 1: Cover letter and Consent
- Section 2: Demography
- Section 3: Personal change
- Section 4: Leadership development
- Section 5: Leadership in Action.

Part I of the questionnaire was based on sections 1 to 4, whereas Part II consisted of section 5 (refer to section 4.5.3).

The tool to collect the data was chosen to be a self-administered questionnaire in the form of an online survey. The questionnaire was only provided in English, as it is the language of instruction at GIBS and therefore it was assumed that all respondents would be competent in this language.

4.5.3 Research instrument design: Part II

Section 5 of the questionnaire was modelled on the "Leadership in Action" (LiA) survey that was used for the LEAD (Leadership Assessment and Development) programme. The LEAD module is a compulsory component of the GIBS MBA and was introduced in 2009. LEAD focuses on personal leadership development.

The LiA tool was developed by Professors Dave Beaty and Karl Hofmeyr (both faculty members at GIBS), and is administered by Thornhill Associates. Permission for the use of this tool was received (refer to Appendix 3).

40

At the beginning of the MBA programme, as part of the LEAD module, students were requested to complete 360-degree assessments related to their behaviour as a leader. For the purpose of this research, the "Leadership in Action" questionnaire was redistributed to all students, as well as to students that did not complete the initial assessment. Additional questions were also incorporated into the questionnaire to cater for this research.

The survey was also used to determine to what extent students themselves realise the impact of personal change, specifically when compared to the 360-degree assessments by their family members, colleagues and/or fellow students.

4.5.4 Pre-testing of the research instrument

A pilot questionnaire was developed to determine which variables are identified by students to have had the most impact on their personal change and growth during the MBA, as well as which aspects of leadership development are of most value to them. This pilot study was also used to determine the correctness and appropriateness of the questions. A total of four pre-testers were used to test the questionnaire. The survey questions were adjusted according to the feedback received. None of these pre-testers were affiliated with GIBS, to ensure that all GIBS students can participate in the survey.

This process assisted in ensuring that the questions in the questionnaire are interpreted and understood as intended, and allowed for the correction of any issues prior to the distribution of the questionnaire to the target population.

Once the pre-testing was completed, the questions were submitted to the administrator of the tool, who converted the questions into an online survey tool.

4.5.5 Layout of the research instrument

The scrolling layout, in other words where the entire questionnaire occurs on one page, was used as it provides the respondent with the opportunity to read any portion of the questionnaire at any time (Zikmund et al., 2009). Since the questionnaire was lengthy, section headings were provided to assist respondents with a user-friendly layout. Where appropriate, a short explanation of the questions was provided.

No complex graphics were used to cater for respondents with low Internet connection speeds.

41

A combination of structured and unstructured questions was used. Drop-down boxes were used where respondents were required to provide one answer. Where respondents were to select multiple options, selections could be made by clicking on pre-populated answers. These questions were all mandatory. Open-ended scrolling text boxes were also provided to allow participants to provide open-ended comments—these questions were optional.

A cover e-mail (refer Appendix 1) was drafted and went through at least three preapproval rounds before being approved by the GIBS MBA Programme Management team. An e-mail message was sent to all participants by the GIBS MBA Programme Management teams, and a message was posted on the business school's online Intranet site ("ClickUP") to sensitise students on the upcoming questionnaire.

This cover e-mail contained the following sections:

- An introduction of the researcher and the research topic

- The research aims and an explanation of the 360-degree assessment portion

- Confirmation that the researcher received permission to conduct the research, that data will be kept confidential and that names will not be requested or disclosed

- An estimated time to complete the questionnaire

- An indication that a feedback report will be made available to all participants of the research

- The link to the survey

- A due date for completion of the survey

- Contact details of the administrator, the researcher and the supervisor.

Each participant received their own link to the survey, to enable the completion of the 360-degree assessment and match the responses received at this stage, to responses received at the initial completion of the LEAD assessment. The final cover letter and questionnaire that were distributed can be seen in Appendix 4.

4.6   ANALYSIS OF DATA

This section provides a discussion on how the data was analysed.

4.6.1 Responses

Of the 1,294 students that received the survey, only 100 completed surveys were received, resulting in a response rate of 7.7%. The responses from respondents who did not complete the survey were excluded from the dataset.

4.6.2 Data analysis

The questionnaire contained open-ended, as well as closed-ended questions. The administrator of the tool downloaded the survey results into Microsoft Excel. A rigorous process of data cleaning was followed to ensure consistency of the data set. Once the data cleaning process had been completed, responses were numerically coded and imported into SPSS (software package used for statistical analysis). Descriptive techniques were used to analyse the data. Microsoft Excel was again used for further analysis after descriptive statistics were run.

The numerical coding of the responses allowed the best format to facilitate data analysis. In addition, a process of editing and data cleaning was followed to check the data for omissions and consistency in classification (Zikmund et al., 2009). A content and frequency analysis was performed for open-ended questions. This was done by organising open-ended responses and comments received into broad themes and used to aid in the discussion of results.

4.7 ASSUMPTIONS AND LIMITATIONS

The study only assesses the perceptions of GIBS students and graduates. The results cannot be generalised to the entire population. Validity of the study's findings could be brought into question, since the target population is only from one academic institution.

Due to the low response rate, the occurrence of non-response error cannot be excluded. This type of error is often found in e-mail and Internet surveys, and leads the researcher to believe that the respondents of the questionnaire are representative of the population (Zikmund et al., 2009). It is possible that the length of the questionnaire (59 questions in total) and the fact that feedback was required from peers for the 360-degree assessment could have contributed to the low response rate.

Students that had not completed their MBA did not form part of the sample; therefore if there were personal reasons leading them to drop out of the programme, they were not recorded.

43

Due to the high degree of anonymity it was assumed that students and other feedback raters answered questions truthfully. It was also assumed that respondents could remember how they felt about the programme and were able to accurately reflect this in their answers. The likelihood of errors of self-selection bias, deliberate falsification and unconscious misrepresentation can unfortunately not be excluded.

44

5 CHAPTER 5: RESULTS

This chapter represents the results obtained from the data collection and analysis process, as outlined in the research methodology in chapter 4. The research comprised a quantitative study to determine which leadership development components of the MBA had the most impact on students and graduates of an MBA programme. The layout of this chapter relates to the research questions, as identified in chapter 3, as well as some general information related to the sample.

Selected comments have been reflected as part of the findings. Minor corrections for spelling and grammar may have been made, without altering the original intent of the message.

5.1 RESPONSE RATE

The self-administered questionnaire aimed to answer all the research questions as stated in chapter 3. The results of the self-administered questionnaire are represented in this chapter. The questionnaire was sent to 1,294 candidates, including MBA graduates who completed their MBA between 2008 and 2012 at the Gordon Institute of Business Science (GIBS), as well as current first- and second-year MBA students at GIBS. A total of 108 completed surveys were received, but eight of these questionnaires were discarded as they were incomplete. A total of 100 completed surveys were therefore received. This translates to a response rate of 7.7%.

5.2 DEMOGRAPHIC INFORMATION AND OTHER SAMPLE CHARACTERISTICS

The respondents were asked to provide feedback on nine questions related to demographics. This constituted section 1 of the self-administered questionnaire (refer to Appendix 4).

Table 3 indicates information related to the personal demographic information.

Table 3: Demographic information for quantitative study

		Number of respondents [1]
Gender	Male	62
	Female	38
Age [2]	Under 35	58
	35 and over	42
Race [3]	Black	41
	White	38
	Asian, Indian, Coloured	21
Nationality	South African	86
	South African resident	4
	Non-South African resident	10

Notes:

1. Since exactly 100 samples were included in the analysis, the number of respondents equate to the percentage of the total sample.

2. The mean age was calculated as 34.73. For this reason age results were grouped into two categories, namely "Under 35" and "35 and over".

3. The results for "Coloured" were added to the results for "Asian" and "Indian" due to the low frequency of coloured respondents being only five.

46

Table 4 presents information specifically related to the respondents' MBA and their responsibility at work before and after the MBA.

Table 4: Sample characteristics for quantitative study

Item	Characteristic	Number of respondents
MBA format	Full-time	4
	Modular	76
	Part-time (Evening)	20
MBA start (year)	Before 2012	44
	2012	31
	2013	25
MBA end (year)	Before 2013	42
	2013	33
	2014	25
Responsibility at work before start of MBA [1]	CEO	2
	Executive/Senior Manager	26
	Middle Manager	51
	Junior Manager	6
	Specialist/Consultant	12
	Self-employed	3
	Unemployed	0
Responsibility at work (current) [1]	CEO	3
	Executive/Senior Manager	45
	Middle Manager	33
	Junior Manager	2
	Specialist/Consultant	11
	Self-employed	4
	Unemployed	2

Notes:

1. Due to the low number of respondents, some of these categories were condensed for calculation purposes:

    a. "CEO" results were combined with "Executive/Senior Manager" results.

    b. "Middle Manager" results remained unchanged.

c. The remaining categories' results were grouped into "Other", including, "Junior Manager", "Specialist/Consultant", "Self-Employed" and "Unemployed".

5.3 RESEARCH QUESTION 1: LEADERSHIP DEVELOPMENT

The following sections relate to research question 1, restated below:

Research question 1: Which constructs contribute to leadership development in an MBA programme, and how do they rank?

5.3.1 The MBA and leadership development

As discussed in chapter 2, the MBA is known to address what a leader should know. The following tables represent the results indicating what the respondents believe the MBA should address in terms of "doing" (Table 5) and "being" (Table 6).

Table 5: Which of the following do you believe the MBA should address ("Doing")?

(Question 15a)

Rank	"Doing" constructs	% of respondents
1	Inspiring, influencing and guiding others	62
2	Discerning strategic direction	58
3	Critical and creative thinking skills in problem solving	46
4	Mentoring, coaching, developing others	31
5	Managing power in self and others	24
6	Developing logical and persuasive arguments	21
7	Recognising the impact of one's actions and behaviours on others	20
8	Change management	16
9	Giving critical feedback on performance	9
10	Managing conflict	7
11	Oral and written communication	4

Table 6: Which of the following do you believe the MBA should address ("Being")?

(Question 15b)

Rank	"Being" constructs	% of respondents
1	Self-awareness	53
2	Openness to change	42
3	Personal responsibility for outcomes	35
4	Understanding others	30
5	Self-confidence	30
6	Personal resilience	24
7	Diversity awareness	23
8	Commitment to improving society	20
9	Ethical awareness	16
10	Personal drive	14
11	Commitment to learning	11
12	Other: Inspire others to greatness	1

Respondents were asked to provide feedback in terms of where they believed they learned the most about leadership development. Their responses are indicated in Table 7 below.

Table 7: Where did you learn the most about leadership? (Question 17)

Rank	Items	Votes [1]	Offered [2]	% [3]
1	In syndicate groups	57	100	57
2	Case studies in class	44	100	44
3	Meeting leaders (guest speakers and captains of industry)	41	100	41
4	Networking with classmates	35	100	35
5	Applying classroom principles at the workplace	32	100	32
6	In the classroom (interactive lectures)	25	100	25
7	Electives [1]	17	75	23
8	Doing assignments (individual and syndicate)	17	100	17
9	Practical scenarios in class-learning leadership behaviour, e.g. role-play	10	100	10
10	Presenting in class	8	100	8
11	International exposure (global module) [1]	3	42	7
12	In text books and study notes (self-study)	7	100	7
13	During the research process [1]	4	75	5

49

Notes:

(1) These items have not yet been offered to current first and/or second year students. Rank ordering of items has been done considering reduced number of cotes offered.

(2) "Votes" refer to the number of times a specific item was selected for inclusion.

(3) "Offered" refers to the number of students that would have been eligible to participate in this form of intervention and/or module, for instance, current first-year students have not yet completed electives.

(4) The calculation (displayed as "%") equals the number of "Votes" divided by "Offered".

One respondent provided an additional comment on the effectiveness of syndicate groups:

> "I get more from smaller, more intimate engagements, so classroom discussions were less important that syndicate work and electives."

Although many respondents indicated that they learned a lot about leadership in syndicate groups (as per Table 7), some of them reflected on the need for a change in the design of syndicates, specifically as it pertains to distribution of the workload:

> "… the sharp people seem to split up the work, and ignore the under-contributors just to get the job done. … I would certainly reduce the syndicate work in the electives, where the non-performers really didn't care because a confrontation was pointless due to the limited time."

> "Find an alternative to syndicate groups. These do not "enable" people to manage in teams better, rather it "hides" the consistent non-performers."

> "The syndicate groups require an innovative change. The learning level was low in syndicates, not everyone contributed and the same people completed all the assignments."

Close to all respondents (95%) reported that leadership development it is absolutely essential to an MBA programme (Question 24). Only one respondent reported that it is irrelevant whether leadership is included or not.

The majority of respondents (90%) reported that the MBA had a positive impact on their effectiveness as a leader (Question 25). Six respondents reported that the MBA had little or no impact on their effectiveness as a leader.

The table below identifies further areas that should be addressed by the MBA programme in terms of leadership development.

Table 8: Which of the following areas should be addressed by the MBA programme in terms of leadership development? (Question 26)

Rank	Item	% of respondents
1	Building effective teams	43
2	Managing transformation and change	34
3	Building alliances and partnerships	32
4	Developing a global mind-set	30
5	Effective communication	24
6	Creating change	22
7	Building business relationships	22
8	Making decisions	18
9	Managing self	16
10	Managing conflict	15
11	Being coached	11
12	Increased awareness of applications of technological innovations in the workplace (for instance, social media)	8
13	Involving others	8
14	Problem solving	8
15	Motivating self	6
17	Managing subordinates	2
-	Other: Trust	1

It is interesting to note that the most popular item indicated in Table 8, "Building effective teams" is related to the most popular item in Table 7, where respondents indicated the impact that syndicate groups had on their leadership development.

5.3.2 The MBA Curriculum

In an attempt to determine whether any specific constructs had an impact on respondents' perception of whether the MBA contributed to their leadership development, a range of questions were asked and the correlation, if any, to the aforementioned determined.

51

The results are shown in the following tables:

Table 9: How many electives did you complete on leadership? (Question 19)

Number of electives on leadership	% of respondents
0	20
1	27
2	10
3	4
4	4
5	10
Not applicable [1]	25

Note:

(1) Not applicable refers to all current first-year students. Electives are only offered as part of the second year.

A correlation between the number of electives completed on leadership (Table 9) and to what extent the MBA helped respondents to become a more effective leader (question 25) yield no significant relationship, as evident by the Fisher Exact Test value of 0.669:

Table 10: Correlation: electives and MBA contribution

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.262	1	.609		
Continuity Correction	.002	1	.966		
Likelihood Ratio	.263	1	.608		
Fisher's Exact Test				.669	.482
Linear-by-Linear Association	.257	1	.612		
No of Valid Cases	55				

Table 11: Which core modules had the most significant impact on your personal leadership development? (Question 20)

Rank	Module [1]	Votes [2]	Offered [3]	% [4]
1	Corporate Strategy	54	75	72
2	Human Behaviour and Performance in SA	59	86	69
3	LEAD	42	86	49
4	Macroeconomics (National Competitiveness)	47	100	47
5	Global module	19	44	43
6	Leading People for Results/ Human Resource Strategy	43	100	43
7	Applied Decision Making	23	61	38
8	Macro-Environment of Business	26	75	35
9	Operations Management	30	100	30
10	Organisational Development and Transformation	18	75	24
11	Corporate Finance	23	100	23
12	Research report	14	75	19
13	Management Accounting	18	100	18
14	Genesis (the orientation week)	10	56	18
15	Financial Accounting	11	100	11
16	Entrepreneurship	7	75	9
17	Information and Knowledge Management	7	100	7
18	Marketing	7	100	7
19	Value Chain Management / Managing for Results	4	86	5
20	Microeconomics: Prices and Markets	4	100	4
21	Analytical Tools and Techniques	3	100	3
22	Research Methodology	2	75	3

Notes:

(1) Modules discontinued after 2009 have been removed from the list. Modules only offered to full-time students have also been excluded, due to the low response rate from full-time students.

(2) "Votes" refer to the number of times a specific module was selected for inclusion.

53

(3) "Offered" refers to the number of students that would have been eligible to take this specific module, for instance, current first-year students have not yet completed all the modules.

(4) The calculation (displayed as "%") equals the number of "Votes" divided by "Offered".

In terms of core modules, only two modules were selected by more than 50% of respondents as having had a significant impact on their personal leadership development, namely "Corporate Strategy" (72% of respondents) and "Human Behaviour and Performance in South Africa" (69% of respondents). The "Leadership Assessment and Development" module (LEAD) was selected by 49% of respondents as having had a significant impact on their personal leadership development.

A surprising result was the low score for "Organisational Development and Transformation", selected by only 24% of respondents as having had a significant impact on personal leadership development. Further research would be required to determine the reason for the low scoring.

5.3.3 LEAD

As stated earlier, the LEAD course focuses on personal leadership development (section 4.5.3). It is therefore not surprising that a relatively high score was reported for this module (Table 11).

Since the course is offered in two separate blocks, the participants were requested to report on the effectiveness of the different blocks.

Table 12: How do you rate the LEAD blocks? (Questions 21 and 22)

	Block 1	Block 2
Profound impact on my leadership development	30	12
Good impact on my leadership development	43	40
Neutral	9	19
Fair impact on my leadership development	9	11
No impact on my leadership development	3	10
I do not recall doing this course or I did not attend this course	6	8

54

Although it seems that "Block 2" is not perceived to be as impactful as "Block 1", the majority of the respondents (73% for "Block 1", 62% for "Block 2") felt that LEAD had a positive impact on their leadership development.

Correlations between LEAD Block 1 and LEAD Block 2 (Table 12) and to what extent the MBA helped respondents to become a more effective leader (question 25, "MBA contribution") yield no significant relationship between MBA contribution and LEAD Block 1 (Fisher Exact Test value of 0.223), but it did indicate a relationship between LEAD Block 2 and MBA contribution, as evident by the Fisher Exact Test value of 0.018:

Table 13: Correlation: LEAD and MBA contribution

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
LEAD Block 1:					
Pearson Chi-Square	2.012	1	.156		
Continuity Correction	1.034	1	.309		
Likelihood Ratio	1.783	1	.182		
Fisher's Exact Test				.223	.154
Linear-by-Linear Association	1.990	1	.158		
No of Valid Cases	94				
LEAD Block 2:					
Pearson Chi-Square	6.090	1	.014		
Continuity Correction	4.536	1	.033		
Likelihood Ratio	6.269	1	.012		
Fisher's Exact Test				.018	.016
Linear-by-Linear Association	6.023	1	.014		
No of Valid Cases	92				

An attempt was also made to draw a correlation between respondents' perception of the effectiveness of LEAD, and their report in terms of the effectiveness of the MBA to develop them as a leader (Table 13). It is surprising that the results found a relationship between those that found the one day LEAD programme useful and those that felt that the MBA programme helped them to become a more effective leader, as the responses indicated that "Block 2" was not as effective as "Block 1" (Table 12).

When asked whether respondents believed that a process of executive coaching during an MBA programme could contribute positively towards leadership

development, 94% of respondents responded affirmatively. Further discussion of the findings will follow in the next chapter.

5.4 RESEARCH QUESTION 2: EXTERNAL FACTORS

The following section relates to research question 2, restated below:

> **Research question 2:** Do different genders, race groups and management role types perceive leadership development as part of an MBA differently?

5.4.1 Gender

The tables below show where there are differences between males and females in terms of their perception of the impact of the MBA on leadership development and personal growth. A total of 62 male and 38 female respondents made up the sample. In this and subsequent tables, the top 5 rankings per category or grouping have been highlighted in blue. Comparison to the overall rankings has also been included.

Table 14: Have the objectives for doing the MBA changed over the period of doing your MBA? (Question 11) (Differences male and female)

	Female (%)	Male (%)	Overall (%)
Did not change	47.4	29.0	36.0
Changed somewhat	36.8	51.6	46.0
Changed completely	15.8	19.4	18.0

While 47.4% of females reported that their objectives for doing the MBA did not change, only 29.0% of men reported no change in their objectives for doing the MBA over the period of the MBA.

Table 15: Objective for doing the MBA before you started (Question 10) (Differences male and female)

	Female (%)	Rank	Male (%)	Rank	Overall rank
Accelerated formal personal development	60.5	1	56.5	2	2
Increase business knowledge	57.9	2	61.3	1	1

56

	Female (%)	Rank	Male (%)	Rank	Overall rank
Become a better leader/manager	44.7	3	51.6	3	3
Become globally competitive	34.2	4	19.4	5	4
Change career (i.e. change profession)	26.3	5	16.1	7	6
Obtain a master's degree and/or enhance CV	18.4	6	22.6	4	5
Obtain or move towards a more generalist perspective	15.8	7	19.4	6	7
Become aware of the socio-political and economic content of business	15.8	7	11.3	8	8
Start own business	15.8	7	11.3	8	8
Improve current position at work (promotion)	5.3	10	11.3	8	10
Entry into and survival in the business world	2.6	11	6.5	12	11
Change job (within current profession)	2.6	11	4.8	13	13
Monetary and status rewards	0.0	13	8.1	11	11

The only two differences were that males ranked the item "Change career (i.e. change profession)" lower than females, while "Obtain a master's degree and/or enhance CV" was more important to males than to females (Table 15). Monetary and status rewards held no enticement for women, while a small percentage of males (8.1%) indicated that this was an original objective for doing the MBA. Both males and females provided the same top five reasons as potential advice to future students (Table 16).

Table 16: What would you advise further students, is the actual impact of the MBA? (Question 12) (Differences male and female)

	Female (%)	Rank	Male (%)	Rank	Overall rank
Accelerated formal personal development	76.3	1	54.8	2	1
Become a better leader/manager	50.0	2	62.9	1	2
Increase business knowledge	50.0	3	53.2	3	3
Become globally competitive	31.6	4	29.0	5	5
Become aware of the socio-political and economic content of business	28.9	5	45.2	4	4
Obtain or move towards a more generalist perspective	23.7	6	27.4	6	6

57

	Female (%)	Rank	Male (%)	Rank	Overall rank
Start own business	15.8	7	8.1	7	7
Obtain a master's degree and/or enhance CV	7.9	8	4.8	8	8
Change career (i.e. change profession)	5.3	9	1.6	12	10
Entry into and survival in the business world	2.6	10	4.8	8	9
Improve current position at work (promotion)	0.0	11	4.8	8	10
Monetary and status rewards	0.0	11	3.2	11	12
Other: - Networking opportunities - Improved self-confidence		N/A [1]			

Notes:

(1) Since these were additional observations added by some respondents, these items are marked as "not applicable" and not included in the ranking.

Table 17: What should the MBA address: "Doing"? (Question 15a) (Differences male and female)

	Female (%)	Rank	Male (%)	Rank
Discerning strategic direction	73.7	1	48.4	2
Critical and creative thinking skills in problem solving	55.3	2	40.3	3
Inspiring, influencing and guiding others	52.6	3	67.7	1
Developing logical and persuasive arguments	23.7	4	19.4	7
Managing power in self and others	21.1	5	25.8	5
Recognising the impact of one's actions and behaviours on others	21.1	6	19.4	8
Mentoring, coaching, developing others	18.4	7	38.7	4
Giving critical feedback on performance	13.2	8	6.5	9
Change management	10.5	9	19.4	6
Managing conflict	7.9	10	6.5	10
Oral and written communication	2.6	11	4.8	11

While the top ranked items are more or less the same for males and females, it is interesting to note the relative importance that "Mentoring, coaching, developing others" has been given by males (ranked fourth highest). "Developing logical and persuasive arguments" was more important to females than to males.

Table 18: What should the MBA address: "Being"? (Question 15b) (Differences male and female)

	Female (%)	Rank	Male (%)	Rank
Self-awareness	63.2	1	46.8	2
Personal responsibility for outcomes	39.5	2	32.3	4
Diversity awareness	31.6	3	17.7	8
Openness to change	31.6	4	48.4	1
Personal resilience	28.9	5	21.0	6
Ethical awareness	26.3	6	9.7	11
Understanding others	26.3	7	32.3	5
Commitment to improving society	23.7	8	17.7	7
Self confidence	15.8	9	38.7	3
Personal drive	10.5	10	16.1	10
Commitment to learning	2.6	11	16.1	9

The differences related to the "Being" component on the MBA were far more significant (Table 18). Females rated "Diversity awareness" and "Ethical awareness" far higher than males, while males rated "Openness to change" and "Self-confidence" far higher than females.

Table 19: Where did you learn the most about leadership? (Question 17) (Differences male and female)

	Female (%)	Rank	Male (%)	Rank
In syndicate groups	60.5	1	54.8	1
Meeting leaders (guest speakers and captains of industry)	52.6	2	33.9	4
Case studies in class	47.4	3	41.9	2
Applying classroom principles at the workplace	34.2	4	30.6	5
In the classroom (interactive lectures)	26.3	5	24.2	6
Networking with classmates	23.7	6	41.9	2

59

	Female (%)	Rank	Male (%)	Rank
Electives	20.7	7	23.9	7
Doing assignments (individual and syndicate)	13.2	8	19.4	8
Presenting in class	10.5	9	6.5	11
Practical scenarios in class-learning leadership behaviour, for instance, role-play	7.9	10	11.3	9
During the research process	3.4	11	6.5	11
International exposure (global module)	3.4	11	2.2	13
In text books and study notes (self-study)	2.6	13	9.7	10

Both males and females reported more or less the same top five environments that contributed to their leadership development, although males placed significantly higher importance on "Networking with classmates".

5.4.2 Race

The tables below show where there are differences between different race groups in terms of their perception of the impact of the MBA on leadership development and personal growth. A total of 41 Black, 16 Indian/Asian, 5 Coloured, and 38 Whites made up the sample. Due to the low number of responses received from Coloured, the Indian/Asian and Coloured (IAC) scores were combined for calculation purposes.

Table 20: Have the objectives for doing the MBA changed over the period of doing your MBA? (Question 11) (Differences race groups)

	Black (%)	IAC (%)	White (%)	Overall (%)
Did not change	24.4	57.1	36.8	36.0
Changed somewhat	48.8	38.1	47.4	46.0
Changed completely	26.8	4.8	15.8	18.0

The majority of IAC (Indian, Asian and Coloured) respondents (57.1%) reported that their objectives for doing the MBA did not change. Both Blacks (48.8%) and Whites (47.4%) reported that their objectives have changed somewhat.

Table 21: Objective for doing the MBA before you started (Question 10) (Differences race groups)

	Black (%)	Rank	IAC [1] (%)	Rank	White (%)	Rank
Accelerated formal personal development	53.7	1	71.4	1	55.3	2
Become a better leader/manager	53.7	1	38.1	3	50.0	3
Increase business knowledge	43.9	3	71.4	1	71.1	1
Become globally competitive	41.5	4	19.0	5	10.5	9
Change career (i.e. change profession)	24.4	5	28.6	4	10.5	9
Obtain a master's degree and/or enhance CV	19.5	6	14.3	6	23.7	5
Become aware of the socio-political and economic content of business	14.6	7	9.5	8	13.2	7
Start own business	14.6	7	4.8	10	15.8	6
Obtain or move towards a more generalist perspective	12.2	9	14.3	6	26.3	4
Monetary and status rewards	7.3	10	4.8	10	2.6	12
Change job (within current profession)	4.9	11	4.8	10	2.6	12
Improve current position at work (promotion)	4.9	11	9.5	8	13.2	7
Entry into and survival in the business world	4.9	11	4.8	10	5.3	11

If it is assumed that respondents could remember what their original objectives for doing the MBA was, the results indicate that the top five objectives for doing the MBA (before the MBA was started) were remarkably similar for Blacks and IACs. Whites gave more significance to "Obtain or move towards a generalist perspective", and much lower value to "Become globally competitive" and "Change career (i.e. change profession)". The rest of the results indicate that there are no real significant differences between the race groups in terms of the objectives for doing an MBA.

Table 22: What would you advise further students, is the actual impact of the MBA? (Question 12) (Differences race groups)

	Black (%)	Rank	IAC (%)	Rank	White (%)	Rank
Become a better leader/manager	53.7	1	52.4	2	65.8	2
Accelerated formal personal development	51.2	2	71.4	1	71.1	1
Become globally competitive	51.2	2	14.3	6	15.8	6
Increase business knowledge	48.8	4	52.4	2	55.3	3
Become aware of the socio-political and economic content of business	36.6	5	38.1	4	42.1	4
Obtain or move towards a more generalist perspective	22.0	6	38.1	4	23.7	5
Start own business	17.1	7	4.8	8	7.9	7
Obtain a master's degree and/or enhance CV	7.3	8	4.8	8	5.3	8
Monetary and status rewards	4.9	9	0.0	12	0.0	12
Change career (i.e. change profession)	2.4	10	4.8	8	2.6	10
Improve current position at work (promotion)	2.4	10	4.8	8	2.6	10
Entry into and survival in the business world	0.0	12	9.5	7	5.3	8
Other: - Improved self-confidence - Networking opportunities	2.4	N/A [1]	4.8	N/A [1]	2.6	N/A [1]

Notes:

(1) Since these were additional observations added by some respondents, these items are marked as "not applicable" and not included in the ranking.

In terms of advice provided to future students, there were no noteworthy differences between the groups.

Table 23: What should the MBA address: "Doing"? (Question 15a) (Differences race groups)

	Black (%)	Rank	IAC (%)	Rank	White (%)	Rank
Inspiring, influencing and guiding others	61.0	1	57.1	2	65.8	1
Discerning strategic direction	56.1	2	71.4	1	52.6	2
Critical and creative thinking skills in problem solving	46.3	3	52.4	3	42.1	3
Mentoring, coaching, developing others	36.6	4	4.8	11	39.5	4
Managing power in self and others	24.4	5	28.6	5	21.1	7
Recognising the impact of one's actions and behaviours on others	19.5	6	14.3	7	23.7	5
Change management	17.1	7	14.3	6	15.8	8
Developing logical and persuasive arguments	14.6	8	33.3	4	21.1	6
Giving critical feedback on performance	14.6	8	9.5	8	2.6	10
Managing conflict	2.4	10	4.8	10	13.2	9
Oral and written communication	2.4	10	9.5	9	2.6	11

Table 23 indicated no differences in the top three selections. However, there were a few other differences worth noting:

- "Mentoring, coaching and developing others" was noted as the fourth most important aspect for Blacks and Whites, while IACs rated this item as insignificant (ranked 11th).
- "Developing logical and persuasive arguments" was more important to IACs than to the other groups.

63

Table 24: What should the MBA address: "Being"? (Question 15b) (Differences race groups)

	Black (%)	Rank	IAC (%)	Rank	White (%)	Rank
Openness to change	46.3	1	42.9	3	36.8	2
Self-awareness	46.3	1	52.4	1	60.5	1
Personal responsibility for outcomes	36.6	3	47.6	2	26.3	5
Self confidence	29.3	4	33.3	6	28.9	4
Diversity awareness	26.8	5	14.3	8	23.7	6
Commitment to improving society	24.4	6	14.3	7	18.4	9
Understanding others	24.4	6	38.1	4	31.6	3
Personal resilience	19.5	8	33.3	5	23.7	7
Commitment to learning	14.6	9	4.8	11	10.5	11
Ethical awareness	14.6	9	9.5	9	21.1	8
Personal drive	14.6	9	9.5	10	15.8	10

The differences related to the "Being" component on the MBA were also fairly significant for two of the items:

- "Understanding others" was rated higher for Whites and IACs than for Blacks.
- "Personal resilience" was rated higher for IACs than for the other two groups.

Table 25: Where did you learn the most about leadership? (Question 17) (Differences race groups)

	Black (%)	Rank	IAC [1] (%)	Rank	White (%)	Rank
In syndicate groups	53.7	1	52.4	2	63.2	1
Case studies in class	51.2	2	57.1	1	28.9	5
Meeting leaders (guest speakers and captains of industry)	41.5	3	42.9	3	39.5	3
Applying classroom principles at the workplace	31.7	4	28.6	6	34.2	4
Networking with classmates	24.4	5	33.3	5	47.4	2
In the classroom (interactive lectures)	22.0	6	42.9	3	18.4	7

64

	Black (%)	Rank	IAC [1] (%)	Rank	White (%)	Rank
Doing assignments (individual and syndicate)	17.1	7	23.8	7	13.2	8
Electives	14.6	8	0.0	11	28.9	5
Practical scenarios in class-learning leadership behaviour, for instance, role-play	14.6	8	4.8	9	7.9	9
Presenting in class	12.2	10	9.5	8	2.6	11
During the research process	7.3	11	0.0	11	2.6	11
In text books and study notes (self-study)	7.3	11	4.8	9	7.9	9
International exposure (global module)	2.4	13	0.0	11	2.6	11

All three groups reported more or less the same top five environments that contributed to their leadership development, although IACs placed significant importance on "Applying classroom principles at the workplace", while "Electives" were rated higher for Whites than for the other groups. The IAC group placed very little relevance to leadership experience gained during electives, although this group reported to have completed the highest number of electives on leadership—IAC completed 2.7 electives on leadership (on average), compared to 2.3 for Whites and 2.0 for Blacks.

5.4.3 Management roles

The tables below show where there are differences between different levels of management, in terms of respondents' perception of the impact of the MBA on leadership development and personal growth.

A total of 28 respondents were "Top Management" (Executive/Senior Management), 51 from "Middle Management", while the balance (n=21) consisted of "Specialist/ Consultant", "Junior Manager", and "Self-employed".

Table 26: Have the objectives for doing the MBA changed over the period of doing your MBA? (Question 11) (Differences levels of experience)

	Top (%)	Middle (%)	Other (%)	Overall
Did not change	28.6	37.3	42.9	36.0
Changed somewhat	53.6	43.1	42.9	46.0
Changed completely	17.9	19.6	14.3	18.0

65

None of the groups reported any significant changes in terms of their objectives for doing the MBA, although the score for "Other" (including "Junior Management", "Self-employed", "Technical Specialists", and "Consultants") was the same for "Did not change" and "Changed somewhat".

Table 27: Objective for doing the MBA before you started (Question 10) (Differences levels of experience)

	Top (%)	Rank	Middle (%)	Rank	Other (%)	Rank
Increase business knowledge	64.3	1	62.7	2	47.6	3
Become a better leader/manager	53.6	2	45.1	3	52.4	1
Accelerated formal personal development	46.4	3	66.7	1	52.4	1
Become globally competitive	32.1	4	23.5	4	19.0	6
Obtain a master's degree and/or enhance CV	32.1	5	17.6	6	14.3	7
Become aware of the socio-political and economic content of business	21.4	6	11.8	8	4.8	11
Obtain or move towards a more generalist perspective	21.4	7	11.8	8	28.6	5
Start own business	14.3	8	11.8	8	14.3	7
Change career (i.e. change profession)	7.1	9	21.6	5	33.3	4
Change job (within current profession)	3.6	10	5.9	11	4.8	11
Entry into and survival in the business world	3.6	11	3.9	12	4.8	11
Monetary and status rewards	0.0	12	3.9	12	14.3	7
Improve current position at work (promotion)	0.0	13	13.7	7	9.5	10

Once again, if it is assumed that respondents could remember what their original objectives for doing the MBA was, the results indicate that the top three objectives for doing the MBA (before the MBA was started) were remarkably similar for all three groups. Some of the other differences are as to be expected for the different groups, for example:

66

- "Other" reported a higher interest in changing careers and moving towards a more generalist position, and a much lower interest in "Become aware of the socio-political and economic content of business".
- "Monetary and status rewards" was less important to the "Top" and "Middle Management" groups.

Table 28: What would you advise further students, is the actual impact of the MBA? (Question 12) (Differences in levels of experience)

	Top (%)	Rank	Middle (%)	Rank	Other (%)	Rank
Accelerated formal personal development	60.7	1	64.7	1	61.9	1
Become a better leader/manager	60.7	1	58.8	2	52.4	3
Increase business knowledge	53.6	3	49.0	3	57.1	2
Become aware of the socio-political and economic content of business	42.9	4	39.2	4	33.3	4
Become globally competitive	28.6	5	29.4	5	33.3	5
Obtain or move towards a more generalist perspective	28.6	5	29.4	5	14.3	7
Obtain a master's degree and/or enhance CV	10.7	7	3.9	9	4.8	10
Start own business	7.1	8	11.8	7	14.3	8
Monetary and status rewards	3.6	9	2.0	11	0.0	13
Other (Networking opportunities)	3.6	9	2.0	11	0.0	14
Change career (i.e. change profession)	0.0	11	0.0	13	14.3	6
Entry into and survival in the business world	0.0	11	3.9	9	9.5	9
Improve current position at work (promotion)	0.0	11	5.9	8	0.0	12
Other (Improved self-confidence)	0.0	11	0.0	14	4.8	11

In terms of advice provided to future students, there were no noteworthy differences between the groups.

Table 29: What should the MBA address: "Doing"? (Question 15a) (Differences levels of experience)

	Top (%)	Rank	Middle (%)	Rank	Other (%)	Rank
Inspiring, influencing and guiding others	64.3	1	62.7	1	57.1	1
Discerning strategic direction	60.7	2	60.8	2	47.6	3
Critical and creative thinking skills in problem solving	50.0	3	41.2	3	52.4	2
Managing power in self and others	28.6	4	21.6	5	23.8	7
Mentoring, coaching, developing others	28.6	4	33.3	4	28.6	5
Recognising the impact of one's actions and behaviours on others	21.4	6	21.6	5	14.3	8
Change management	14.3	7	13.7	8	23.8	6
Developing logical and persuasive arguments	10.7	8	19.6	7	38.1	4
Managing conflict	10.7	8	5.9	11	4.8	10
Giving critical feedback on performance	3.6	10	11.8	9	9.5	9
Oral and written communication	0.0	11	7.8	10	0.0	11

Regarding items related to "Doing" components on the MBA, there were once again no differences in the top three selections. However, there were a few other differences worth noting:

- "Managing power in self and others" was rated higher for "Top" and "Middle management" than for "Other".
- "Developing logical and persuasive arguments" was more important to "Other" than to "Top" and "Middle Management".

Table 30: What should the MBA address: "Being"? (Question 15b) (Differences levels of experience)

	Top (%)	Rank	Middle (%)	Rank	Other (%)	Rank
Self-awareness	60.7	1	51.0	1	47.6	1
Openness to change	39.3	2	43.1	2	42.9	3
Personal responsibility for outcomes	32.1	3	31.4	3	47.6	1
Understanding others	32.1	3	29.4	5	28.6	5
Commitment to improving society	25.0	5	19.6	8	14.3	8
Personal resilience	21.4	6	25.5	6	23.8	6
Self confidence	21.4	6	29.4	4	42.9	3
Commitment to learning	17.9	8	5.9	11	14.3	8
Diversity awareness	17.9	8	25.5	6	23.8	6
Ethical awareness	17.9	8	19.6	8	4.8	11
Personal drive	10.7	11	17.6	10	9.5	10

The differences related to the "Being" component on the MBA were fairly significant for two of the items:

- "Commitment to improving society" was far more important to "Top Management" than to the two other groups.
- "Self-confidence" was rated higher for "Middle Management" and "Other", than for "Top Management".

Table 31: Where did you learn the most about leadership? (Question 17) (Differences levels of experience)

	Top (%)	Rank	Middle (%)	Rank	Other (%)	Rank
In syndicate groups	60.7	1	56.9	1	52.4	1
Case studies in class	53.6	2	41.2	3	38.1	3
Networking with classmates	42.9	3	33.3	4	28.6	6
Applying classroom principles at the workplace	35.7	4	29.4	5	33.3	4
Electives	25.0	5	9.8	9	23.8	7

	Top (%)	Rank	Middle (%)	Rank	Other (%)	Rank
Meeting leaders (guest speakers and captains of industry)	21.4	6	49.0	2	47.6	2
In the classroom (interactive lectures)	17.9	7	25.5	6	33.3	4
Doing assignments (individual and syndicate)	14.3	8	19.6	7	14.3	8
Practical scenarios in class-learning leadership behaviour, for instance, role-play	10.7	9	13.7	8	0.0	12
Presenting in class	10.7	9	7.8	10	4.8	10
During the research process	3.6	11	3.9	12	4.8	10
In text books and study notes (self-study)	3.6	11	5.9	11	14.3	8
International exposure (global module)	0.0	13	3.9	12	0.0	12

All three groups reported more or less the same top three environments that contributed to their leadership development, although "Middle Management" and "Other" found a lot more value out of "Meeting leaders (guest speakers and captains of industry)", than "Top Management" did (Table 31).

5.5 RESEARCH QUESTION 3: PERSONAL GROWTH

The following section relates to research question 3, restated below:

Research question 3: To what extent does the MBA contribute to personal growth?

5.5.1 The MBA and personal change

This section presents the results for section 2 from the self-administered questionnaire, and looks at the degree of personal change that the respondents reported on as a result of the MBA.

5.5.1.1 Objectives for doing an MBA

When asked to indicate whether their original objectives for doing their MBA have changed over the period of the MBA (Question 11), only 18% of the respondents

70

indicated that their objectives changed completely. Almost half of the respondents (46%) indicated that their objectives only changed somewhat, while the remainder (36%) indicated that their objectives did not change over the period of doing their MBA.

Results related to the specific objectives of doing an MBA, as reported earlier in this document, indicate that there is general agreement about the factors that contribute to one embarking on an MBA (Table 15, Table 16, Table 21, Table 22, Table 27, Table 28) regardless of differences in gender, race or management level.

When comparing the top objectives that respondents indicated for themselves as compared to reasons for recommending the MBA to others, the following result was obtained:

Table 32: Comparison between personal objectives and recommendations to others

Rank	Objective (self)	Score	Objective (others)	Score
1	Increase business knowledge	60	Accelerated formal personal development	63
2	Accelerated formal personal development	58	Become a better leader/ manager	58
3	Become a better leader/ manager	49	Increase business knowledge	52
4	Become globally competitive	25	Become aware of the socio-political and economic content of business	39
5	Obtain a master's degree and/or enhance CV	21	Become globally competitive	30

Based on the top five items selected before and after the MBA, respondents recommend that becoming aware of the socio-political and economic content of business outweighs obtaining a master's degree and/or enhancing one's CV was reported as an objective for doing the MBA.

Some of the respondents opted to provide additional comments in terms of how their objectives have changed, or not. Selected comments are worth noting here.

One respondent commented on the process of research and study:

> "Whilst the above objectives still hold, I have found the research and study process so stimulating that I would like to progress my studies towards a doctorate if my results and lack of undergraduate status permit. I have also started rethinking my career and have found strong resonance to the more human and change side rather than technical, and have started rethinking my role in business. If this is something I can do

71

over time with my current employer, with whom I enjoy a good relationship, this would be fantastic."

Some respondents indicated their interest in starting their own business has changed:

"Through the MBA, I have learned that maybe starting my own business might not be the best idea, maybe I should rather collaborate with other MBA students and start a bigger business, combining our different backgrounds and skills."

"Prior to the MBA I regarded myself as extremely risk adverse and not entrepreneurial. This has however changed; I have stopped looking for alternative employment but am focusing all my attention on entrepreneurial ventures. I have secured commercial land to start a business, together with a classmate. We are weeks away from commencing a manufacturing operation."

Table 33: If you have completed your MBA, when did you experience the most significant personal growth? (Question 13)

	Number of responses [1]	% of responses (all)	% of responses (finished more than one year ago) [2]	% of responses (finished one year ago) [3]
During the MBA	26	61.9	53.6	78.6
During the first year after completion of the MBA	7	16.7	17.9	21.4
Subsequent to the first year after completion of the MBA	9	21.4	28.6	-
Not applicable	58	-	-	-

Notes:

(1) This question was only intended for graduates. Where current students responded other than "Not applicable", their responses were to be removed from the results for this question. None of the graduates responded "Not applicable", therefore all their results (42 responses) could be used.

(2) A total of 28 students completed their MBA during the period 2008 to 2011.

(3) A total of 14 students completed their MBA in 2012. These students are still in their first year after completion of the MBA therefore no results are available

Some of the respondents provided some positive feedback on their personal growth journey:

72

"The GIBS MBA has changed my life, even though I am still in the same position at my company when I embarked on the MBA, my overall perception has changed towards a number of business aspects. This includes leadership, personal interaction and business savvy …"

"The robust debates and pressure pushed me to learn more about myself and to develop a new socio-economic perspective."

"I enjoy studying and personal development and this was the most rewarding element. The diversity insights and depth of understanding of South Africa and the issues we face were tremendous."

5.5.2 Multi-rater feedback

At a summary level, figure 1 below indicates directionality of the change in rating before and after the MBA.

Figure 1: Average change (%) in 360-degree assessments
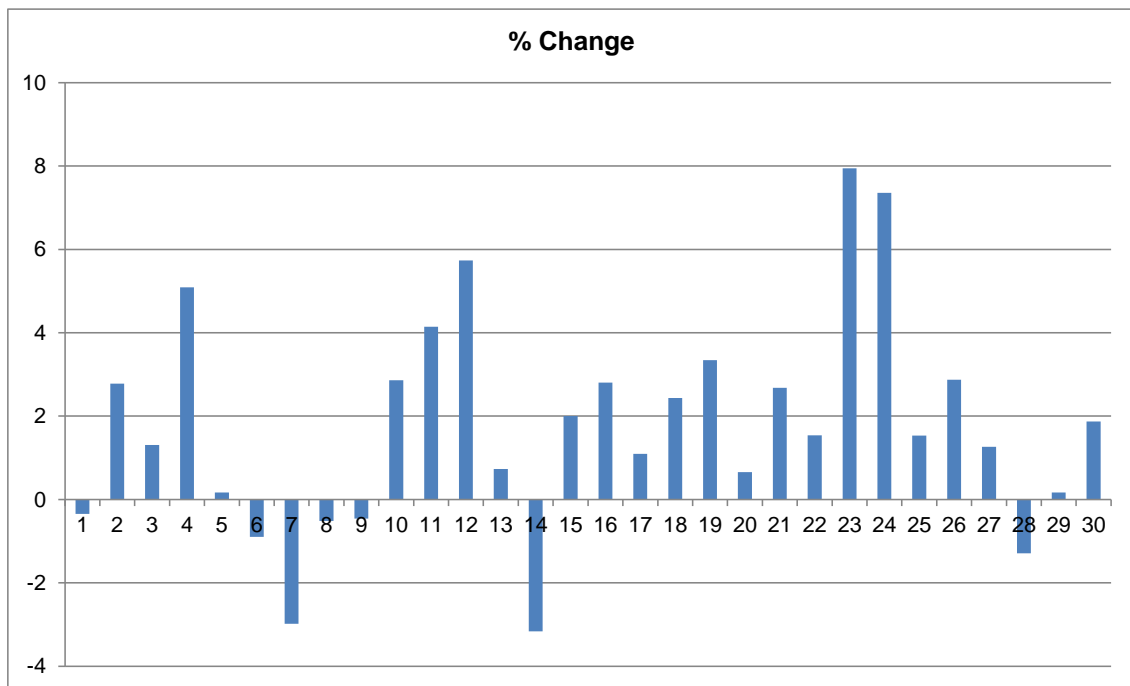
Although these results are indicative in nature, it does point to the fact that, on average, it seems that there is an increase in overall ratings (including self-ratings and peer-ratings) on the elements assessed by this survey, as indicated by the overwhelming number of increases. Refer to Appendix 5 for more detail on descriptive statistics.

The following table indicates changes in self-rating before the MBA, compared to the self-rating as done in September 2013. Not all of these questions were marked as

compulsory. A maximum number of 51 respondents completed a self-rating in both instances (i.e. "before" and "after"); only instances where the questionnaire was completed both "before" and "after" are included here.

Table 34: Leadership in Action: Changes in self-rating before and after

	Increase (%)	Decrease (%)	Same (%)
1 - Defines a clear vision for the future	32	28	40
2 - Looks inside the organisation for ways to continuously improve	34	26	40
3 - Delivers on what is promised	37	20	43
4 - Delegates work appropriately	48	23	29
5 - Recognises and appreciates others for work well done	33	37	29
6 - Has spelled out our objectives for the short and medium term	37	37	25
7 - Finds ways to break through resistance and obstacles	31	41	27
8 - Ensures that we follow through on plans, goals and milestones	27	39	33
9 - Actively supports diversity and transformation initiatives	31	35	33
10 - Celebrates important achievements	37	35	27
11 - Describes what is our competitive advantage	71	13	16
12 - Looks for ideas outside the organisation for ways to improve what we are doing	43	29	27
13 - Sets a good example of professional leadership in all areas of work	28	30	42
14 - Looks for ways to cooperate with others	20	33	47
15 - Inspires and motivates the team	33	31	35
16 - Clarifies the "why" behind our vision and objectives	40	32	28
17 - Values innovation and creativity	27	27	45
18 - Is accessible and a good listener	43	27	29
19 - Regularly gives team members feedback on how they are doing	43	31	27
20 - Is sensitive to issues of work-life balance	31	37	31
21 - Instils hope and optimism for the future	40	40	20
22 - Sets high standards in all aspects of our work	37	27	35
23 - Disciplines staff constructively when necessary	51	26	23
24 - Spends time building the team	50	28	22
25 - Is someone you can talk to if you have a problem	33	27	39

74

	Increase (%)	Decrease (%)	Same (%)
26 - Is able to get "buy in" to the plans for the future	39	29	31
27 - Strong on implementation	35	41	24
28 - Communicates openly and regularly on matters affecting the team	27	35	37
29 - Promotes learning of new knowledge and skills in others	35	27	37
30 - Shows confidence in other's abilities	44	34	22
Average	**37**	**31**	**32**
Count [1]	**549**	**475**	**486**

Notes:

(1) Count refers to the number of incidences where an increase, a decrease, or an unchanged rating was provided. A total number of 1,510 ratings were recorded.

(2) When looking at the average ratings that respondents rated themselves, there seems to be a fairly even distribution of ratings that increased, decreased or stayed the same. This could point to the fact that individuals believe they only improved slightly in terms of leadership behaviour during the MBA process.

Peer-ratings "before" and "after" were recorded for a maximum number of 22 respondents. Due to the time lapse between the before and after ratings, the fact that individuals could not necessarily remember who did the before ratings, and/or the fact that individuals changes jobs or their circumstances changes, it is highly unlikely that the same individuals (peers) performed the "before" and the "after" ratings. Once again, only questionnaires with a valid "before" and "after" rating were used.

Table 35: Leadership in Action: Changes in peer-rating before and after (n=22)

	Increase (%)	Decrease (%)	Same (%)
1 - Defines a clear vision for the future	67	28	6
2 - Looks inside the organisation for ways to continuously improve	67	28	6
3 - Delivers on what is promised	65	24	12
4 - Delegates work appropriately	65	35	0
5 - Recognises and appreciates others for work well done	65	35	0

75

	Increase (%)	Decrease (%)	Same (%)
6 - Has spelled out our objectives for the short and medium term	65	35	0
7 - Finds ways to break through resistance and obstacles	59	35	6
8 - Ensures that we follow through on plans, goals and milestones	59	35	6
9 - Actively supports diversity and transformation initiatives	65	29	6
10 - Celebrates important achievements	44	44	13
11 - Describes what is our competitive advantage	53	29	18
12 - Looks for ideas outside the organisation for ways to improve what we are doing	47	47	6
13 - Sets a good example of professional leadership in all areas of work	41	59	0
14 - Looks for ways to cooperate with others	41	47	12
15 - Inspires and motivates the team	47	47	6
16 - Clarifies the "why" behind our vision and objectives	69	25	6
17 - Values innovation and creativity	59	29	12
18 - Is accessible and a good listener	41	47	12
19 - Regularly gives team members feedback on how they are doing	44	56	0
20 - Is sensitive to issues of work-life balance	47	53	0
21 - Instils hope and optimism for the future	53	47	0
22 - Sets high standards in all aspects of our work	59	24	18
23 - Disciplines staff constructively when necessary	69	31	0
24 - Spends time building the team	59	41	0
25 - Is someone you can talk to if you have a problem	59	35	6
26 - Is able to get "buy in" to the plans for the future	53	35	12
27 - Strong on implementation	47	47	6
28 - Communicates openly and regularly on matters affecting the team	47	41	12
29 - Promotes learning of new knowledge and skills in others	71	29	0
30 - Shows confidence in other's abilities	53	29	18
Average [2]	**56**	**38**	**6**
Count [1]	**346**	**233**	**40**

76

Notes:

(1) Count refers to the number of incidences where an increase, a decrease, or an unchanged rating was provided. A total number of 619 ratings were recorded.

(2) When looking at the average ratings that peers rated MBA students and graduates, there seems to be a much higher indication of individuals that have improved in terms of their leadership behaviour over the period of the doing their MBA.

5.6 RESEARCH QUESTION 4: ADDRESSING THE GAPS

The following sections relate to research question 4, restated below:

Research question 4: What are the gaps in the MBA programme in terms of addressing leadership development and personal growth?

5.6.1 Some comparisons

This section provides a comparison between what respondents believe the MBA should address, and their perception of how well GIBS addresses these elements.

Table 36: "Doing": what should the MBA address compared to what GIBS does address (Question 15a compared to Question 16a)

"Doing" constructs	What the MBA should address	Rank	What GIBS does well	Rank
Inspiring, influencing and guiding others	62	1	28	5
Discerning strategic direction	58	2	48	2
Critical and creative thinking skills in problem solving	46	3	49	1
Mentoring, coaching, developing others	31	4	11	10
Managing power in self and others	24	5	24	6
Developing logical and persuasive arguments	21	6	42	3
Recognising the impact of one's actions and behaviours on others	20	7	37	4
Change management	16	8	17	8
Giving critical feedback on performance	9	9	12	9
Managing conflict	7	10	7	11
Oral and written communication	4	11	20	7

77

The comparison indicates that "Mentoring, coaching, developing" is an area that is given much higher priority to respondents than what they believe GIBS is currently addressing effectively. GIBS is also perceived to be more effective at helping students develop logical and persuasive arguments and gives it a higher priority than what respondents expect. While "inspiring, influencing and guiding others" is top of the rankings for respondents, it is only rated as GIBS's fifth most effective offering.

Table 37: "Being": what should the MBA address compared to what GIBS does address (Question 15b compared to Question16b)

"Being" constructs	What the MBA should address	Rank	What GIBS does well	Rank
Self-awareness	53	1	31	5
Openness to change	42	2	34	3
Personal responsibility for outcomes	35	3	19	9
Understanding others	30	4	34	3
Self-confidence	30	5	29	6
Personal resilience	24	6	21	8
Diversity awareness	23	7	42	1
Commitment to improving society	20	8	39	2
Ethical awareness	16	9	23	7
Personal drive	14	10	6	11
Commitment to learning	11	11	19	9
Other: Inspire others to greatness	1	-	-	N/A

The comparison indicates that GIBS is perceived to be very effective in terms of developing skills related to "diversity awareness" and demonstrates a high "commitment to improving society". However, these factors are ranked relatively low according to what respondents believe the MBA should address in terms of "Being". Based on the results, there is also a disconnect between what GIBS delivers and what students expect in terms of "personal responsibility for outcomes".

One of the comments received related to diversity awareness:

"The diversity insights and depth of understanding of South Africa and the issues we face was tremendous."

Table 38: Which of the following areas should be addressed by the MBA programme in terms of leadership development? (Question 26 versus Question 27)

Item	What should the MBA address	Rank	What did GIBS do well	Rank
Building effective teams	43	1	25	4
Managing transformation and change	34	2	22	6
Building alliances and partnerships	32	3	11	11
Developing a global mind-set	30	4	52	1
Effective communication	24	5	30	2
Creating change	22	6	11	11
Building business relationships	22	7	9	14
Making decisions	18	8	17	8
Managing self	16	9	29	3
Managing conflict	15	10	15	9
Being coached	11	11	4	16
Increased awareness of applications of technological innovations in the workplace (for instance, social media)	8	12	6	15
Involving others	8	13	18	7
Problem solving	8	14	25	4
Motivating self	6	15	15	9
Managing subordinates	2	16	10	13
Other: Trust	1	-	-	-

In terms of general leadership development, there seems to be a disconnect between what GIBS develops effectively and what respondents expect from an MBA in terms of the following items:

- Managing transformation and change

- Building alliances and partnerships

- Building business relationships

- Managing self

- Problem solving.

5.6.2 Results of open-ended questions

A number of themes have emerged through the research, specifically as identified by respondents in open ended questions and general comments. The main themes will be discussed here briefly. Some selected comments have been shared.

5.6.2.1 Personal growth, teaching methods and content

Three main themes emerged around personal growth and leadership development, teaching methods and curriculum or content related matters. These findings are summarised in the table below.

Table 39: Emerging themes from open-ended comments

Category	Theme
Content	Big picture thinking, creative thinking, critical thinking
Content	Building effective arguments, e.g. increase (formal) debates in class
Content	Change management
Content	Cultural diversity, dealing with politics in the workplace
Content	Fewer exams, more assignments
Content	Fewer modules, but more in-depth content per module (longer time periods) and no core modules in second year
Content	Global mind-set, including global module with specific focus on Africa
Content	Increase leadership related courses (as part of core programme or optional)
Content	More electives Mandatory elective on leadership
Content	Preparation • How to prepare for case studies • Quizzes in class to ensure students have prepared • Exam preparation
Growth / leadership development	Being coached, access to leadership coaching
Growth / leadership development	Building effective teams - investing in teams - taking accountability for teams
Growth / leadership development	Concluding / "What's next" module on leadership
Growth / leadership development	Decisiveness
Growth / leadership development	Effective communication (e.g. increase presentations, courses on public speaking)
Growth / leadership development	Enhanced development by taking students out of comfort zone

80

Category	Theme
Growth / leadership development	Personal development, including dealing with weaknesses, stress management (irritability)
Growth / leadership development	Self-assessment (ongoing)
Growth / leadership development	Self-awareness, self-understanding, self-identity
Growth / leadership development	Self-empowerment
Growth / leadership development	Set development goals upfront
Teaching methods	Case studies - increase number of case studies - decrease number of case studies but go into more depth - include South African case studies - increase case studies on specific leaders (in-depth)
Teaching methods	Consistent application of the case method, more consistency in lecturing style (story-telling vs discussions)
Teaching methods	Improve design of syndicate groups (esp. in terms of uneven distribution of work)
Teaching methods	Increase use of technology, e.g. video learning, info-graphic material, move away from paper texts and written tests
Teaching methods	More guest speakers and leaders from industry (can include government)
Teaching methods	More practical application and applied learning, e.g. involvement from companies, alumni programme, work-related assignments, simulations
Teaching methods	Increase peer learning

Some selected comments on what GIBS has been doing effectively in terms of personal growth are indicated below:

> "The GIBS MBA has changed my life … my overall perception has changed towards a number of business aspects. … To conclude, do not change anything; it is definitely working in its current format."

> "GIBS should create a small group of current and future business leaders that would engage with a variety of stakeholders on critical leadership matters in the country. This group should be made up of key MBA graduates."

5.6.2.2 LEAD and coaching

Due to the strong focus on LEAD in the questionnaire, this section is devoted to this specific course. The main themes that emerged out of general comments and open-ended questions are summarised here, while selected comments have been highlighted.

<u>The LEAD course in general:</u>

Some students reported that LEAD "has contributed immensely to the way I look at myself" and that it was familiar yet "insightful and thought provoking".

Other respondents were somewhat more critical:

- "Currently it seems as if the LEAD course was just added to the MBA programme to attract students however there is no depth to it."

- "GIBS should ensure that LEAD is taken seriously."

- "I believe LEAD has already changed to become more admin and less leadership…"

- "I do think that the occasional in-course LEAD sessions were a bit random and lacked flow. They tended to happen as an after-thought…"

- "I just don't think it had the right amount of focus placed on it."

- "I found that it was difficult to give it the attention it deserved, especially the lead log completion."

<u>Comments on "Block 1" and "Block 2":</u>

- A few students reported that the second block lacked the "depth and intensity" compared to the first block and that it was almost like a "mechanical box ticking exercise". Some students suggested that extending the second block to two days might improve the structure.

<u>Comments on the structure of the course:</u>

- Several respondents suggested that LEAD themes should be integrated into core modules, or even that a LEAD session is included per module, to retain momentum and focus on the programme. Requests were made for a concluding session at the end of the programme.

- One respondent suggested that a "buddy system" is implemented where students track each other throughout the programme and provide feedback on progress. Other students suggested involving alumni.

Comments received on assessments, feedback and reflection:

- Several students commented on the usefulness of the 360-degree assessment and requested that the process is repeated at various stages of the programme, for example, in the second year, at the end of the programme, or more frequently.

- One of the most important themes emerging out of the comments is the fact that respondents felt that insufficient feedback was provided on the completion of the individual lead logs. Students stressed the importance of receiving feedback on the logs that were submitted, as it will assist students to "re-align and focus". One respondent went as far as to say:

- "It seems that the LEAD feedback is not marked, and therefore not taken seriously by most people."

- Respondents commented on the value that they gained out of the syndicate feedback session and even suggested that syndicate members from past and current syndicate groups provide feedback on individuals' growth.

- A few respondents mentioned the potential benefit to this programme of one-on-one coaching and feedback sessions.

5.7 CONCLUSION

The review of the findings has led to some specific insights regarding the research. The findings will be analysed in the next chapter against the literature findings as discussed in chapter 2.

6 CHAPTER 6: DISCUSSION OF RESULTS

This chapter discusses the results of the study by evaluating various themes and constructs that arose from chapter 5. The results will be discussed in the context of the literature in chapter 2 and will follow the structure of the research questions as defined in chapter 3.

6.1 RESEARCH QUESTION 1

Research question 1 sought to determine which constructs contribute to leadership development in an MBA programme, as well as the ranking in order of importance, of the specific constructs. The literature review in chapter 2 revealed a multitude of elements and tools that are required for leadership development.

Many scholars were in agreement about the lack of focus on soft skills development and that practice and education is required to develop leadership sustainable behaviours (Almog-Bareket, 2011; Benjamin & O'Reilly, 2011; Boneau & Thompson, 2013; Datar et al., 2011; Jain & Stopford, 2011; Kolb & Kolb, 2005; Schlegelmilch & Thomas, 2011; Smet et al., 2012; Thomas, Jules, & Light, 2012;).

Various tools are useful to develop leadership, including simulations; the participation in virtual communities; emulating successful leaders and their leadership behaviour; receiving constructive feedback, attending leadership development programmes; as well as working with external clients on real business problems; case study competitions; and coaching (Allio, 2013; Burnison, 2013; Jain & Stopford, 2011; Thomas, Jules, & Light, 2012; Thompson, 2012).

Some of the key themes that emerged from the research will now be discussed.

6.1.1 The top leadership development constructs

Table 5 and Table 6 identify the top constructs that are important for "Doing" and "Being". While respondents naturally want to improve their personal leadership behaviour, it is encouraging to see a strong theme emerging in terms of taking responsibility for what happens to other people in the organisation, for example, some of the top five constructs include: "inspiring, influencing and guiding others"; "mentoring, coaching, developing others" ("Doing", Table 5) as well as "personal responsibility for outcomes"; and "understanding others" ("Being", Table 6). This

84

supports the literature findings that appeal for a greater emphasis on shared leadership (Allio, 2013; Eurich, 2013; Klenke, 2007).

The literature showed that there is an increasing drive for business education curriculums to place stronger emphasis on business ethics and corporate responsibility and sustainability (Chesnut, 2010). Surprisingly, "Commitment to improving society" and "Ethical awareness" did not rank very high with respondents (eighth and ninth respectively, Table 6). This is in contradiction with the literature that appeal for a greater focus on ethical leadership and social and environmental issues (Starkey & Tempest, 2009). This finding is further supported by the relatively low ranking of the core module of "Macro-Environment of Business" (eighth, Table 7), a module that has a very strong focus on corporate ethics and corporate social responsibility at GIBS. There could be multiple explanations for this finding. For example, respondents could not have rated these items very high as it is already very well covered by GIBS (refer Table 37 where "commitment to improving society" ranked second highest in the list of what GIBS does well), or it could represent the relative lack of importance of these items.

6.1.2 Learning environments

The research shows mixed correlation to literature in terms of the learning environment. The only item that was selected by more than 50% of respondents referred to learning that takes place in syndicate groups (Table 7). These findings largely support literature related to the effectiveness of experiential and group learning (Carmichael & Sutherland, 2005). Although some respondents commented on the need for improvement in terms of the design of syndicate groups (section 5.3.1), it is possible that individuals felt that syndicate groups provided a practical learning environment for them, especially in terms of managing teams and conflict. Students might benefit from sessions that relate to group dynamics. This should be done at the beginning of the year, perhaps as part of the Genesis orientation week, and repeated later in the year. Many of the learnings at Genesis might need to be reinforced as students may not yet understand the implications of what they are exposed to so early in the curriculum.

The research suggests strong evidence in favour of applying the case method as a teaching method, as this item ranked the second highest in terms of positive leadership development learning environment (Table 7), selected by 44% of the respondents. This supports an earlier literature finding relating to the effectiveness of the case method

85

(Almog-Bareket, 2011). A number of respondents commented on the fact that case studies were interesting to explore, as it pertains to examples of leadership behaviour, which could have contributed to the high result. Perhaps the fact that case studies are told like a story, which may be easier to remember than facts out of a text book, also contributes to the apparent success of this method.

"Practical scenarios in-class learning leadership behaviour, e.g. role-play", scored unexpectedly low. Only 10% of the respondents selected this item as one of the most effective learning environments (Table 7). According to Yip and Raelin (2012), role-play is an effective method to practice leadership enactment. Other scholars are not in agreement in terms of the effectiveness of the use of simulations in leadership development, as not all studies have shown the same effectiveness (Allio, 2013; Carmichael & Sutherland, 2005; Van Auken et al., 2005). It is not clear whether respondents found this method ineffective, or whether this method is not widely used by GIBS. The current GIBS MBA course does not offer many opportunities to practice role-play in the classroom environment. This is perhaps an avenue that can be investigated further.

The finding that self-study contributes far less to leadership development than the other components, was an expected result as more learning takes place though interactive dialogue (Yip & Raelin, 2012).

6.1.3 Curriculum

This section refers to specific components that form part of the curriculum design of the MBA. Focus is given to core modules, electives and the "LEAD" programme.

Core modules and electives

In the second year of the MBA programme, students need to select five elective modules, which provide them with the opportunity to customise the MBA programme to their specialised interests (source: GIBS Programme Management). Out of the 75% of respondents that were eligible to take electives (this excludes the current first-year group), 49.8% took two or more electives on leadership (see Table 9). The research did not capture the specific leadership electives that were chosen, so there is no indication of which electives are included here. Although the high percentage of inclusion of leadership-related electives would seem encouraging in terms of students' interest in leadership, it is not necessarily an indication that half of GIBS students take leadership electives, but might merely point to the fact that students with a keen

86

interest in leadership took more electives on leadership and were also more inclined to participate in this survey. An attempt to determine correlations between the number of electives on leadership chosen, and the respondents' views in terms of the effectiveness of the MBA in developing leadership, also yielded no significant findings (Table 10).

One of the strong themes revealed under general comments and open-ended questions (as part of the questionnaire) is worth noting at this point. A number of respondents commented on how beneficial electives were in comparison to some of the core modules, and indicated their preference for a higher number of electives. Since electives are chosen by students and therefore related to fields they are naturally more interested in, it is to be expected that they would find electives to be of more personal benefit than some of the core modules.

Some students expressed their interest in completing a mandatory elective on leadership. Some of the electives that were specifically mentioned included:

- The Moral Leader
- Leading through Storytelling
- Strategy and Execution
- Strategy and General Management
- Business Opportunities and Innovation in Africa.

As reported in chapter 5, only two modules were selected by more than 50% of respondents as having had a significant impact on their personal leadership development, namely "Corporate Strategy" (72% of respondents) and "Human Behaviour and Performance in South Africa" (69% of respondents) (Table 11).

It was not surprising that "Corporate Strategy" scored well, as the module involves a high degree of integration between various functional areas (source: GIBS, researcher experience), which is one of the key components of effective leadership development (Datar et al., 2010). The module also involved a high degree of interactive dialogue and in-depth debates and discussions about selected case studies, which may have contributed to the positive response.

The "Human Behaviour and Performance in South Africa" module focuses on diversity awareness and the dynamics of interpersonal relationships (source: GIBS, researcher experience). The design of the course includes a high degree of personal reflection and debates, which allow students to reflect on themselves and their fellow South Africans. As demonstrated in the literature, self-reflection is critical to effective

87

leadership development, either by self-reflection (for example, by doing assessments (Thomas, Jules, & Light, 2012), or as part of the experiential learning process (Kolb & Kolb, 2005). Cultivating an appreciation for cross-cultural diversity is also listed by some scholars as one of the requirements of effective leadership development (Allio, 2013; Gregory, 2013; Hopen, 2010). The importance of diversity awareness in South Africa due to its political history, and the fact that diversity issues was selected as the item that GIBS is most successful at addressing (Table 37), is likely to have contributed to this result.

LEAD

The results have indicated that LEAD is perceived as effective in terms of developing personal leadership behaviour (Table 12). However, some of the feedback that was received through general comments and open-ended questions has highlighted a few areas where the LEAD programme can improve its offering, namely the structure of the course, frequency of interactions, quality of feedback received, and the assistance of coaching. These findings will be discussed in more detail in section 6.4.2.

6.1.4 Summary of findings

Based on the results of the research and in addressing research question 1, the most important constructs contributing to leadership development in an MBA have been defined.

6.2   RESEARCH QUESTION 2

Research question 2 sought to determine whether different genders, race groups and role types perceive leadership development as part of the MBA programme, differently. This section provides a discussion of the findings as reviewed in chapter 5.

6.2.1 Gender

If it is assumed that respondents could remember what their original objectives for doing the MBA was, the results indicate that the top five objectives for doing the MBA (before the MBA was started) were very similar for males and females. The only two differences were that males ranked the item "Change career (i.e. change profession)" lower than females, while "Obtain a master's degree and/or enhance CV" was more

important to males than to females (Table 15). Monetary and status rewards held no enticement for women, while a small percentage of males (8.1%) indicated that this was an original objective for doing the MBA.

These findings are consistent with literature that previously showed that men award higher importance to status and salary than women (Simpson, 2000) and (Eddleston et al., 2004), whereas the value of the MBA is of higher importance to females than males as it is seen as a means of furthering their careers (Simpson, 2000).

Regarding items related to "Doing" components on the MBA, there were no marked differences in the top three rankings (Table 17). However, there were a few other discrepancies worth noting:

- Males rated "Mentoring, coaching and developing others" as the fourth most important aspect, compared to rated seventh most important for women. This is consistent with the literature findings (Eddleston et al., 2004), which stated that mentoring plays a more important role in the careers of men than of women.
- "Developing logical and persuasive arguments" was more important to females than to males. This could be as part of the increased self-confidence that women gain as a result of the MBA, which encourages them to speak out more easily at the workplace (Simpson, 2000).

The fact that there were not many significant differences between the "Doing" components between males and females could support Reardon et al. (1998)'s finding that a shift towards a more logical style (analytical and questioning) is seen in females as they embark on, although there is no specific evidence in this research to support that statement. The low variance in difference could possibly be ascribed to the fact that "doing" aspects are not gender-specific, and that differences could be more significant at an individual level than between different genders.

The differences related to the "Being" component on the MBA were far more significant (Table 18):

- Females rated "Diversity awareness" and "Ethical awareness" far higher than males. This could be as a result of women being more exposed to diversity and related barriers and therefore being more aware of challenges related to diversity (Eagly & Chin, 2010).
- Males rated "Openness to change" and "Self-confidence" far higher than females.

89

Both males and females reported more or less the same top five environments that contributed to their leadership development, although males placed significant importance on "Networking with classmates". This is once again consistent with literature findings (Eddleston et al., 2004).

The relatively low account of significant differences between males and females in terms of their response to leadership development as determined by this research supports the findings of (Kass & Grandzol, 2012). While men and women may have different approaches to leadership and do not necessarily extract the same value out of a higher education qualification like the MBA, this research does not seem to indicate that the MBA is overly orientated towards either male or female, or not catering sufficiently for the leadership development needs of either gender. Further research may be prudent to determine whether there are any specific components not covered by this research, that have a more profound impact on gender specific leadership development.

6.2.2 Race

Whites gave more significance to "Obtain or move towards a generalist perspective", and much lower value to "Become globally competitive" and "Change career (i.e., change profession)". In terms of advice provided to future students, there were no noteworthy differences between the groups. The current situation in South Africa in relation to Black Economic Empowerment might contribute to the fact that Whites seem to have indicated the need for more options in terms of future career prospects. There is however no conclusive evidence of this from this research, and further research is suggested.

Regarding items related to "Doing" components on the MBA, there were no differences in the top three selections (Table 23). However, there were a few other variances worth noting:

- "Mentoring, coaching and developing others" was noted as the fourth most important aspect for Blacks and Whites, while IACs rated this item as insignificant (ranked 11th).
- "Developing logical and persuasive arguments" was more important to IACs than to the other groups.

The differences related to the "Being" component on the MBA were also fairly significant for two of the items (Table 24):

90

- "Understanding others" was rated higher for Whites and IACs than for Blacks.
- "Personal resilience" was rated higher for IACs than for the other two groups.

This research has uncovered very little in terms of the differences in leadership development based on different race groups. Although some reference has been made in the literature regarding the importance of the context of leadership rather than the race of the leader him/herself, no conclusive remarks about the impact of race on leadership development can be made at this point.

6.2.3 Management roles

Once again, if it is assumed that respondents could remember what their original objectives for doing the MBA was, the results indicate that the top three objectives for doing the MBA (before the MBA was started) were remarkably similar for all three groups (Table 27). Some of the other differences are as to be expected for the different groups, for example:

- "Other" reported a higher interest in "Changing career" and "Move towards a more generalist position", and a much lower interest in "Become aware of the socio-political and economic content of business".
- "Monetary and status rewards" was less important to the "Top" and "Middle Management" groups.

These reported here is consistent with the expectation that top management are more comfortable with their current position in terms of money and status, as top management generally earn a higher salary. The fact that they did not do the MBA as a means to change careers could indicate that the MBA is more important in terms of self-development and enhancing their current business acumen. The opposite applies to the category of 'Other', as this group is more inclined to want to generalise as they are likely specialists already,

In terms of advice provided to future students, there were no noteworthy differences between the groups. This could indicate that the benefits perceived to be obtained by doing the MBA are very similar, regardless of the level of seniority.

Regarding items related to "Doing" components on the MBA, there were once again no differences in the top three selections (Table 29). However, there were a few other differences worth noting:

- "Managing power in self and others" was rated higher for "Top" and "Middle management" than for "Other", although the difference was fairly small.
- "Developing logical and persuasive arguments" was more important to "Other" than to "Top" and "Middle Management". This could be due to the fact that top and middle management are more exposed to situations where they would be required to be engaged in logical and persuasive arguments than would be expected of non-top management levels.

The differences related to the "Being" component on the MBA were fairly significant for two of the items (Table 30):

- "Commitment to improving society" was far more important to "Top Management" than to the two other groups. This is expected as corporate social responsibility is much more a function of senior management than of other levels in an organisation.
- "Self-confidence" was rated higher for "Middle Management" and "Other", than for "Top Management". It is likely that individuals in top management positions have more self-confidence by the virtue of their position, and therefore does not attach much relevance to this item.

All three groups reported more or less the same top three environments that contributed to their leadership development, although "Middle Management" and "Other" found a lot more value out of "Meeting leaders (guest speakers and captains of industry)", than "Top Management" did (Table 31). Once again this result is not surprising, as non-senior management often have far fewer opportunities to engage with CEO's and captains of industry, than do top management, who might very well already be fulfilling the role of CEO or similar.

6.2.4 Summary of findings on gender, race and role type

This research has not uncovered findings that are significantly different from what was reported in literature. In response to research question 2, this research therefore concludes that there are no significant differences in terms of perception between external factors relating to gender, race or management role, pertaining to leadership development as part of the MBA.

92

6.3   RESEARCH QUESTION 3

Research question 3 sought to determine to what extent the MBA contributes to personal growth. This section provides a discussion of the findings as reviewed in chapter 5.

6.3.1 Change in objectives

Although most of the respondents (82%) indicated that their initial objectives for doing the MBA did not change over the duration of the MBA, it is not a reliable measure of whether personal change did occur over the period of doing the MBA, as it does not relate to change in behaviour or actions or response (Robbins & Judge, 2009).

It is interesting to note that more than half of graduates that participated in the survey indicated that they experienced their most significant growth during the MBA (Table 33). This is true for students that graduated a year ago, as well as those that finished between one and five years ago. Very limited research on this topic, as it pertains to the MBA, has been found. Serobe (2012) referred to the recency effect, and indicated that more recent graduates attributed higher value to the accumulation of career capital, including leadership skills, than those who graduated some time ago. It would be useful to understand what the relationship is between personal growth and career capital accumulation as it pertains to recency.

The possibility exists that the mere impact of the MBA was such a memorable and significant experience that graduates relate this period to more personal growth than to the period subsequent to the MBA. The high pace of the MBA and the constant high pressure and stimulation of being in the MBA environment could have contributed to this perception. It would be of interest to determine when the most growth does in fact take place, whether it is during or after the MBA. The fast pace of the MBA, combined with the pressures of work and family life, could sometimes result in less time being available for self-reflection. Since reflection is critical for leadership development (Yip & Raelin, 2012), and hence personal growth, it could be fair to assume that growth will continue after the MBA as long as provision is made by the graduate to ensure that constant reflection takes place. This could be done through interaction with alumni or other professionals in similar fields.

It is also possible that graduates have not actively invested in their personal development post the MBA. This is a potential concern, as individuals need to actively take accountability for their personal development.

93

6.3.2   Multi-rater feedback

The "Leadership in Action" survey is a 360-degree assessment that is normally completed at the start of the MBA programme. For the purposes of this research, the assessments were conducted again in September 2013. Different time periods have elapsed for the different students and graduates.

One of the potential limitations of this experiment is the fact that the ratings done before and after the MBA were not necessarily performed by the same people, as explained in section 5.5.2. It is assumed that the individuals who performed the "after" ratings knew the MBA students and graduates well enough that they would be able to accurately reflect changes in behaviour over the period of the MBA. MBA students and graduates could also choose who they wanted to perform the peer-assessment; it is unclear whether this could have impacted the results. However, while it is expected that these factors might influence individual feedback reports to some degree, it is expected that the aggregation of the sample would have negated the impact of potential differences and that the results obtained are meaningful.

When reviewing the changes in self-rating scores before and after the MBA, there is a small proportion of respondents who believed that there is an improvement in their leadership behaviour (Table 34). On average, 37% of the elements rated, showed an increase in performance.

However, when compared to the average ratings that were done by peers (Table 35), the improvement is much more pronounced. Multi-source feedback indicates that there is on average a 56% improvement in leadership behaviour, while on average only 6% of the elements remained unchanged.

The results indicate that there is a difference in the perception of the change that has taken place in individuals themselves, or self-assessment, compared to the change that others observe in them, or peer assessment. This supports findings as documented by (Cook et al., 2005), where individuals that underwent a learning intervention did not notice the change in themselves, while others did notice a change. If students do not see the change, specifically positive change and improvement, in themselves they may start to question the validity of the MBA process, which might have a negative impact on their motivation. As students realise the change in themselves it could be a source of strength and encouragement to continue with the process, especially during the difficult times. Continuous feedback, self-assessment

94

and the use of someone like a coach could help them during this journey of self-discovery, and may even contribute to accelerating the learning process.

6.3.3 Summary of findings

This research has not uncovered findings that are significantly different from what was reported in literature. In response to research question 3, this research therefore concludes that the MBA has a significant impact on the growth of students, although this impact is not always noticed by the students themselves.

6.4 RESEARCH QUESTION 4

Research question 4 sought to determine specific gaps in the MBA programme in terms of addressing leadership development and personal growth. This section provides a discussion of the findings as reviewed in chapter 5.

6.4.1 Comparisons and potential gaps

Based on the findings as discussed in chapter 5, respondents have identified a few key areas where there appears to be a disconnect between their expectations and their perception of what GIBS offers. These findings are summarised below.

- Mentoring, coaching, developing others

- Managing power in self and others

- Personal responsibility for outcomes

- Managing transformation and change

- Building alliances and partnerships

- Lack of practical application

- Access to leadership coaching

- Continued application of the case method, but perhaps more in-depth focus

- More focus on leadership development courses, e.g. a mandatory leadership elective

- Review of the current LEAD programme, specifically related to feedback and coaching, with an increase in the number of assessments.

95

6.4.2 LEAD

The results have indicated that LEAD is perceived as effective in terms of developing personal leadership behaviour (Table 12). However, some of the feedback that was received through general comments and open-ended questions has highlighted a few areas where the LEAD programme can improve its offering, namely the structure of the course, frequency of interactions, quality of feedback received, and the assistance of coaching (section 5.6.2.2).

As discussed in chapter 2, Yip and Raelin (2012) propose that reflection, specifically critical reflection, is critical for leadership development as it promotes the ability to move from a position of sense-making to deep understanding. Reflection is not a passive exercise, does not only involve individuals in isolated thought, and is encouraged through activities like journaling, self-assessment and peer feedback (Yip & Raelin, 2012). This is one of the areas where LEAD could potentially offer the most benefit and impact on the leadership development offering at GIBS. The structures for reflection are already in place, as the existing process dictates that delegates develop personal development plan and provide updates on these to the programme facilitator.

It does however appear that the process of reviewing the feedback and providing valuable input to delegates is lacking, which affects the credibility of the course. Providing frequent, individual feedback to as many students as are part of the GIBS MBA is a daunting task and will take up many resources that academic institutions may not have. It is therefore suggested that the professional coaches that are affiliated with GIBS be engaged more fully to provide a more integrated service to the MBA students. The current course structure allows for the submission of three LEAD log submissions. These submissions should be facilitated by professional coaches and supported by three formal one-on-one coaching sessions. Due to considerations of time and money it is probably not feasible to increase these interactions to more than three, although an agreement should be allowed between coach and student should students wish to receive more coaching sessions. These sessions would be voluntary and the student would be accountable for any additional associated costs.

In addition to one-on-one coaching sessions, small group coaching sessions are also advised to aid in the reflection process. A number of respondents reported on the high impact of syndicate feedback sessions. Coaches could perhaps assist with these sessions if needed, but it is advised that these sessions take place at least twice per syndicate group. Since syndicate groups change halfway through the year, it would

96

mean four group coaching sessions per year. These sessions should not be left up to the syndicate to arrange, as there is always the risk that it will not happen, as students will almost always prioritise formal course work over work that is seen as optional. Coaches could also be instrumental in assisting students to apply learnings back at the workplace.

Continuous focus on reflection and feedback is expected to contributing to the continuous theme of leadership which should be provided throughout the course. Another intervention that could assist with this is to arrange for more leaders from industry to address students. It is practice at GIBS to have at least one Friday per month dedicated to a guest speaker. This one hour session can be utilised very effectively by maintaining a strong theme of leadership, as opposed to the focus on technical expertise from a variety of disciplines, as is currently the norm. This type of intervention is perhaps better suited to the core modules.

6.4.3 Discussion

In general, it would appear that the respondents rate the leadership development through the MBA as more than adequate. As seen in section 5.6.1, not too many areas were identified where a severe disconnect was seen. Many of the gaps raised by scholars (section 2.4.3), like focus on effective communication (Table 36), Critical and creative thinking skills in problem solving (Table 36), cross-cultural sensitivity (Table 37), ethical awareness (Table 37), strategic management skills (Table 36), developing a global mind-set (Table 38) and leadership (section 5.3.1, page 48) have been adequately or even more than adequately addressed by GIBS.

No management education program is perfect, and there is room for improvement for the MBA programme as offered by GIBS. It is believed that many of the gaps identified in section 6.4.1 stem from a lack of practical application of the concepts learned during the course. The MBA curriculum should endeavour to create opportunities for students to practically apply what they have learnt.

Recommendations will be made in chapter 7.

6.4.4 Summary of findings

In response to research question 4, some gaps have been addressed. Recommendations will be made in the next chapter.

6.5 CONCLUSION

The results from chapter 5 and the literature from chapter 2 were used to derive insights as discussed in chapter 6. Although the generalisability of the findings remains a key concern, as the study was limited to one South African business school, the research objectives as stated in chapter 1 have been met.

7   CHAPTER 7: CONCLUSION

This chapter summarises the major findings of the research and provides recommendations to various stakeholders, based on the findings.

7.1   MAJOR FINDINGS

Personal change and leadership development have different meanings to different people. These opinions are influenced by the context in which they operate, the goals they choose to pursue, and their view of how they see themselves. For this reason it is very difficult for any institution, including academic institutions, to develop and offer a programme that will perfectly cater to the needs of all the parties involved.

There are however common and basic aspects that need to be addressed by leadership development programmes. Although the MBA is seen as a qualification that equips individuals to be general managers, the overlapping relationship between management and leadership cannot and must not be overlooked. Therefore it is vital for a programme like the MBA to ensure that it provides a balanced offering and equips its graduates with the tools to face the challenges of the business world.

This research has shown that the despairing picture of the future of leadership development, as part of the MBA, which is reflected by a lot of popular literature, is not entirely justified.

Overall, the results from this study indicate that the MBA has a positive impact on the personal change and leadership development of an individual. The content of the courses are generally well received and, based on the variability in some of the results, it would seem that learners manage to find content related to leadership development in many of the modules, including modules that are of a more analytical nature, like those related to finance and accounting. It is speculated that perhaps these modules offer more leadership value to individuals that operate in those environments and have provided them with the knowledge to lead more effectively, hence the positive result.

The leadership theme might need to be more explicit. While it should be integrated across the different courses as a common theme to the MBA programme, perhaps value could be gained from a more deliberate focus on leadership. This could either take the form of the extension of LEAD across the two years as a full leadership module, a compulsory elective on leadership (but students can choose which one), and/or more guest speakers from industry speaking on leadership. This field is so broad, so multiple themes can be covered over the two-year period. This can range

99

from leadership challenges encountered by Financial Accounting professionals, like Chief Financial Officers, to leadership challenges experienced in an academic institution like GIBS, to leadership challenges related to labour issues experienced in the current South African mining industry.

The importance of working in teams and the impact that it has on leadership development was revealed as a common theme throughout the research. It would greatly contribute to the effectiveness of the MBA's leadership development offering if the advantages from working in groups can be maximised.

The research has supported literature showing that practical application is required for learning to be effective. Based on the findings more emphasis needs to be placed on applying concepts at the workplace. Examples from the research indicate that role-play (or simulations), more exposure to industry leaders, more in-depth case studies, and assignments related to the students' work environment may be useful in addressing this aspect.

The importance of reflection was also illustrated by the research. Due to the demands of study, work and personal life on the time of students while they are doing their MBA, it is questionable whether much time for reflection is prioritised. It may therefore be useful to include more structured reflection as part of the curriculum to allow students to capitalise from the benefits of reflection while they are still busy with their MBA. If students could practice this skill it is recommended that they make constructive effort to continue with this practice post MBA.

To aid in reflection, provide individual feedback and assist students to integrate what they have learned back at the workplace, it is recommended that personal coaching is included in the programme, for the duration of the programme. A maximum of three sessions in the first year, and perhaps two sessions in the second year, is recommended. Students should be encouraged to engage in further coaching sessions throughout the MBA, and perhaps continue with it afterwards to continue their process of learning. The finding that many graduates reported that they underwent the most change during the MBA could indicate that they have not prioritised continuous learning, which provides further support for utilising coaches. Through the coaching they would also be able to experience first-hand what it means to be coached—a skill they can apply when coaching their subordinates or peers.

As far as this research could determine, there are no major differences between different genders, race groups or management level as far as their perception of the leadership development and personal change of the MBA is concerned. It would seem

that the context in which these different groups might have a bigger impact on how they operate, but that study was not included in the scope of this research.

7.2   RECOMMENDATIONS FOR BUSINESS SCHOOLS

As indicated above, the curriculum is well structured to deliver on the basic requirements for management education, although a few tweaks are recommended for business schools, as shown by the research. The generalisability of this research is still a concern, as this study was done on one business school in a South African context.

"Corporate Strategy" and "Human Behaviour and Performance in South Africa" have been particularly well received by the respondents in terms of their appropriateness to and impact on leadership development. Some investigation is required to determine why core modules like "Macro-environment of business" and "Organisational Development and Transformation" yielded results that were lower than expected in terms of their leadership development offerings.

As mentioned above, it would greatly contribute to the effectiveness of the MBA's leadership development offering if the advantages from working in groups can be maximised. A session or two at the beginning of the programme, with a refresher repeated later in the year to educate students on group dynamics may well be beneficial to students.

While the LEAD programme is rated as effective as indicated in this research, some enhancements are recommended to improve its offering. While it will require considerable logistical effort to provide individual feedback to all MBA students, it is recommended that the provision of this service will greatly enhance the benefit that students will get out of the LEAD programme. Coaches can be utilised very effectively for this purpose, and they will also be able to assist students on the MBA journey with matters like reflection and integrating learning into the workplace.

7.3   RECOMMENDATIONS FOR STUDENTS

Students may need to be reminded that they need to take ownership of their own futures. They need to see the MBA as an investment into their futures, and not just as a "ticking the box" exercise. The pressures of the MBA are rather high, therefore it is recommended that students make every effort to actively participate in their learning by

reflecting on their experience. It is recommended that this is done by making use of coaches or syndicate groups to assist with this process.

Awareness of self and awareness of others are vital skills that leaders must have in their arsenal. Students need to actively work on developing these skills, not only during the MBA, but also afterwards. Students need to determine for themselves which leadership behaviours they want to enhance during the MBA, and actively focus on these. Lastly, students are encouraged to continue their learning process after the MBA.

7.4 RECOMMENDATIONS FOR FUTURE RESEARCH

The research added value by determining which components of an MBA contributed most to leadership development and personal change. To build on these findings, a few recommendations are made for potential further research:

- How can leadership learning in syndicate groups be enhanced? What is the impact on leadership development and personal growth if the syndicate group changed over the full period? If the group was to remain the same throughout the full period, would it have a different impact on leadership development and personal growth?

- How does leadership development differ between the different business schools in South Africa? What are the differences and what are the opportunities?

- This research focused on the important elements within each of these constructs of knowing, doing and being, and not a comparison of the relative impact of each of these components. If we aim towards the creation of a balanced MBA in terms knowing, doing and being, what are the optimum relationships to maximise leadership development opportunities?

- When does the most significant growth take place - during or after the MBA and if after, how long after the MBA is the impact still felt?

7.5   CONCLUSION

This research has shown that the MBA is effective in leadership development and enhancing personal growth. Various components of the MBA curriculum contribute to these aspects in different ways. Business schools need to focus on applying a balance of education and practice to increase their effectiveness. Students need to take accountability for their own development and embrace the MBA journey. They need to be cognisant of the fact that their development should not stop once the MBA is over, but should strive to continually improve themselves as they continuously impact, and are impacted by, the lives of those around them.

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9   APPENDIX 1: COVER E-MAIL

thornhillassociates

Evaluating the leadership development components of an MBA programme

Dear Michelle,

We would like to invite you to participate in a second year MBA research project that is being done by one of Jonathan Cook's students, Michelle Warricke. This project looks at evaluating the leadership development component of the MBA programme, with specific focus on personal change during and after the MBA.

In addition to evaluating personal growth and leadership development of MBA students, the Leadership in Action (LiA) online survey will be repeated as part of the project. This survey was introduced to the MBA group in 2009 and formed part of the GIBS Orientation and Leadership Development and Assessment (LEAD) process. The objective of the Leadership in Action (LiA) survey is to identify your strengths as a leader and unpack your leadership style.

The LiA is a 360° assessment that is typically filled out by yourself, as well as some of your colleagues (your manager, colleagues on the same level as yourself within the organisation, as well as subordinates that report to you). **To participate, please complete the questionnaire yourself and then forward this email to about five other people who have worked with you sufficiently to observe you accurately.**

Your respondents will be asked to indicate their names and position relative to you (manager, colleague, subordinate or other). Their names will not be identified with their responses, but their positions relative to you will be associated with individual responses, so it may be possible in some cases to identify individual responses. As this feedback is for your own development purposes only, your respondents are invited to be frank.

PLEASE NOTE that the final feedback report will reflect the exact wording used by respondents in the written comments boxes.

The information obtained is for research purposes only and is not intended for public use. Confidentiality of participants and all data obtained will be maintained. Your participation is voluntary and you can withdraw at any time without penalty.

The final report will be viewed only by yourself, the researcher and the programme facilitators.

To complete the questionnaire, just click on the URL below. This is a secure personalised address which will take you and your respondents directly to a page allocated to you alone.

To complete the questionnaire now, click on:

https://www.thornhill.co.za/CAARQWYGYGDMPGYHQRMEGYRAEXGLMGLEG

If it does not work as a click-through, please cut and paste it into the address line of your browser. At times connections do break up, so if you are not successful the first time, please try again a little later. If that does not work, please contact admin@thornhill.co.za to check the connection.

The end date for the completion of the survey is **Wednesday, 25 September 2013**. Please assist us in completing this survey.

If you have any technical questions you can go to Thornhill Associates' FAQ by clicking on http://www.thornhill.co.za/thornhill/faq.html or you can send Thornhill Associates an email by replying to this email.

If you have any queries on the research, please contact the researcher, Michelle Warricke (Michelle.Warricke@eon.co.za) or her supervisor, Jonathan Cook (cookj@gibs.co.za).

Regards,

MBA Programme Management Team

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110

10   APPENDIX 2: REMINDER E-MAIL

thornhillassociates   **Evaluating the leadership development components of an MBA programme**

Dear Michelle,

This is a follow-up to our email about the on-line questionnaire for the MBA research project that is being done by one of Jonathan Cook's students, Michelle Warricke. This email allows you to track the progress in who has responded so far.

So far you have received responses from the following people:

Names removed to maintain

confidentiality

If you have not yet begun to receive responses, please encourage the people you have approached to complete the questionnaire by **Wednesday, 25 September 2013**. If there are no names above, then we have not received any responses yet. If your own name is not there, we have not received a self-assessment from you. If you and your respondents have already each completed the questionnaire, please ignore this email.

If you need to access it, your personalised address for responses is:

https://www.thornhill.co.za/CAARQWYGYGDMPGYHQRMEGYRAEXGLMGLEG

Thank you,

MBA Programme Management Team

The questionnaire was created by the Thornhill 360-degree feedback system (www.thornhill.co.za), and this email was generated automatically from the server of Thornhill Associates. For technical information about the on-line administration of the questionnaire, please contact admin@tthornhill.co.za

The original email is copied below:

111

11   APPENDIX 3: LEADERSHIP IN ACTION PERMISSION

Michelle Warricke

From:	Jonathan Cook <cookj@gibs.co.za>
Sent:	26 July 2013 12:18 PM
To:	Michelle Warricke
Subject:	FW: MBA 360

Both Dave and Karl have agreed.

Just indicate that (as they are internal people).

Thanks

J

Jonathan Cook
Director
Gordon Institute of Business Science

Main Tel: +27 11 771 4000
Direct Tel: +27 11 771 4366
Fax: +27 86 638 0549
E-mail: cookj@gibs.co.za
Web: www.gibs.co.za

Founded in 2000, the University of Pretoria's Gordon Institute of Business Science (GIBS) is an internationally accredited business school, based in Johannesburg, South Africa's economic hub. As the "business school for business", GIBS' purpose is to significantly improve the competitive performance of individuals and organisations through business education. In May 2013, the annual UK *Financial Times* Executive Education rankings, a global benchmark for providers of executive education, once again ranked GIBS as the top South African and African business school. This is the tenth year running that GIBS has been ranked among the top business schools worldwide. In October 2012 the GIBS MBA was ranked among the top 100 business schools globally in the prestigious *Financial Times* Executive MBA Rankings 2012. GIBS is the only business school in Africa to appear in this ranking.

GREEN MAIL
Please think about the environment before you print this e-mail.

From:	Dave Beaty <docbeaty@2btassociates.com>
Date:	Friday, July 26, 2013 12:13 PM
To:	Jonathan Cook <cookj@gibs.co.za>
Subject:	Re: MBA 360

Hi Jonathan:

I'm fine with this.

Regards,

1

112

Dave

On 26 Jul 2013, at 8:00 AM, Jonathan Cook wrote:

<RSImage.jpeg>

Hi Karl and Dave,

Is it in order if one of our MBA students, Michelle Warricke, uses the LiA to do a follow-up measurement of the MBAs who have taken it for LEAD over the past few years?

Thornhill have agreed to administer it, and the student just needs your permission to use it without royalties for research purposes.

Should yield some interesting stats.

Thanks

Jonathan

Jonathan Cook
Director
Gordon Institute of Business Science

Main Tel: +27 11 771 4000
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Fax: +27 86 638 0549
E-mail: cookj@gibs.co.za
Web: www.gibs.co.za

Founded in 2000, the University of Pretoria's Gordon Institute of Business Science (GIBS) is an internationally accredited business school, based in Johannesburg, South Africa's economic hub. As the "business school for business", GIBS' purpose is to significantly improve the competitive performance of individuals and organisations through business education. In May 2013, the annual UK *Financial Times* Executive Education rankings, a global benchmark for providers of executive education, once again ranked GIBS as the top South African and African business school. This is the tenth year running that GIBS has been ranked among the top business schools worldwide. In October 2012 the GIBS MBA was ranked among the top 100 business schools globally in the prestigious *Financial Times* Executive MBA Rankings 2012. GIBS is the only business school in Africa to appear in this ranking.
<RSImage.gif>

113

12 APPENDIX 4: SELF-ADMINISTERED QUESTIONNAIRE

Cover letter and consent

Section 1: Demographics

This section focuses on the demographics of participating MBA students. It will provide insight into possible differences between student groups. (The information provided in the second column refers to the options that will be made available to the respondents):

1	Gender	Male, Female
2	Age (in your first year)	Under 24, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, over 60
3	Race	Black, White, Coloured, Indian/Asian, Other
4	Nationality	South African, South African resident, Non-South African resident
5	Which format of the MBA did you participate in (please indicate the format that is relevant to the majority of your course)?	Part time (evening), Modular, Full time
6	When did you start your MBA?	2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013
7	When did you (or will you) complete youor MBA?	2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014
8	What was your primary level of responsibility at work when you started the MBA?	CEO, Executive/Senior Manager, Middle Manager, Junior Manager, Specialist/ Consultant, Self-employed, Other (please specify)
9	What is your primary level of responsibility at work now?	CEO, Executive/Senior Manager, Middle Manager, Junior Manager, Specialist/ Consultant, Self-employed, Other (please specify)

Section 2: Personal change

This section looks at the degree of personal change during and after your MBA

10	Before you started your MBA, what was your objective for doing the MBA? (Select the 3 most relevant options)	Accelerated formal personal development; Become a better leader/manager; Become aware of the socio-political and economic content of business; Become globally competitive; Change career (i.e. change profession); Change job (within current profession); Entry into and survival in the business world; Improve current position at work (promotion); Increase business knowledge; Monetary and status rewards; Obtain or move towards a more generalist perspective; Obtain a masters degree and/or enhance CV; Start own business; Other (please specify)

115

11	To what extent have the objectives indicated in the previous question remained constant over the period of doing your MBA?	Changed completely, Changed somewhat, Did not change
12	What would you advise future students is the actual impact of the MBA in terms of personal growth?	Accelerated formal personal development; Become a better leader/manager; Become aware of the socio-political and economic content of business; Become globally competitive; Change career (i.e. change profession); Change job (within current profession); Entry into and survival in the business world; Improve current position at work (promotion); Increase business knowledge; Monetary and status rewards; Obtain or move towards a more generalist perspective; Obtain a masters degree and/or enhance CV; Start own business; Other (please specify)
13	If you have completed your MBA, when did you experience the most significant personal growth?	Not applicable, During the MBA, During the first year after completion of the MBA, Subsequent to the first year after completion of the MBA, I did not experience significant personal growth during or after the MBA
14	Please provide any other comments here that you believe might improve GIBS's focus on personal growth as part of the MBA programme	(open text box)

Section 3: Leadership development

This sections looks at the specific leadership development components of the GIBS MBA programme.

15a	The MBA is known to address what a leader should know. This question focuses on what a leader should do and be. Which of the following do you believe the MBA should address (select up to three in each list): Doing	Doing: Discerning strategic direction; Inspiring, influencing and guiding others; Giving critical feedback on performance; Recognising the impact of one's actions and behaviours on others; Oral and written communication; Managing conflict; Critical and creative thinking skills in problem solving; Developing logical and persuasive arguments; Managing power in self and others; Change management; Mentoring, coaching, developing others; Other (please specify)
15b	The MBA is known to address what a leader should know. This question focuses on what a leader should do and be. Which of the following do you believe the MBA should address (select up to three in each list): Being	Being: Self-awareness; Self confidence; Openness to change; Commitment to learning; Commitment to improving society; Understanding others; Diversity awareness; Ethical awareness; Personal resilience; Personal responsibility for outcomes; Personal drive; Other (please specify)

16a	Based on the previous question, which of the following do you believe the GIBS MBA addressed effectively(select up to three in each list): Doing	<u>Doing:</u> Discerning strategic direction; Inspiring, influencing and guiding others; Giving critical feedback on performance; Recognising the impact of one's actions and behaviours on others; Oral and written communication; Managing conflict; Critical and creative thinking skills in problem solving; Developing logical and persuasive arguments; Managing power in self and others; Change management; Mentoring, coaching, developing others; Other (please specify)
16b	Based on the previous question, which of the following do you believe the GIBS MBA addressed effectively(select up to three in each list): Doing	<u>Being:</u> Self-awareness; Self confidence; Openness to change; Commitment to learning; Commitment to improving society; Understanding others; Diversity awareness; Ethical awareness; Personal resilience; Personal responsibility for outcomes; Personal drive; Other (please specify)
17	Where did you learn the most about leadership? (select the 3 most relevant options)	Applying classroom principles at the workplace; Case studies in class; Doing assignments (individual and syndicate); During the research process; Electives; In syndicate groups; In text books and study notes (self-study); In the classroom (interactive lectures); International exposure (global module); Meeting leaders (guest speakers and captains of industry); Networking with classmates; Practical scenarios in class learning leadership behaviour, e.g. role-play; Presenting in class; Other (please specify)
18	What would you change in terms of the teaching methods of the MBA?	(Open text box)
19	How many electives did you complete on leadership?	0, 1 ,2 ,3, 4, 5, Not applicable
20	Which modules had the most significant impact on your personal leadership development? (select the 5 most appropriate modules)	Analytical Tools & Techniques; Applied Decision Making; Business Finance (Entrepreneurial MBA only); Business Research and Analysis (Entrepreneurial MBA only); Corporate Finance; Corporate Strategy; Entrepreneurship; Entrepreneurship 2 - Creativity and Innovation; Entrepreneurship 3 - Business Plan Development; Environment of Business; Financial Accounting; General Management in Dynamic Markets (Full time MBA only); Genesis (the orientation week); Global module; HIV/AIDS Policy & Strategy ; Human Behaviour and Performance in SA; Information & Knowledge Management; Innovation and Design; LEAD (the two-day workshop before the orientation week, followed by a mid-year session); Leadership (Entrepreneurial MBA only); Leading People for Results/ Human Resource Strategy;

117

		Macroeconomics (National Competitiveness); Macro-Environment of Business ; Management Accounting; Marketing; Microeconomics: Prices and Markets; Operations Management; Organisational Development and Transformation; Project Management; Research Methodology; Research report; The Art of Negotiations (Entrepreneurial MBA only); Value Chain Management / Managing for Results; Other (please specify)
The LEAD programme is the two-day module that most students completed before the start of the MBA and before the orientation week (Genesis). The LEAD programme also had a follow-up session mid-year.
21	How would you rate the two-day LEAD programme (conducted before the first block)?	Profound impact on my leadership development; Good impact on my leadership development; Neutral; Fair impact on my leadership development; No impact on my leadership development; I do not recall doing this course or I did not attend this course
22	How would you rate the one-day LEAD programme (conducted mid-year)?	Profound impact on my leadership development; Good impact on my leadership development; Neutral; Fair impact on my leadership development; No impact on my leadership development; I do not recall doing this course or I did not attend this course
23	Please comment on what you would you change about the LEAD programme	(Open text box)
This section deals with the MBA and leadership in general
24	To what extent do you believe that leadership development should be fundamental to an MBA programme?	It is absolutely essential to an MBA programme; It is nice to have; It is irrelevant whether it is included or not; It should not form part of an MBA programme
25	To what extent did the MBA help you to become a more effective leader?	Profound impact on my effectiveness as a leader; Good impact on my effectiveness as a leader; Neutral; Fair impact on my effectiveness as a leader; No impact on my effectiveness as a leader
26	Which of the following areas should be addressed by the MBA in terms of leadership development (please select 3)	Building alliances and partnerships; Building business relationships; Building effective teams; Effective communication; Being coached; Creating change; Developing a global mind-set; Increased awareness of applications of technological innovations in the workplace (e.g. social media); Involving others; Making decisions; Managing conflict; Managing self; Managing subordinates; Managing transformation and change; Motivating self; Problem solving; Other (please specify)
27	Which of the following areas did the GIBS MBA address successfully in terms of leadership development?	Building alliances and partnerships; Building business relationships; Building effective teams; Effective communication; Being coached; Creating change; Developing a global mind-set; Increased awareness of

118

		applications of technological innovations in the workplace (e.g. social media); Involving others; Making decisions; Managing conflict; Managing self; Managing subordinates; Managing transformation and change; Motivating self; Problem solving; Other (please specify)
28	Do you believe that a process of executive coaching during an MBA Programme could contribute positively towards leadership development?	Yes absolutely; Yes to a degree; Neutral; Not really; Not at all
29	Please provide any other comments here that you believe might improve GIBS's focus on personal growth as part of the MBA programme	(Open text box)

13   APPENDIX 5: DESCRIPTIVE STATISTICS: LEADERSHIP IN ACTION

The following tables present the descriptive statistics for section 4 of the questionnaire, namely the "Leadership in Action". These results refer to assessments that were done at the start of the MBA (Table 40) and the assessment results as done in September 2013 (Table 41).

Table 40: Descriptive statistics for Leadership in Action (before)

Item	Valid (1)	Mean	Median	Std Dev	Skew-ness	Kurto-sis	Mini-mum	Maxi-mum
Defines a clear vision for the future	51	7.78	8.00	1.689	-1.513	4.180	1	10
Looks inside the organisation for ways to continuously improve	51	8.10	9.00	1.616	-1.202	.833	4	10
Delivers on what is promised	51	8.67	9.00	1.125	-.522	-.456	6	10
Delegates work appropriately	49	7.45	8.00	1.515	-.817	.910	3	10
Recognises and appreciates others for work well done	51	8.73	9.00	1.313	-1.178	1.142	5	10
Has spelled out our objectives for the short and medium term	51	7.98	8.00	1.435	-.809	1.392	3	10
Finds ways to break through resistance and obstacles	51	8.24	8.00	1.226	-.403	-.291	5	10
Ensures that we follow through on plans, goals and milestones	51	8.35	8.00	1.128	-.227	-.576	6	10
Actively supports diversity and transformation initiatives	51	8.55	9.00	1.254	-1.034	1.136	5	10
Celebrates important achievements	51	8.12	9.00	1.774	-1.148	.671	3	10
Describes what is our competitive advantage	51	7.47	8.00	1.725	-.971	1.284	2	10

120

Item	Valid [1]	Mean	Median	Std Dev	Skew-ness	Kurto-sis	Mini-mum	Maxi-mum
Looks for ideas outside the organisation for ways to improve what we are doing	51	7.76	8.00	1.704	-1.106	2.033	2	10
Sets a good example of professional leadership in all areas of work	51	8.35	9.00	1.146	-.495	-.512	6	10
Looks for ways to cooperate with others	51	8.80	9.00	.980	-.384	-.814	7	10
Inspires and motivates the team	51	8.14	8.00	1.217	-.481	-.171	5	10
Clarifies the "why" behind our vision and objectives	50	7.88	8.00	1.466	-.756	1.340	3	10
Values innovation and creativity	51	8.84	9.00	1.046	-.764	.376	6	10
Is accessible and a good listener	51	8.51	9.00	1.391	-1.506	3.634	3	10
Regularly gives team members feedback on how they are doing	50	7.80	8.00	1.796	-.568	-.535	4	10
Is sensitive to issues of work-life balance	51	8.20	9.00	1.755	-1.675	4.437	1	10
Instils hope and optimism for the future	50	8.22	8.00	1.148	-.283	-.725	6	10
Sets high standards in all aspects of our work	51	8.73	9.00	1.097	-1.600	5.554	4	10
Disciplines staff constructively when necessary	47	7.17	8.00	2.200	-1.109	.397	1	10
Spends time building the team	48	7.17	8.00	1.826	-.892	.286	2	10
Is someone you can talk to if you have a problem	51	8.51	9.00	1.447	-1.050	.876	4	10
Is able to get "buy in" to the plans for the future	51	8.00	8.00	1.149	-.988	1.703	4	10
Strong on implementation	51	8.18	8.00	1.596	-1.099	1.453	3	10

Item	Valid [1]	Mean	Median	Std Dev	Skew-ness	Kurto-sis	Mini-mum	Maxi-mum
Communicates openly and regularly on matters affecting the team	51	8.51	9.00	1.475	-1.772	3.742	3	10
Promotes learning of new knowledge and skills in others	51	8.73	9.00	1.266	-1.240	1.433	5	10
Shows confidence in other's abilities	50	8.22	8.50	1.389	-1.078	1.098	4	10

Notes:

(1) "Valid" refers to the number of assessments received per item, and could refer to a self-rating or a peer-rating, or both.

Table 41: Descriptive statistics for Leadership in Action (after)

Item	Valid [1]	Mean	Median	Std Dev	Skew-ness	Kurto-sis	Mini-mum	Maxi-mum
Defines a clear vision for the future	99	7.76	8.00	1.526	-1.022	1.098	3	10
Looks inside the organisation for ways to continuously improve	99	8.32	9.00	1.141	-.961	.935	5	10
Delivers on what is promised	100	8.78	9.00	.960	-.312	-.540	6	10
Delegates work appropriately	99	7.83	8.00	1.485	-.996	.524	3	10
Recognises and appreciates others for work well done	100	8.74	9.00	1.151	-.931	.797	5	10
Has spelled out our objectives for the short and medium term	99	7.91	8.00	1.333	-.912	.803	4	10
Finds ways to break through resistance and obstacles	100	7.99	8.00	1.235	-.440	.135	4	10
Ensures that we follow through on plans, goals and milestones	100	8.31	8.00	1.134	-1.189	3.722	3	10

122

Item	Valid [1]	Mean	Median	Std Dev	Skew-ness	Kurto-sis	Mini-mum	Maxi-mum
Actively supports diversity and transformation initiatives	100	8.51	9.00	1.439	-1.245	1.209	4	10
Celebrates important achievements	100	8.35	9.00	1.572	-1.698	3.565	2	10
Describes what is our competitive advantage	100	7.78	8.00	1.910	-1.178	.936	2	10
Looks for ideas outside the organisation for ways to improve what we are doing	100	8.21	9.00	1.665	-1.560	2.416	2	10
Sets a good example of professional leadership in all areas of work	99	8.41	9.00	1.000	-.727	.754	5	10
Looks for ways to cooperate with others	99	8.53	9.00	1.091	-.883	.631	5	10
Inspires and motivates the team	100	8.30	8.00	1.096	-.624	.581	5	10
Clarifies the "why" behind our vision and objectives	99	8.10	8.00	1.389	-1.024	.747	4	10
Values innovation and creativity	100	8.94	9.00	1.179	-1.278	1.450	5	10
Is accessible and a good listener	99	8.72	9.00	1.187	-.888	.325	5	10
Regularly gives team members feedback on how they are doing	99	8.06	8.00	1.369	-.988	1.574	3	10
Is sensitive to issues of work-life balance	100	8.25	9.00	1.696	-1.403	2.693	1	10
Instils hope and optimism for the future	100	8.44	9.00	1.217	-1.007	.790	5	10
Sets high standards in all aspects of our work	100	8.86	9.00	.954	-.712	.330	6	10
Disciplines staff constructively when necessary	100	7.74	8.00	1.495	-1.134	2.003	2	10

Item	Valid [1]	Mean	Median	Std Dev	Skew-ness	Kurto-sis	Mini-mum	Maxi-mum
Spends time building the team	98	7.69	8.00	1.467	-.591	-.221	4	10
Is someone you can talk to if you have a problem	100	8.64	9.00	1.382	-1.950	6.463	2	10
Is able to get "buy in" to the plans for the future	100	8.23	8.00	1.179	-1.101	2.943	3	10
Strong on implementation	100	8.28	8.50	1.280	-1.192	2.301	3	10
Communicates openly and regularly on matters affecting the team	100	8.40	9.00	1.146	-.674	.393	5	10
Promotes learning of new knowledge and skills in others	100	8.74	9.00	1.151	-.891	.468	5	10
Shows confidence in other's abilities	99	8.37	9.00	1.345	-1.177	1.591	4	10

Notes:

(1) "Valid" refers to the number of assessments received per item, and could refer to a self-rating or a peer-rating, or bot.

(2) There is an increase in the mean from 8.17 (Table 40) to 8.31 (Table 41).