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# **The behaviours of leaders who get things done**

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## ABSTRACT

This research was undertaken to establish the behaviours of leaders who get things done.

Leadership attributes can be divided into three broad categories, namely, personal traits of leaders (who leaders **are**), their knowledge and skills (what leaders **know**) and their behaviours and styles (what leaders **do**). This research was part of a collaborative study undertaken with two other MBA students at the Gordon Institute of Business Science.

Qualitative research methods were used. The research was exploratory in nature and was conducted by holding in-depth, semi-structured interviews with fifteen successful business leaders in South Africa.

Fifteen behavioural themes were identified as relevant to the behaviours of leaders who get things done, i.e. engaging and being approachable, having and articulating a vision, managing emotions, inspiring and motivating, communicating, choosing the right teams, displaying energy and passion, showing you care, listening, being visible, focusing on results, empowering staff, expressing trust and confidence in one's people, responding to situations in a flexible manner and building strong teams.

In addition, the research found that these behaviours are associated with the transformational leadership style. Another finding is that personal traits and leadership behaviour are important factors influencing how leaders get things done, more so than knowledge and skills are.

## **KEYWORDS**

leadership attributes, leadership behaviours, leadership styles, transformational leadership, getting results

## DECLARATION

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

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Paul Deppe

10 November 2010

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# **1. DEFINITION OF PROBLEM**

## **1.1 Purpose**

The purpose of this exploratory research is to gain a deeper understanding of the leadership attributes that influence how South African business leaders get things done.

## **1.2 Introduction**

For thousands of years, leadership has been studied and found fascinating by academics and business people alike (Kotterman, 2006). Yet, despite all this research, very little is known about the defining characteristics of effective leadership (Dulewicz, Young & Dulewicz, 2005). According to Goleman (2000), a leader's role cannot be underestimated in the performance of an organisation, and he argues that the singular most important thing for any leader to do, is to get results. The role of the leader is to solve organisational problems and facilitate goal achievement (Zaccaro, Gilbert, Thor & Mumford, 1991).

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

Researchers focusing on defining the personal traits exhibited by effective leaders have concluded that it is not so much the traits itself that matters, as how individuals use these traits. They found personal traits to be excellent

predictors of leadership emergence, rather than leadership effectiveness (Boseman, 2008). Boseman (2008) defines the major leadership traits to be intelligence, dominance, sociability, self-monitoring, high energy and drive, self-confidence and a tolerance for ambiguity. He suggests that individuals who display these traits are more likely to be perceived by others as leaders, but not that they are necessarily more effective leaders. However, Boseman (2008) posits that individuals with these traits are generally considered for leadership roles and he does agree that great leadership is more about what one **does** than who one **is**.

In recent times, the development of effective leaders concentrated on identifying and improving certain leadership attributes. A large number of terms define leadership attributes, which can be categorised into three broad categories, namely who leaders **are** (values, motives, personal traits and character), what leaders **know** (skills, abilities and competencies) and what leaders **do** (behaviour, habits and leadership styles) (Ulrich, Zenger, & Smallwood, 1999). Ulrich *et al.* (1999) argue that effective leadership is more than just having the appropriate leadership attributes. There is another dimension: results. Ulrich *et al.* (1999) state that effective leadership is dependent on both attributes and results – and that leaders must strive for excellence in both, that is, they must *demonstrate* attributes and *achieve* results.

Kets de Vries and Florent-Treacy (2002), cited in Dulewicz and Higgs (2005), suggest that effective leadership consists of a combination of personality, cognitive and behavioural factors. Dulewicz and Higgs (2005) posit that the study of leadership should be a framework that includes personality, cognitive, behavioural and learning factors. They also suggest that the organisational

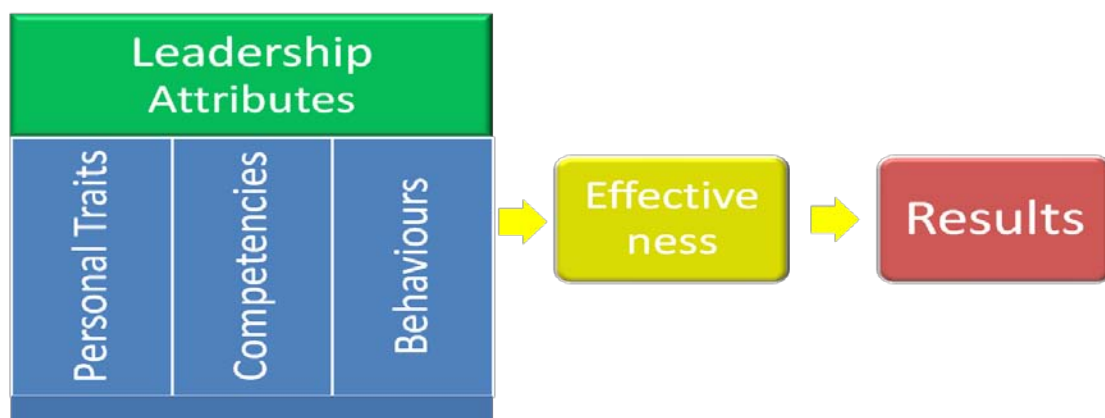
context plays a role, such as strategy, culture, policies, practices and the ability to learn as an organisation.

Dulewicz and Higgs (2005) suggest that effective leadership is increasingly being seen as a combination of:

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

The literature suggests that effective leadership can be defined in terms of who leaders **are** (values, motives, personal traits and character), what leaders **know** (skills, abilities and competencies) and what leaders **do** (behaviour, habits and leadership styles). The author posits that the model in figure 1 can be used to illustrate effective leadership.

**Figure 1: Leadership Model**



Due to the extent of the project to be undertaken, it was deemed too extensive to be embarked on by a single researcher. This research project is a collaborative project between Rashem Mothilal, Ian Sandilands and the author. Each researcher focused on one category of leadership attributes. The author focused on the attribute “what leaders **do**” (behaviour and leadership styles).

“Who leaders **are**” concentrates on the personal traits and characteristics of leaders. Both historic and recent approaches to leadership have taken a trait perspective, which is supported by evidence showing consistent association of specific traits with leadership emergence (Judge & Bono, 2000). It has been established that personal attributes and traits influence leadership effectiveness.

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

“What leaders **do**” implies the actions a leader takes, the engagement of the leader with the external environment and his interaction with those who follow

his lead. Therefore, the way the leader interacts with his followers and the way followers perceive the leader are important in this context. Of particular importance for this study is to understand the impact of “what leaders **do**” on leader effectiveness. The effects of behaviour, habits and styles will be researched. Reichwald, Siebert and Moslein (2005) suggest that personal leadership, direct leadership and leadership by interaction is the only way to influence and motivate people. Since leadership is about interacting with others, the leaders’ values, behaviours and leadership culture have a significant effect.

### **1.3 Research Problem**

According to Goleman (2000, p. 2), “the mystery of what leaders can and ought to do in order to spark the best performance from their people is age-old”. In order to focus on the impact of leaders’ attributes on effective leadership, this study’s results will be based on the responses of a sample of business leaders who have achieved sustained financial results in their businesses.

According to Zaccaro (2007), many research efforts focus their attention on small sets of individual differences that should predict leadership. Although other efforts do provide long lists of key leader attributes, they are rarely organised in a coherent and meaningful conceptual construct. Furthermore, studies rarely consider how the joint combination of particular leader characteristics influence leadership behaviour and effectiveness (Yukl, 2006; Zaccaro, Kemp & Bader, 2004). Although speculation about such combinations and relationships has been around for a long time, it is likely that leader attributes exhibit complex, multiplicative and curvilinear relationships with leadership outcomes (Zaccaro, 2007).

## **2. THEORY AND LITERATURE REVIEW**

### **2.1 Introduction**

In this chapter, the author will attempt to extract key learning from available literature regarding the importance and impact of leadership styles and behaviours on leadership effectiveness.

### **2.2 Definition of Leadership**

Despite significant contributions to the theory and practice of leadership, there is no consistently agreed upon definition of leadership performance (Yukl, 2006). Leadership itself has been described as a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task (Chemers, 2002). Kotter (1990) in turn argues that leadership and management are complementary systems of action required to be successful in today's business environment. His argument is based on the concept that management is about coping with complexity, while leadership is about coping with change.

Probably the most comprehensive and inclusive definition of leadership is the definition postulated by Winston and Patterson (2005, p4): "a leader is one or more people who selects, equips, trains and influences one or more follower(s) who have diverse gifts, abilities and skills and focuses the follower(s) to the organisation's mission and objectives causing the follower(s) to willingly and enthusiastically expend spiritual, emotional and physical energy in a concerted coordinated effort to achieve the organisational mission and objectives".

Therefore, leadership may be seen as the quality to achieve desired results by giving proper direction to the organisation (Giri & Santra, 2010). Although most management academics agree that leadership is both a skill and a behaviour exhibiting that skill (Doh, 2003), the concept of leadership is continually changing. A comprehensive definition of the term thus would continue to elude us.

## **2.3 Leadership Theories**

In attempting to understand the nature of leadership, it is necessary to discuss the different theories of leadership that have developed over time. The various evolutionary approaches to leadership are those which take a traditional view, such as trait, behavioural and contingency based approaches, and those that centre on new approaches to leadership, such as transactional, transformational and full-range leadership approaches (Robbins, 2003).

### **2.3.1 Traditional Approaches**

#### **2.3.1.1 Trait Theory**

Trait theory represents the first systematic effort to study leadership. The trait perspective is based on an early approach in the field of psychology that argues that humans are born with inherited traits or characteristics (Yukl, 2006). The focus fell on studying successful leaders so that those traits could be identified. Once the traits had been identified, it was assumed that individuals with similar traits could also become great leaders (Yukl, 2006).

Trait theory is therefore about the qualities in a leader that are either inherited or based on some personal attribute that can be developed over time. Trait theory,

however, did not completely satisfy the questions posed in the debate about leadership, which subsequently led to the development of behavioural leadership theory (Robbins, 2003).

### **2.3.1.2 Behavioural Theory**

The next major shift in research into leadership dealt with examining the types of behaviours leaders exhibited, in an effort to assess what it is that leaders do to be effective. This focus on a leader's action is different from that of the trait approach, which centred on a person's physical and personality characteristics. Researchers studying the behaviour approach, also referred to as the style approach, determined that leadership is composed essentially of two kinds of behaviours: *task behaviours* and *relationship behaviours* (Northouse, 2004). The behaviour approach attempts to explain how these two types of behaviours interface in a manner that allows a leader to influence a group in order to reach a goal.

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

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



### 2.3.1.3 Contingency Theory

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

Contingency theories focus on the contextual factors that influence the best style of leadership: they are concerned with styles and situations and not necessarily with the level of leadership (Northouse, 2004).

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

The contingency approach suggests that no single leadership style, specific leadership function or particular leadership quality is recommended as best under all circumstances (Gerber, Nel & Van Dyk, 1996). Situational leadership does not promote an ideal leadership style, but rather considers the ability of a leader to adapt to the environment (Hersey & Blanchard, 1993). The contingency approach represents a shift in leadership research, from focusing on the leader to looking at the leader in conjunction with the situation in which the leader acts (Fiedler, 1978).

### **2.3.2 New Approaches**

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

According to Robbins (2003), the neocharismatic theories of leadership focus on the leader's ability to demonstrate or act out behaviour that is emotionally appealing and symbolic. Neocharismatic theories include transactional leadership theory, transformational leadership theory and full-range leadership theory (Robbins, 2003), of which transactional and transformational leadership theories are discussed in more depth in paragraphs 2.7.1 and 2.7.2 respectively.

#### **2.3.2.1 Full-Range Leadership**

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

### **2.4 The Question of Emotional Intelligence**

According to Dulewicz *et al.* (2005), it was Goleman who first defined emotional intelligence, according to which, the higher up in an organisation one goes, the more important emotional intelligence becomes than intellectual competence or technical skill (Dulewicz *et al.*, 2005; Higgs & Dulewicz 2000, cited in Higgs,

2003). In research carried out in the British Royal Navy, Dulewicz *et al.* (2005) concluded that at the top level of an organisation, IQ (Intelligence Quotient), EQ (Emotional Quotient) and MQ (Management Quotient) all contribute to leadership. The results showed, however, that EQ makes a greater contribution to overall leadership than IQ and MQ do.

Goleman (1998) notes that IQ and technical skills are important, but that the most effective leaders have a high degree of emotional intelligence, which is twice as important as any of the other attributes. According to Goleman (1998), a person can have the best training, an incisive analytical mind and an endless supply of smart ideas, but without emotional intelligence he will not be a great leader. The five components of emotional intelligence are self-awareness, self-regulation, motivation, empathy and social skill, as set out in Table 1 (Goleman, 1998).

Higgs and Dulewicz (2000), cited in Higgs (2003), note the elements of emotional intelligence to be self-awareness, emotional resilience, motivation, influence, intuitiveness, conscientiousness and integrity. In addition to this, emotional intelligence increases with age and can be learned (Goleman, 1998). Good leaders are skilled in motivating and encouraging others and therefore must be emotionally aware of what could be happening in the minds of others (Von Krosigk, 2007).

Leban and Zulauf (2004) found a number of links between emotional intelligence and the transformational leadership style. They found that emotional intelligence and the ability to understand emotions were found to relate significantly to the inspirational motivation dimension of transformational leadership, while the strategic use of emotional intelligence related significantly

to the idealised influence and individual consideration dimensions of transformational leadership. Transactional leadership and *laissez-faire* leadership styles were found to have a significant negative relationship with strategic emotional intelligence and with the component of emotional intelligence that enables leaders to understand the emotions of others (Leban & Zulauf, 2004).

**Table 1: The Five Components of Emotional Intelligence at Work**

(Goleman, 1998)

EQ Component	Definition	Hallmarks
Self Awareness	The ability to recognise and understand one's own moods, emotions and drives as well as its effect on others.	<ul style="list-style-type: none"> <li>• Self-confidence</li> <li>• Realistic self-assessment</li> <li>• Self-deprecating sense of humour</li> </ul>
Self Regulation	The ability to control or redirect disruptive impulses and moods. The propensity to suspend judgment – to think before acting.	<ul style="list-style-type: none"> <li>• Trustworthiness and integrity</li> <li>• Comfort with ambiguity</li> <li>• Openness to change</li> </ul>
Motivation	A passion to work for reasons beyond money or status. A propensity to pursue goals with energy and persistence.	<ul style="list-style-type: none"> <li>• Strong drive to achieve</li> <li>• Optimism, even in the face of failure</li> <li>• Organisational commitment</li> </ul>
Empathy	The ability to understand the emotional makeup of other people. Skilful at treating others according to their emotional reactions.	<ul style="list-style-type: none"> <li>• Expertise in building and retaining talent</li> <li>• Cross-cultural sensitivity</li> <li>• Service to clients and customers</li> </ul>
Social Skill	Proficiency in managing relationships and building networks. An ability to find common ground and establish rapport.	<ul style="list-style-type: none"> <li>• Effectiveness in leading change</li> <li>• Persuasiveness</li> <li>• Expertise in building and leading teams</li> </ul>

## 2.5 Social Intelligence

Zaccaro *et al.* (1991) argue that effective leaders have a degree of social intelligence that enables them to accurately determine the social requirements of a situation and thus select the appropriate behavioural response. Socially intelligent leaders are able to vary their responses in relation to situational demands. Social intelligence is characterised by two attributes: social perceptiveness and behavioural flexibility. (Zaccaro *et al.*, 1991).

- **Social perceptiveness** refers to the capacity to be aware of and sensitive to needs, goals, demands and problems at multiple system levels, including individual members, relationships between members and the interaction between the organisation and other systems within the environment (Zaccaro *et al.*, 1991). Zaccaro *et al.* (1991) posit that leaders who are socially perceptive will generally be quicker in perceiving how changes in the environment can be exploited for organisational gain.
- **Behavioural flexibility** is the ability and willingness to respond in different ways to different situational environments (Zaccaro *et al.*, 1991). This implies that the leader responds equally well to different situational demands. The leader must have encoded social structures and these social structures must have a full range of responses that are suitable in multiple scenarios (Zaccaro *et al.*, 1991).

Behavioural flexibility combined with effective social perceptiveness form the basis for a leader's social competence within the organisation (Zaccaro *et al.*, 1991). Social perception skills combined with behavioural flexibility allows the leader to respond appropriately to solve problems in the organisation, which

means that social intelligence can be seen as a subset of emotional intelligence. Zaccaro *et al.* (1991) posit that effective leaders must be social experts – and it is this social intelligence that helps the leader to achieve success.

## 2.6 Leadership Behaviour

Larsson and Vinberg (2010) posit that leadership behaviour plays a key role in organisational effectiveness and identify a number of common sets of behaviours:

- **Communicating a commonly understood vision** – leaders develop and communicate a vision, providing clarity to employees about the future of the organisation. Employees are given the opportunity to see their contribution to operations.
- **Communication and information** – leaders create a structure for information sharing and communication to take place. Regular meetings are held and there is openness in information exchange. Cross-functional discussions take place during which leaders listen to employees' ideas, wishes and points of view.
- **Authority and responsibility** – employees are allowed authority and compelled to take responsibility. Service to the customer is emphasised. Responsibilities and tasks are clearly defined and employees are given enough authority to make decisions and accomplish tasks.
- **Trust** – leaders trust employees and do not micro-manage them. Mistakes are accepted and no penalties are imposed when mistakes

occur. Avoidance of mistakes is instead encouraged by improving understanding of processes and skills.

- **Plainness and simplicity** – these factors are emphasised where decisions could be made by employees without time-consuming meetings.
- **Humanity** – employees' health is considered important and there is a general commitment to invest in employees, even during tough times.
- **Visibility** – leaders make themselves visible and are available for discussion with anyone in the organisation. They spend time to walk around work areas and engage with employees. Conversation is not only restricted to work.
- **Reflection** – leaders spend time thinking about their leadership practices. They feel responsible to maintain a positive attitude at work.

There is a relationship between the behaviour of the CEO and organisation performance (Grude, Bell, Dodd & Parker, 2002; Havaleschka, 1999; Waldman & Yammarino, 1999, cited in Wood & Vilkinas, 2005).

Critical experiences, such as crises, failures and achievements, create lessons that form new skills and perspectives or a shift in the leader's character (Wood & Vilkinas, 2005). From research undertaken by Wood and Vilkinas (2005), it is evident that the most frequently reported behaviours were achievement orientation (to achieve results and to display energy, passion and tenacity) and a humanistic approach (to believe in the potential and growth of others and to be a good communicator), followed by positivism (to take responsibility for one's own thinking, to be creative and to challenge the thinking of others).

One thing that all great leaders have in common is that they truly are who they are meant to be, by being true to themselves and by living their own life (Bass, 1990; Mandela, 1997, cited in Von Krosigk, 2007). Von Krosigk (2007) found that effective leaders need to think strategically, establish direction, have a vision for the future, lead change and drive value creation. He also found that effective leaders need soft skills such as engaging with and inspiring others, and being emotionally sensitive to different cultures and religions.

Andersen (1995), cited in Larsson and Vinberg (2010), however, suggests that organisational effectiveness cannot just be based on the leadership characteristics of the leader alone. He posits that organisational effectiveness is influenced by both internal factors (where leadership is just one of several) and external factors such as market demand.

## 2.7 Leadership Styles

Different organisational strategies require different leadership behaviours and the relationship between leadership style and the context in which leaders operate is seen as important (Dulewicz & Higgs, 2005). Dulewicz and Higgs (2005) identify three distinct leadership styles, namely:

- **Engaging leadership** – a style based on a high level of empowerment and involvement, appropriate in a highly transformed context. Such a style is focused on producing radical change with high levels of engagement and commitment.
- **Involving leadership** – a style that is found in a transitional organisation that faces significant but not necessarily radical changes in its business model.



- **Goal-oriented leadership** – a style that is focused on delivering results within a relatively stable context. This is a leader-led style aligned to a stable organisation that delivers clearly understood results.

Leadership styles are influenced by various factors, including but not restricted to, personal values, job satisfaction, career progression, organisational commitment and personal demographic characteristics (Shim, Lusch & Goldsberry, 2002, cited in Oshagbemi & Ocholi, 2006).

The formulation and execution of strategic actions by effective leaders result in strategic competitiveness and above-average returns (Ireland & Hitt, 1999, cited in O'Regan & Ghobadian, 2004). O'Regan and Ghobadian (2004) found that the quality of leadership and performance are related, and that leadership style has a significant impact on performance. They identified four styles of leadership, namely, the transformational, transactional, human resource and *laissez faire* styles of leadership, defined as follows:

- **Transformational leadership** tends to be charismatic, inspirational and stimulating. This type of leader instils trust, encourages new ideas and allows sufficient flexibility to meet what are often ambitious targets. A transformational leader exhibits strong external orientation, yet at the same time recognises the value of internal motivational factors.
- **Human resource leadership** tends to have a greater employee focus and these individuals work through their employees in order to achieve results. There is some overlap with transformational leadership.
- **Transactional leadership** is more internally orientated, with a strong emphasis on control. Transactional leaders offer reward for work performed to specified standards, largely to meet the financial and other

goals of the organisation. These leaders show little or no concern for employee welfare.

- **Laissez-faire leadership** does not have much to offer today's dynamic business environment. These leaders avoid decision-making until problems arise that are seriously detrimental to the organisation's performance. This style has two main aspects, namely *reactive* – only taking action when things go wrong – and *passive* – where intervention only takes place when as a last resort.

Transformational and human resource leadership styles have the greatest impact on improving the long-term performance of an organisation, while the transactional leadership style leads to improvement in short-term performance and the *laissez-faire* leadership style fails to reach any significant level of performance (O'Regan & Ghobadian, 2004; Dulewicz & Higgs, 2005). The human resource leadership style is similar to transformational leadership. The *laissez-faire* leadership style is associated with dissatisfaction, unproductiveness and ineffectiveness; this research is interested in effective leadership, which means that the *laissez-faire* style of leadership will not form part of this literature review.

### 2.7.1 Transactional Leadership

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

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

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

A transactional leader operates within an existing system by attempting to satisfy the current needs of followers, by focusing on contingent reward behaviour, by paying attention to deviations, mistakes or irregularities and by taking action to correct undesirable outcomes (Bass, 1985; Burns, 1978, cited in Waldman, Ramírez, House & Puranam, 2001). They act to strengthen the existing structures, strategies and culture within the organisation.

Transactional leaders are suited to a more stable business environment with little competition, as characterised by the state of the business arena before the 1980s (Tichy & Devanna, 1990). The current competitive business environment, however, requires a new style of leadership to ensure the organisation's survival and performance – and this can be found in transformational leadership.

### **2.7.2 Charismatic, Inspirational and Transformational Leadership**

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

expend greater effort in at least three ways. Firstly, they raise awareness about the importance of certain goals and means in order for these to be attained. Secondly, they induce followers to transcend self-interest for the good of the organisation. Lastly, they stimulate and satisfy their followers' higher-order needs, such as self-esteem and self-actualisation (Bryman, 1992).

Transformational leadership is thus believed to inspire, energise, and intellectually stimulate followers. There are four different dimensions of transformational leadership, namely, idealised influence, individual consideration, inspirational motivation and intellectual stimulation (Burns, 1978; Oshagbemi & Gill, 2004).

**Table 2: Four Dimensions of Transformational Leadership**

(Oshagbemi & Gill, 2004)

Dimension	Description
Idealised influence	Leaders transmit their own values and ethical principles
Individual consideration	Leaders treat each worker as an individual
Inspirational motivation	Leaders provide challenging goals and communicate a vision of the future
Intellectual stimulation	Leaders encourage innovative ways to solve problems

Transformational leadership has a significantly greater impact on organisations than transactional leadership does (Bass & Avolio, 1995, cited in Geoghegan & Dulewicz, 2008). Charismatic, inspirational and transformational leaders have an extraordinary effect on their followers (Kets de Vries, Vriegnaud & Florent-Treacy, 2004; Awamleh & Gardner, 1999), and this they achieve by force of personality. Zaleznik (1977), Bennis and Nanus (1985) and Tichy and Devanna (1986), cited in Kets de Vries *et al.* (2004), stress that in order for leaders to

obtain well above average organisational performance, their challenge lies in affecting the mindset of employees through value creation, through influencing the organisation's culture and through building commitment to the organisation's vision, mission and strategies.

Awamleh and Gardner (1999) confirm that speech content, delivery and organisational performance all impact the perceptions of the transformational leader. They further posit that a properly articulated vision will lead to perceptions of charisma and the leader's effectiveness. The emotional, expressive skills of a leader, including the ability to express nonverbal expression through eye contact, animated facial expressions, body posture and gestures, are all strongly related to charismatic leadership (Groves, 2005).

The most successful leaders appear to be extremely talented at aligning their charisma with their architectural role in the organisation, and are also able to adapt these roles to different constituencies (Kets de Vries *et al.*, 2004). Importantly, these leaders are able to understand and govern their own emotions and those of their followers (Kets de Vries *et al.*, 2004). In their research, Kets de Vries *et al.* (2004) identify twelve dimensions essential for exemplary leaders: envisioning; empowering; energising; designing and controlling; rewarding and giving feedback; teambuilding; outside orientation; a global mindset; tenacity; emotional intelligence; life balance; and resilience to stress. Higgs and Roland (2001), cited in Dulewicz and Higgs (2005), posit that transformational leadership implies that leaders require emotional intelligence.

An increased sense of collective identity and common mission, higher leader effectiveness, greater levels of commitment and motivation, the willingness to make personal sacrifices and ultimately, heightened performance, are all

characteristics of charismatic and transformational leaders (Van Knippenberg & Van Knippenberg, 2005). Self-sacrifice is a typical example of charismatic and transformational leadership behaviour (Bass, 1985; Choi & Mai-Dalton, 1998; Conger & Kanungo, 1987; House & Shamir, 1993; Jacobson & House, 2001, cited in Van Knippenberg & Van Knippenberg, 2005). Self-sacrificing behaviour includes a leader's willingness to take on a bigger part of the workload, to forego the right to a stylish and spacious office, or to give up a day off in favour of a subordinate. Self-sacrifice builds a basis for leadership effectiveness that is more stable and enduring (Van Knippenberg & Van Knippenberg, 2005). Van Knippenberg and Van Knippenberg (2005) contest that in times of competition or crisis, leader self-sacrifice is likely to lead to better performance amongst followers.

Employees experience a greater sense of self-efficacy as a result of a transformational leader's expression of confidence in an employee's ability to attain the vision of the organisation (Waldman *et al.*, 2001). Katz and Kahn (1978, cited in Waldman *et al.*, 2001) posit that charisma and transformational leadership is especially important at the top-executive levels in an organisation, as a means of mobilising the organisation to meet the demands of its environment. Oshagbemi and Gill (2004) found that transformational leadership behaviour is significantly more prevalent at higher levels in an organisation than it is at lower levels of management. Waldman *et al.* (2001) found that transformational leadership is particularly effective under conditions of environmental uncertainty.

Research by Pruijn and Boucher (1994) shows that transformational leadership is an extension of transactional leadership. Transformational leadership extends

transactional leadership to attain even higher levels of subordinate performance, but achieves this through various motivational methods and diverse types of objectives and goals (Bass, Avolio & Goodheim, 1987).

It is worth noting that, in research undertaken by Yukl (1999), he cautions that the uniqueness and contribution that transformational and charismatic leadership theories have contributed to our understanding of leadership effectiveness have been exaggerated. He suggests that more attention should be given to identifying the behaviours associated with transformational and charismatic leadership.

## **2.8 Situational Leadership**

An important predictor of business success is effective leadership (Bennis & Nanus, 1985, cited in Silverthorne & Wang, 2001). Silverthorne and Wang (2001) posit that successful leaders have to adapt to their changing organisational environment and therefore need to understand and consider the relationship with their employees as well as the structure of the tasks that will be required. Different situations will require different styles and the leader needs to decide on an appropriate approach by evaluating subordinates and their degree of readiness or maturity (Silverthorne & Wang, 2001). It seems then, that flexibility in leadership style is important if leadership effectiveness is to be achieved (Silverthorne & Wang, 2001). Silverthorne and Wang (2001) suggest two styles of leadership:

- **Non-adaptive style** – this is an inflexible style of leadership, associated with those who manage others based on a paternalistic philosophy.

These leaders think of their subordinates as children and of themselves as parents.

- **Adaptive style** – this style refers to leaders who take into account the task to be done, the situation in which the task is to be accomplished and the readiness of their employees to accomplish the task.

Silverthorne and Wang (2001) postulate that highly adaptive leaders are more successful than non-adaptive leaders – and that there is a positive relationship between the adaptive level of a leader and the success of the organisation.

The situational environment requires certain leadership qualities in certain group situations. On the one hand, the leader who possesses a particular set of qualities would be effective in a particular given situation until, however, the circumstances change. On the other hand, another person could be more effective in the leadership role if a different group situation arises (Zaccaro *et al.*, 2004). Leaders are more likely to be effective when their leadership styles match the situational environment.

## 2.9 Conclusion

There is a large amount of evidence to suggest that leadership style and behaviour influence leadership effectiveness. By adopting the most suitable leadership approach, the leader will create employee satisfaction, and in turn, satisfied employees are likely to put much more effort into their work (Limsila & Ogunlana, 2008).

Limsila and Ogunlana (2008) found that the transformational leadership style arrives at far greater outcomes in terms of effectiveness, satisfaction and extra effort than the transactional style does. The transformational leadership style is



far more likely to generate commitment from employees, while the transactional and *laissez-faire* styles would not. Given the positive outcomes associated with transformational leadership, the development of transformational leaders should become a priority (Leban & Zulauf, 2004).

Leadership behaviour plays a critical role in the creation of successful organisations (Larsson & Vinberg, 2010). Larsson and Vinberg (2010) have identified nine sets of common behaviour exhibited by successful leaders. These are: (i) a strategic and visionary leader role; (ii) communication and information; (iii) authority and responsibility; (iv) a learning culture; (v) worker conversations; (vi) plainness and simplicity; (vii) humanity and trust; (viii) walking around; and, (ix) reflective personal leadership.

From the literature it is clear that emotional intelligence and social intelligence play twin roles in the behaviour of leaders and therefore will have an impact on leadership effectiveness. According to Groves (2005), emotional and social intelligence and competent interpersonal communication play important roles in transformational and charismatic leadership effectiveness. It thus follows that training in emotional intelligence could improve the transformational leadership style of leaders (Leban & Zulauf, 2004).

The environment and situation also influence leadership behaviour – and successful leaders must be able to adapt their leadership style and behaviour accordingly. By adjusting their behaviour, leaders will enhance employees' organisational commitment and job performance, which in turn will increase the effectiveness of the organisation and the leaders thereof (Limsila & Ogunlana, 2008).

### 3. RESEARCH QUESTIONS

#### 3.1 Introduction

The purpose of this exploratory research is to gain a deeper understanding of the leadership attributes that influence how South African business leaders get things done. As noted in paragraph 1.2, leadership attributes can be divided into three broad categories, namely who leaders **are** (values, motives, personal traits and character), what leaders **know** (skills, abilities and competencies) and what leaders **do** (behaviour, habits and styles).

#### 3.2 Research Questions

Each researcher will focus on one of these categories, as indicated in italics below:

1. Which values, motives and personal traits are associated with leaders who get things done? *(To be researched by R Mothilal.)*
2. Which knowledge, skills, and abilities are associated with leaders who get things done? *(To be researched by I Sandilands.)*
3. Which behaviours, habits and styles are associated with leaders who get things done? *(To be researched by the author, P Deppe.)*
4. Which leadership attributes are the most important determinants in how leaders get things done? *(To be researched by R Mothilal, I Sandilands and the author, P Deppe.)*

All three researchers were involved in the interviewing process and transcripts from interviews were shared as well.

## 4. RESEARCH METHODOLOGY AND DESIGN

### 4.1 Research Method

The research design was qualitative and exploratory in nature and was conducted using semi-structured interviews. Qualitative research seeks to gather insights into human behaviour and to explain relationships (Robson, 2002). According to Zikmund (2003), exploratory research provides greater understanding of a concept, or crystallises a problem. The focus of such qualitative research is not on numbers, but on words and observations. Zikmund (2003) further states that exploratory research has three interrelated purposes, namely (i) to diagnose a situation, (ii) to screen alternatives, and (iii) to discover new ideas. The purpose of this study is to discover new ideas and insights about how leaders get things done.

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

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

An exploratory study such as this lends itself to the emergent nature of qualitative research, as it is not a linear, objective process that can be easily

captured by means of an impersonal questionnaire (Merriam, 1998). In order to understand the influence of attributes on leadership effectiveness, the most appropriate research methodology is therefore a qualitative, exploratory study. The exploratory research technique employed in this study is an intensive, semi-structured interview with fifteen business leaders to provide richness and depth of data.

Semi-structured interviews were used because they are useful as an exploratory technique (Gillham, 2005). Semi-structured interviews start with a list of themes and questions to be covered in the interview. Additional questions may also be required, in order to explore the research question and research objectives, depending on the situation (Saunders, Lewis & Thornhill, 2007). During the interview, and given the organisational context, some questions were omitted and the order of questions varied during each interview. The semi-structured nature of the interview allowed the interviewee to give meaning to what influences his<sup>1</sup> ability to get things done as a leader, without being limited by specific questions. Probing open-ended questions were asked at the end of the interview in an attempt to gain a deeper understanding of the specific attributes that enable the leader to get things done (Gilham, 2005). The sessions were recorded using a digital voice recorder, after which it was transcribed and analysed for emerging themes using qualitative techniques. Each interview was preceded by a pre-interview letter (Appendix 1) and succeeded by a post-interview letter of thanks (Appendix 2).

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<sup>1</sup> The use of the masculine pronoun is intended to denote the general, and for the purposes of this research document will be taken to refer to the feminine pronoun as well.

## 4.2 Population and Unit of Analysis

Zikmund (2003, p. 369) defines *population* (aka. universe) as “a complete group of entities sharing some common set of characteristics”. In this case, the population consisted of South African business leaders who have lead or are leading large organisations or large divisions within organisations. The researchers set up interviews with leaders from companies listed on the Johannesburg Stock Exchange and local subsidiaries of large multi-national organisations. The unit of analysis was the individual business leader with whom the interview was conducted.

## 4.3 Size and Nature of Sample

Each researcher conducted five in-depth exploratory interviews with selected business leaders to explore the influence of all three categories of attributes on the leader’s ability to get things done. Thereafter, the data from a total of fifteen combined interviews were collated and presented to the researchers who then separately analysed the data relevant to each of their assigned leadership attributes.

The researchers attempted to target interviewees who had experience at executive and board level. The interviewees were recruited from all industries and sectors in South Africa. The sample included a mixture of white, black, male and female business leaders. However, the sample does not accurately reflect demographic realities and is not gender representative.

The research was conducted in two phases, as described below:

**Phase 1** – A nomination process in the GIBS MBA 2009/10 class was used to generate a list of business leaders who met pre-defined criteria. This judgment sample was then used as the main sample pool for the research. According to Zikmund (2003), judgment, or purposive sampling is a non-probability sampling technique in which an experienced individual selects the sample based on his or her judgment, about some appropriate characteristic required of the sample members. Each student was asked to nominate three business leaders who meet the criteria. The criteria were:

- Business leader of a JSE listed company or the leader of a large division within a JSE listed company;
- Business leader from a subsidiary of a large multi-national organisation;
- Minimum of three years in an executive management position; and
- At least a three-year track record of "getting things done".

In the context of this research, the leader who “gets things done” is defined as someone who has achieved sustained financial results over time, for a minimum of three years. The opinions of students were collated and sorted, after which attempts were made to interview those leaders with the highest number of nominations. 204 students were canvassed to give nominations of which 18 (8.8 %) responded. From the 21 leaders nominated, four were nominated more than once. Finally, from the list of leaders nominated by the class, four were successfully interviewed.

**Phase 2** – It was not possible to obtain all interviewees from the list generated in phase 1. The remaining interviewees were sourced through the private

networks of the three researchers. A non-probability convenience sampling method was used in order to gain access to the remaining candidates. Saunders *et al.* (2007) define convenience sampling as a non-probability sampling procedure in which candidates are selected haphazardly on the basis that they are easy to reach.

#### **4.4 Data Collection, Data Analysis and Data Management**

Qualitative research needs to convince the reader that the study makes sense, unlike quantitative research that has to convince the reader that procedures have been followed faithfully (Merriam, 1998). Questionnaire design and wording are critical to qualitative research projects (refer to Appendix 3). It is important to note that the use of questionnaires does not pre-empt the open-ended nature of the qualitative interview, and the opportunity for exploratory, unstructured responses remains (McCracken, 1988). However, the interviewer must be able to take full advantage of the interview and pursue any opportunity that may present itself. The questionnaire must not be drawn up in such a way that it could destroy the element of freedom and variability within the interview (McCracken, 1988). To overcome the numerous issues related to the questionnaire, a rigorous review process was completed by using pre-testing to revise the questionnaire. This did assist to screen out issues related to the instructions and questionnaire design, as well as to provide the interviewer with the opportunity to rehearse. Furthermore, the interview questionnaire was designed to offset the limitations set by interviewer bias.

Data analysis in qualitative research is likened to a metamorphosis, where the researcher retreats with the data, applies his analytic powers and finally emerges with the findings. The process is highly intuitive and it is not always

possible to locate the source of an insight (Merriam, 1998). There is no correct way of performing analysis in a qualitative study, except for the constraint that it needs to be an interactive process, running parallel to the data collection phase (Daft, 1983; Cresswell, 1994; Merriam, 1998).

A combination of content and thematic analysis was used in the data analysis. To add academic rigor to the research, the services of a professional research analyst were enlisted. Appendix 4 explains the process followed by the research analyst, who submitted a report to the author. The author was thus able to use the spreadsheet and conduct his own analysis of the transcripts according to category content and themes into a final document, included in this document as Appendix 6. A constant sum scale was used for question 4.6 (Appendix 3).

#### **4.5 Potential Research Limitations**

The potential limitations of this study are created by interviewer bias and response bias. Interviewer bias occurs when the comments, tone or non-verbal behaviour of the interviewer creates bias in the way that the respondent responds to questions. Response bias occurs if a respondent is sensitive to certain themes and therefore chooses not to reveal information or to discuss certain of the topics which the interviewer may wish to explore (Saunders *et al.*, 2007).

The time consuming requirements of the interview process may also result in the respondent being less willing to take part. A convenience sampling procedure was used and therefore caution must be exercised when projecting the results of this study beyond the specific sample (Saunders *et al.*, 2007; Zikmund, 2003).



The results reflect the interviewees' own views, experiences and perceived successes as leaders who get things done. It is possible that their subordinates could have a different perspective from that of these leaders.

## 5. RESULTS

### 5.1 Introduction

A list of the leaders interviewed is presented in Appendix 5. Fifteen senior executives were interviewed during July, August and September 2010. The interviews were semi-structured, in-depth, exploratory interviews. Probing open-ended questions were posed in an attempt to gain a deeper understanding of the specific attributes that influence the behaviour of successful leaders. Although the interviews covered all three categories of how leaders get things done, namely “who leaders **are**”, “what leaders **know**” and “what leaders **do**”, this thesis will only document and discuss the findings about “what leaders **do**” as related to the behaviours of leaders who get things done. The other attributes are to be analysed by the other two collaborating researchers, Rashem Mothilal and Ian Sandilands.

The presentation of results that follow contains excerpts from the fifteen interview transcripts. From the data, fifteen themes were identified and extracted. A number of other themes could be identified, but were discussed by less than 30 % of interviewees, and it was thus decided to exclude all themes on which less than six of the fifteen interviewees commented. The interview data can be found in Appendix 6.

Interviewees’ names have been left out of the interview data in order to maintain confidentiality. A random number generator was used to generate fifteen random numbers to be allocated to the interviewees. Thus, no correlation exists between the random number generated and the name of the interviewee.

Within each theme, various responses were extracted from the data. Responses are quoted verbatim and the transcribed text has only been adjusted on grounds of correct grammar.

Two variables are identified with each theme:

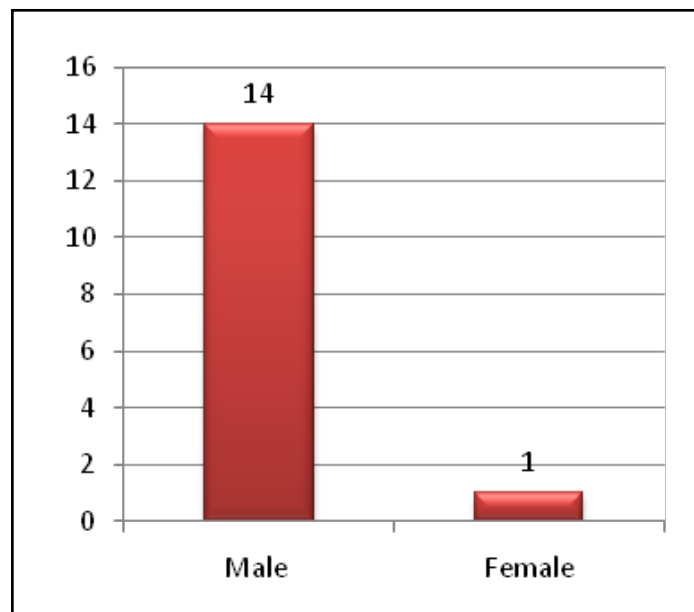
- The percentage of interviewees that commented on the theme. For example, where a particular theme has been discussed by all interviewees, the percentage will be 100 %; if nine interviewees discussed the theme, the percentage will be 60 %, and so forth.
- The number of responses within each theme. For example, there are 53 responses under the theme “engaging and being approachable”.

## **5.2 Independent Analysis**

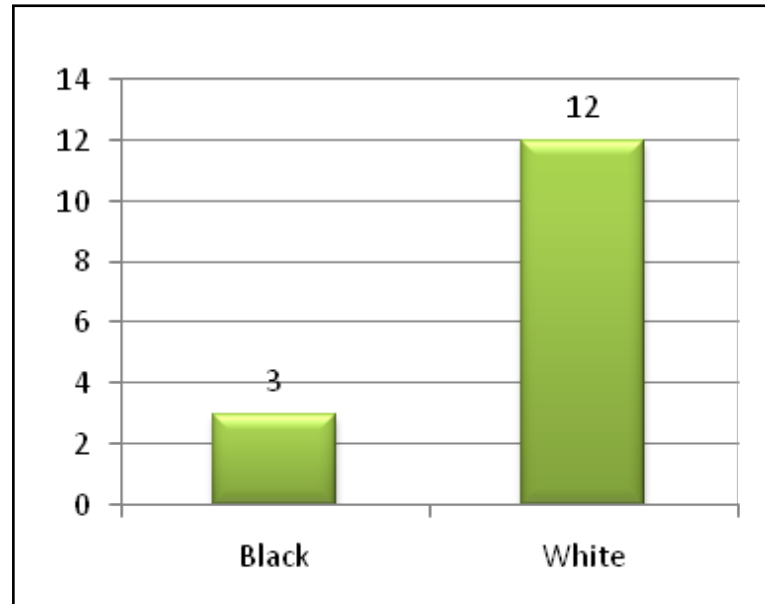
In order to add academic rigor to the analysis, the researcher employed the services of a professional research analyst to conduct the analysis of the data. The interview transcripts, interview questionnaire and a project brief were provided to the research analyst. A letter confirming this can be found in appendix 7.

### 5.3 Demographics

**Figure 2: Gender of Interviewees**

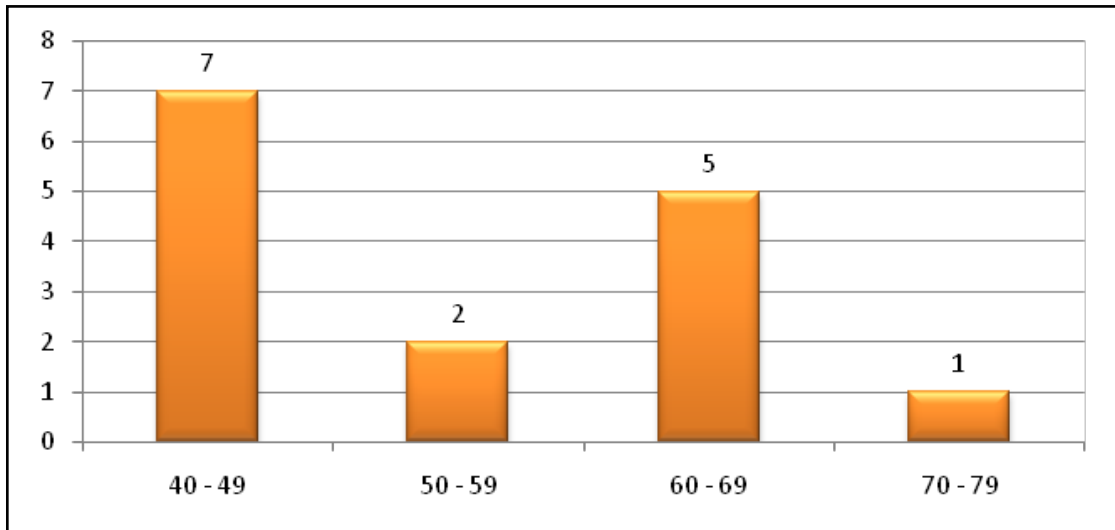


**Figure 3: Race of Interviewees**



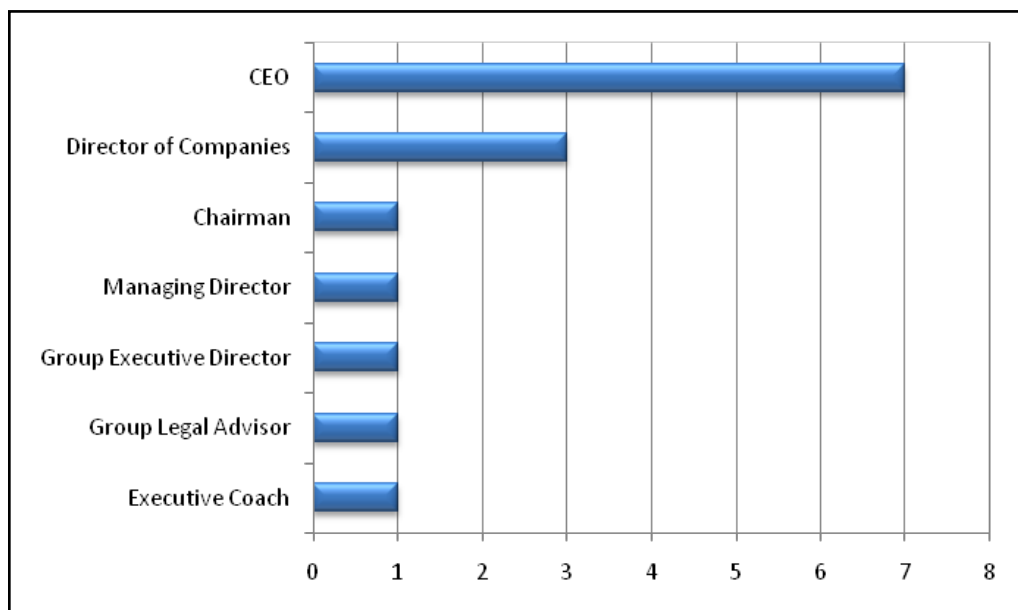
The majority of interviewees were male, with only one female leader interviewed (figure 2). Twelve white interviewees and three black interviewees were interviewed (figure 3). The age of interviewees ranges between 40 and 77 years old (figure 4).

**Figure 4: Age of Interviewees**



All interviewees currently hold or previously held senior leadership positions at their respective organisations. Figure 5 shows the current titles of interviewees.

**Figure 5: Current Titles of Interviewees**



#### 5.4 Research Findings – Behaviours of Leaders Who Get Things Done

The question to be answered, is: **“Which behaviours, habits and styles are associated with leaders who get things done?”**

Fifteen key themes were identified from the research. Excerpted responses are quoted in the tables under each section.

#### 5.4.1 Engaging and Being Approachable

Percentage of interviewees that commented on the theme = 93 %

Number of responses within each theme = 53

Engaging and approachable leaders participate in active debate with employees, at all levels. They follow an open-door policy and are prepared for interaction with employees at any time and at any level within the organisation. This type of leader will create an atmosphere of openness, where interaction is encouraged between employees of all levels.

Engaging and approachable behaviour was the theme most talked about. Leaders who get things done, are approachable and engage with and debate issues with subordinates. Subordinates are made to feel included in the organisational structure and its culture. An open-door policy demonstrates that the leader is willing to engage with any subordinate, at any level, at any time.

#### **Table 3: Selected Responses from the Theme: Engaging and Being Approachable**

- *“...it is about full engagement; I am fully engaged with the people and the company or the organisation that I am part of. Fully engaged...”*

- *“...I enjoy people, so one of the things I do, is, I go into the canteen and I don’t ask one of my executive colleagues to come and sit with me, I go in and get my plate and I go and sit with the bunch of young ladies ... I go in there and I am not talking business...”*
- *“...open-door policy. Door is always open, phone always on...”*
- *“...you need to be engaged with your team...”*
- *“...you have to create an environment where everyone who disagrees with you at least has the sense that they can say something...”*
- *“...if I am sitting in a [conference] room, I will put the problem on the table and I will want to hear everyone’s solution, I want to hear what they think...”*
- *“...so you facilitate the conversation, and you hand over power to your leadership team, it is really a process of how to get people’s collective thinking. People must engage...”*
- *“...I can’t ever remember making a decision without having had huge collective input into it – and a strategic conversation...”*
- *“...I also recognise that everything is done through people, you have got to work with people, customers...”*
- *“...I go out of my way to be approachable...”*
- *“...I articulated my feelings and views about my [management] regions quite clearly, and I also allowed them the opportunity to do that; to speak, to understand that it is not wrong to articulate a contrary view, it is not wrong for you to say things that are not popular...”*



- *“...I walk into the offices, sit down with people, chat to them, find out what they are doing; [it is] absolutely critical...”*
- *“...I like getting people to almost get to the answer without me...”*
- *“...I like interacting with people, I like to listen to them, I am more of a personal person...”*
- *“...I want to be involved in the business. Sure, I want to add strategic value to the company where I can see I can add it, but at the end of the day if you don’t understand what is going on, how can you add that value?...”*
- *“...approachability; I would like to think that people, no matter whether they are cleaners or directors, can walk into this office any time...”*
- *“...I can probably get three-quarters of every decision that might take a week or two weeks while we wait for some formal meeting to take place, I can get it done the same day, by doing nothing more than just actually walking to someone’s office, finding out how they are and just having a chat...”*
- *“...I would at least once a [financial] quarter try and engage with every supervisor in the organisation through what we referred to as ‘the internal road show’...”*
- *“...the more positive behaviour, I still think, in my opinion, is involving people in conversations, discussions, up to a point where people actually do expect a decision to be taken...”*



## 5.4.2 Having and Articulating a Vision

Percentage of interviewees that commented on the theme = 93 %

Number of responses within each theme = 24

Successful leaders have the ability to create a shared vision and then articulate this to all employees in a manner that creates understanding, direction and hope for the future. Fourteen interviewees voiced their opinions on the importance of creating and articulating a vision for the organisation. Subordinates must know what the vision of the organisation is and where it is going. Successful leaders have the skill to articulate the vision to subordinates and explain how employees will benefit. It is particularly important to articulate this in a manner that is clear to all subordinates.

**Table 4: Selected Responses from the Theme: Having and Articulating a Vision**

- *“...where you can articulate very clearly what it is you want to say and [what] you want others to do; there is great clarity there...”*
- *“...I set destinations...”*
- *“...I do think I have got the ability to, in a credible way, state the end objective or the vision we have for the business, and then bring the leadership team in, in support of that...”*
- *“...the important thing is you need to have clarity in your own mind what it is you want to achieve...”*
- *“...you start off with a team concept and the problem is winning the game. You have got to have a vision...”*

- *“...so the vision comes from within me, and within many interactions I have with the people in my company and people outside of my company, as a leader, it is to take that collective input and turn it into some type of a – I am not very fond of the word – ‘vision’. I would rather talk about a ‘cause’, because people respond better to a cause than a vision...”*
- *“...I think the very first thing, as a leader, you need to articulate what needs to be done, and you are the leader, and you need to articulate the vision of your unit, your group and largely ... this organisation...”*
- *“...I think of my boss, it is his clarity of vision; he knows exactly what he wants to do and I often say he can see through the cloud, and for me that is still a mark of a good leader...”*
- *“...You must know where you want to go, so you must have the type of strategic view...”*
- *“...what is the vision where we want to go to? If people can’t understand where we are going, then it is very difficult for them to accept any decision you are making...”*
- *“...project to people that you have your hands on the wheel, your eyes open and [your] head above and not underneath the desk...”*
- *“...all I tried to do was to give people a view of where we were trying to go: a path...”*

### **5.4.3 Managing Emotions**

Percentage of interviewees that commented on the theme = 87 %

Number of responses within each theme = 29

Emotional intelligence is the ability to be aware of one's own emotions and moods, and of how these influence others, the ability to control one's moods and emotions, the ability to project optimism, the ability to understand the emotional make-up of others and the ability manage and build relationships and networks with others. In summary, it could be defined as emotional maturity.

Thirteen interviewees discussed the importance of managing emotions. Leaders note how important it is to have emotional intelligence. It is a vital part of being a successful leader and getting things done.

#### **Table 5: Selected Responses from the Theme: Managing Emotions**

- *"...I believe age plays a part [in emotional intelligence]..."*
- *"...I learnt over the years to hide emotions in public..."*
- *"...I am quite an emotional person in my private life, but in my business life it is hidden..."*
- *"...people talk about emotional intelligence, I just have a different word for it, to me it is maturity..."*
- *"...I think it goes back to the inner core or inner strength that people have. You have got to be reasonably comfortable within yourself..."*
- *"...you need to be very much aware of your emotions..."*
- *"...I think people don't change their personalities, you can't. But you can change your behaviour, so certainly you can learn that..."*

- *“...[Interviewer] Would you say then that you are a person who is in control of your own emotions? [Interviewee] Absolutely, it is what I am saying...”*
- *“...EQ is probably the biggest factor in having good relationships with people and to get people to follow you...”*
- *“...I think the balance I have got is that I never shout. So I don't really go up and down. Emotional stability and self control would be high...”*
- *“...EQ is understanding that when you are talking or connecting with people you are having an effect...”*
- *“...I really think an attribute of a leader in today's terms has to be emotional intelligence. I really subscribe strongly to that...”*
- *“...I believe that emotional intelligence is much more valuable than pure intelligence...”*
- *“...quite honestly, I think it is that ability to be balanced, I think it is that ability to function under pressure, an ability to take the lulls and not get bored, and take the highs and not load it and take this crisis and know it will go past...”*
- *“...it is intellectual maturity...”*

#### **5.4.4 Inspiring and Motivating**

Percentage of interviewees that commented on the theme = 80 %

Number of responses within each theme = 33

Being able to inspire and motivate others implies the ability to create a positive feeling and stimulate interest amongst others. It is the ability to excite and

stimulate enthusiasm amongst others to give their best. Twelve interviewees discussed the importance of inspiring and motivating employees. By inspiring and motivating employees, a leader will extract maximum value and innovation, thus creating a positive and happy environment conducive to a successful organisation.

**Table 6: Selected Responses from the Theme: Inspiring and Motivating**

- *“...I mean, in an organisation you have got to take people with [you]...”*
- *“...the way in which I conduct myself, I try to do it in such a way that the people that work with me can look up to me and can respect me...”*
- *“...you lead from the front so it is you that has to carry the ball, you have to be out there; other times it is supporting the guy who is just been beaten, you pick him up, hold him, tell him...”*
- *“...so when you say take people with you, there is that adage that the chain is only as strong as its weakest link...”*
- *“...in the end I am saying I try to create an environment where people come up with the right ideas and come up with the plans...”*
- *“...remember, my job is not to dazzle people with my brain, I don't have to do that, but how I carry myself, how I talk to them and motivate them to do things, how I come across, is absolutely critical to them...”*
- *“...the boss sets the tone in an organisation, so the way I carry myself, walking in long before 8, leaving late, people notice these things and come to me and say 'you are still here and you are here when I get here' and I say 'guys it is not about time watching, it depends on what you are doing'. So you need to lead by example...”*

- *“...that is all a leader does, is provide guidance and bring out the best in people...”*
- *“...give recognition to the people, make them excited about the project, give them the support they need...”*
- *“...I think also the important thing is people want and need hope from a leader. That means they must feel that you can take them to what they also need; you must give them the light. In this process of them working for you they must feel that there is stability for them, they are doing their job and there is still hope for them in a career...”*
- *“...I think your personal behaviour needs to be exemplary: you are a leader in an organisation and people look up to you...”*
- *“...aligning people is an absolute requirement...”*
- *“...bringing people with you, you can't get things done unless there are folk with you...”*

#### **5.4.5 Communicating**

Percentage of interviewees that commented on the theme = 80 %

Number of responses within each theme = 27

Communication is the ability of leaders to express themselves and to share information with employees. It would also imply the creation of effective structures through which information can be imparted to others.

Communication is identified as an important behaviour for leaders to get things done. Regular communication not only to direct reports but to all employees is critical in order to maintain employee engagement and employee motivation.

**Table 7: Selected Responses from the Theme: Communicating**

- *“...it brings alignment into the system [having regular weekly meetings]...”*
- *“...I talk about the things that are important to me and which I believe are important to the business; I use that opportunity to talk about general things, where we are going as an organisation, what is happening within the group etc...”*
- *“...I really work hard at how I communicate and how I communicate is, I can get up and do a PowerPoint presentation, I can do that, I can do it in walkabouts and I can do it in the informal way as well. So I will do it informally and formally as well. I will SMS representatives, send emails, get together in small groups and discuss things with them...”*
- *“...well, every Monday morning, people used to find on their desks little notes about ‘have you looked at this?’, ‘have you done that?’, ‘what about this?’...”*
- *“...every month, I have one-on-one meetings with my direct reports...”*
- *“...you are only going to get that [passion] if they feel you are interested in what is happening. So you must do this through feedback groups and go and talk to the people, communicate...”*
- *“...it is important to be able to communicate with your employees...”*
- *“...I really think that sort of visible leadership, from the horse’s mouth, he told us himself, and not only good news, I think it is even more relevant in tough times...”*
- *“...twice a year we talk to everyone in the company...”*

- *“...I have something called the breakfast buzz and I have breakfast with at least 30 staff once or twice a week...”*
- *“...how do I get things done? Lots of talking. So bottom-up. My approach is always bottom-up...”*

#### **5.4.6 Choosing the Right Team**

Percentage of interviewees that commented on the theme = 73 %

Number of responses within each theme = 25

By choosing the right team, leaders are able to surround themselves with the best people and are able to complement their own weaknesses with the strengths of others. Successful leaders acknowledge the fact that they don't know everything and can't do everything themselves. They therefore ensure that they surround themselves with the right people who complement their skills and attributes, and who understand their vision.

#### **Table 8: Selected Responses from the Theme: Choosing the Right Team**

- *“...what he [George Washington] did know, was that if he was going to solve a problem, he had to get the right people around him and he surrounded himself with the best and brightest and that formula always works...”*
- *“...surround yourself with the best and the brightest...”*



- *“...put together a team around me who could do all the things I don’t know. That is what I want around me, I want someone with skills in areas I don’t have...”*
- *“...I make certain I surround myself with people, service providers, whatever, that have those skills. So getting things done: you can do it yourself or get it done through other people...”*
- *“...of course, what is important, also is ... you must have the right people to execute this [vision] and I think that is probably one of the most important things, is selecting the right people in your team to execute...”*
- *“...if you look at leadership, there are four domains – strategic, relationship with people, influencing (where marketing also comes in) and execution. If you are not strong on all those things, then you must get people in your team who are...”*
- *“...if I want to get things done, then the first thing I do, is make sure that the people that I trust the most, who actually understand the vision and the direction, are the people I am going to have closest to me...”*
- *“...once you have chosen your guys, you support them, almost at any cost...”*
- *“...you need to make disciples...”*
- *“...you need to surround yourself with competent people, you can be as good a leader as you want to be, but you cannot do everything yourself, you need to rely on people around you to execute what you want to achieve...”*

- *“...I always say to the people that work with me here, the most important decision any one of them can make is who they appoint into a leadership position and a position of responsibility, who they mobilise on projects to execute the projects...”*

#### **5.4.7 Displaying Energy and Passion**

Percentage of interviewees that commented on the theme = 73 %

Number of responses within each theme = 22

Leaders who have energy and passion display this openly, creating a “rub-off” effect on subordinates. Energy and passion provides the leader with the inner strength to improve his own performance and to go the extra mile. Most interviewees had something to say about the importance of energy and passion as key behaviours of a successful leader. The energy leaders create is a necessary function of motivating and inspiring those around them – and it is reflected in the passion they have for their work. This passion is transferred to subordinates, who in turn want to achieve results for the organisation.

#### **Table 9: Selected Responses from the Theme: Displaying Energy and Passion**

- *“...I think people see I have got passion...”*
- *“...I spent a lot of time stimulating and pushing and energising. There was a lot of energy...”*



- *“...for me, you have to be energetic, you set the tone, you are the speed and pace of the organisation, you set the pace as a leader...”*
- *“...I have a high energy level...”*
- *“...I have always had the ability to give those things [hope and passion] to the people; they want to work for me because of that and I think that was one of the major achievements I had in my life...”*
- *“...the other thing is that they must feel you are passionate so that they actually at the end of the day work for you, they want to achieve for you...”*
- *“...we have got to believe it first of all; we have got to want to be here, we have got to want to build this business, and be excited about it and come to work excited every day, and building and growing the organisation. If the leaders are like that then the rest will follow suit...”*
- *“...for me, having energy, people see it and can feel it and I think that is very necessary...”*
- *“...behaving passionately; it is the behaviour...”*
- *“...I think people would probably say I come across as somebody who knows what I want, is that driven or passionate or forceful...”*
- *“...I am passionate [about my work]...”*
- *“...I burn out most people around me. I have exceptionally high energy and I am an adrenalin junkie...”*
- *“...the charismatic leader, I think those people are successful, they have the ability to really bring energy into the organisation...”*

#### 5.4.8 Showing You Care

Percentage of interviewees that commented on the theme = 67 %

Number of responses within each theme = 11

This attribute displays the humanity of a leader. The leader who takes a genuine interest in the well-being and health of employees is a successful leader. Employees are an important asset to the organisation and they need to know that their leader cares about them as individuals. This in turn can motivate employees to perform better.

**Table 10: Selected Responses from the Theme: Showing You Care**

- *“...you can either start walking around with drooping shoulders because the weight of the world is on yours, or say, ‘I am going to make sure that I do the best for the people around me’...”*
- *“...‘tough but caring’. The job must be done, but you are caring for the people when they need it...”*
- *“...I think it is actually valuing all people in terms of the jobs that they do...”*
- *“...you have got to have this sense that actually, people matter, that small things for people matter as much as the big things matter for the company...”*
- *“...never, never degrade your people in front of their subordinates or colleagues...”*

- *“...I am very sensitive, so I worry a lot about the impact of things on people, so even though [someone] might be an underperformer, I worry a lot about whether the engagement of another performer will have a negative effect on that particular individual...”*
- *“...you want to be a leader who somehow or other brings the best out in people. And you want to be a leader who wants to see other people succeed...”*

#### **5.4.9 Listening**

Percentage of interviewees that commented on the theme = 60 %

Number of responses within each theme = 18

The ability to listen provides the leader with the opportunity to gain insight and gauge the feelings of subordinates from which point better-informed decisions can be made. Interviewees agreed that successful leaders must have the ability to listen well. By listening to subordinates, the leader is able to synthesise information and subsequently direct it into action. Subordinates also develop a sense of pride, and they would feel good, having been given the attention and having had the opportunity to interact and participate in the organisation.

#### **Table 11: Selected Responses from the Theme: Listening**

- *“...I like to listen to [people]...”*
- *“...I think part of the process is trying to be a reasonably good listener...”*
- *“...I listen well and I analyse well...”*



- *“...if you allow people the opportunity to spin out the negatives they see, quite often, you can almost get them to talk themselves into the new idea, by just being patient about it, allowing people to let off steam a bit. I don’t mind generally, as long as people are reasonably rational about it I am quite happy to listen to somebody argue the opposite case and hopefully he will argue himself into my case over time...”*
- *“...I really do respect other people’s inputs, absolutely...”*
- *“...if you just are silent and tolerate an uncomfortable silence, people fill the space with things to say and it is a bit like a psychiatrist, they come out with some real pearls...”*
- *“...what you have got to be able to do, is to again listen and conceptualise what has been said and then pull that together in a way that makes people appreciate that is the solution that will make the most sense for the organisation...”*
- *“...so you listen to your team and they will always be willing to give you another go because you listened. So listening is a very important skill, I think leaders [should] have...”*
- *“...the most important single skill you can have, is to listen; you have to listen well...”*
- *“...when you listen to someone, you always make them feel good...”*
- *“...I listen to everybody. So that is predominantly how I will get things done...”*

#### 5.4.10 Being Visible

Percentage of interviewees that commented on the theme = 60 %

Number of responses within each theme = 12

Visibility implies the physical presence of the leader. This is different from communication in the sense that the leader must be seen walking around on the shop floor, or in the office building, or on the organisation's premises, whereas communication can be effected through memoranda or newsletters. Also, communication is regarded as formal, where visibility is regarded as both an informal and formal process.

Nine of the fifteen interviewees regard being visible as an important behaviour for leaders who get things done. Walking around the offices and factories, talking to people while walking around and showing one's face creates an environment where employees can freely talk to their leader. These actions show subordinates that the leader cares and takes an interest in them, creating a positive environment.

#### Table 12: Selected Responses from the Theme: Being Visible

- *"...I like to be more out there, talking to people..."*
- *"...I spend a lot of time, whenever I can, walking around, and just talking to people..."*
- *"...I think the other issue of leadership is visibility..."*
- *"...I have always felt that you can't lead from the top of an ivory tower, you have got to be out there, and maybe I am not the best at that in the world, but I certainly tried very hard..."*

- *“...we talked about visibility, and as I say, I have not worn my shoes out on the shop floors, but I have certainly wore my body out travelling around the world, I really did...”*
- *“...I think especially if change or process, or any process where change is involved, I think if the leader is not visible, if it is handed down to the HR department or consultant or even line, it becomes a bit false. Those are the times when visible leadership is required...”*
- *“...visible leadership, in my mind, is important...”*
- *“...there is none of that pomp and splendour and executive privilege. We have canned everything to do with that and I have done that to try and make myself and the leadership more accessible, more open, more relevant...”*
- *“...I do sometimes, I will come in to see the night time shifts, I do it quite regularly...”*
- *“...if you do management by walkabouts, it is very easy for someone who has an issue ... I will just ask his quick opinion...”*
- *“...monthly lunch and coffee with the chief, it was a perfect opportunity for me to have access to each and every person...”*

#### **5.4.11 Focusing on Results**

Percentage of interviewees that commented on the theme = 60 %

Number of responses within each theme = 12



Focusing on results implies the ability of the leader to ultimately get things done. It is the ability to plan, organise and lead in such a way that results are achieved.

Interviewees found it important to make sure that results are achieved. The importance of having performance measurements, delivering on time and achieving these criteria cannot be over-emphasised.

**Table 13: Selected Responses from the Theme: Focusing on Results**

- *“...always keep your hands in that process of execution...”*
- *“...very results orientated, so I can see clearly what needs to be done, where we need to go to and I can see clearly major steps within that. I think that is one of my fortes. I can see the wood for the trees...”*
- *“...so I do think in my mind that one of the positive behaviours in a leader is to bring things to decision...”*
- *“...you have got to keep your head up and focus on the outcomes...”*
- *“...the other thing I learnt, which is very important, is execution and delivery on time...”*
- *“...I do have every six months performance reviews with the guys reporting to me...”*
- *“...you have got to be able to deliver, if you haven't been able to deliver and you cannot deliver then you are not going to be an effective leader...”*
- *“...the other thing that we used to do was to have very clear standards of measuring, very clear measures...”*
- *“...you must also have a system to monitor and track performance...”*

#### 5.4.12 Empowering One's Staff

Percentage of interviewees that commented on the theme = 53 %

Number of responses within each theme = 13

Empowering one's staff implies delegating responsibility and accountability to subordinates. Leaders who empower their staff, create a sense of responsibility and accountability in subordinates that will in turn motivate employees to achieve, as no human being purposefully wants to fail.

More than 50 % of interviewees believe that empowering one's staff is an important behaviour of leaders who get things done. Empowering staff and giving them freedom is motivational and creates a confident and positive atmosphere.

#### Table 14: Selected Responses from the Theme: Empowering One's Staff

- *"...most people I talk to, that is really all they want. They just want to be equipped and they want to feel that they have got the right to be able to make decisions and most people have the positive intentions of the company at heart..."*
- *"...what certainly can't happen is a leader can't think he is the only one in the organisation that can be a leader, I mean delegation and proper delegation I think is very necessary – hard, but necessary..."*
- *"...let them grow, flourish and give people rein when they need it but then really rope them in when they are stepping out of line..."*
- *"...but I let them [the staff] try and get there [make a decision] on their own..."*

- *“...where I have people that have been successfully running a certain discipline or project portfolio and that person has been successful over time, then I think that leader would earn his freedom so I would be less involved there and let the guy carry on and do what is expected...”*
- *“...you have to be able to give people the freedom to be themselves...”*
- *“...but if a person makes an honest mistake. And you interrogate that with the person in such a way that they come up as a stronger individual, they learn from their mistakes and they have the ability because they believe that you as a leader have faith in them to be able to solve a problem...”*
- *“...it is just empowerment. At least in our company I would expect people to take, not ask me ‘can I go out there and try and do something innovative, can I do something different, can I spend 50% of my money above the line’. What are you asking me for? I employed you to do a job: take the power until someone says ‘hold it’...”*

#### **5.4.13 Expressing Trust and Confidence in One’s People**

Percentage of interviewees that commented on the theme = 53 %

Number of responses within each theme = 11

Expressing trust and confidence in subordinates is about showing faith in their abilities. The majority of interviewees confirmed that expressing trust and confidence in one’s people is an important behaviour for leaders who get things done. If a leader is able to build a trusting relationship with his subordinates, they will follow him.

**Table 15: Selected Responses from the Theme: Expressing Trust and Confidence in One's People**

- *"...I want to be trusted and I want to trust people..."*
- *"...our partnership, trust and respect for each other, has meant that we have been able to embark on things that happen..."*
- *"...trust is a huge part of it. Building trust and making sure that people follow you..."*
- *"...the selection of people, for me, is critical to success. You cannot pursue a vision unless you have confidence in your people..."*
- *"...if you are going to be a good leader ... You have got to trust your team, you have to trust them and they have to believe you trust them..."*
- *"...one of my great issues that I pride myself in life is, I am able to build trust with people..."*
- *"...they must look at you and know they can trust you. You must know you can trust your people. So you must get that relationship right..."*
- *"...I think part of leadership is about partnership and trust..."*
- *"...the most important one to me is trust, there must be trust between you and your people..."*

#### **5.4.14 Responding to Situations in a Flexible Manner**

Percentage of interviewees that commented on the theme = 40%

Number of responses within each theme = 14

Situational leadership is the ability of leaders to change their leadership style and behaviour when the micro (organisation) or macro (industry, country or global) environment of business changes. Flexibility in leadership style is

required when situations change. Although only six interviewees presented insight into situational leadership and flexibility, the context of personal, organisational, industrial, local and international factors do play a role in how effective leaders must act.

**Table 16: Selected Responses from the Theme: Responding to Situations in a Flexible Manner**

- *“...any leader must continue to evaluate context and the appropriateness of his/her style, skill sets and behaviours in order to deliver what the company needs...”*
- *“...the environment does change my leadership style...”*
- *“...you have got to be able to look at that (situation) and be flexible...”*
- *“...you cannot be rigid and be a leader...”*
- *“...I don’t believe in one type of leadership, it was always my philosophy that you lead people in a way that suits the situation...”*
- *“...I [follow] different styles with different people and different situations and it worked for me, you get results...”*
- *“...so my feeling is, you must be flexible if you want to get those results...”*

#### **5.4.15 Building Strong Teams**

Percentage of interviewees that commented on the theme = 40 %

Number of responses within each theme = 8

Teambuilding is the ability of a leader, once one has chosen one’s team, to build it into a strong and cohesive unit. Not as significant as other themes,

teambuilding is still an important attribute for leaders who get things done. Building teams that work well together, where team members' skills and attributes complement those of fellow team members and where trust exists, all contribute to a successful business environment where results can be achieved.

**Table 17: Selected Responses from the Theme: Building Strong Teams**

- *“...I am a team player. If I am asked to lead, I am a leader. There are times when you are a leader and there are times when you are a follower. You are not always a leader, all the time...”*
- *“...one of the other great things I have found about being a leader, is that it is the ability to form a consensus, it is the ability to bring people along...”*
- *“...absolutely. That, I think, is one of my strengths; I am entirely comfortable flip-flopping between almost leader and follower...”*
- *“...I think I am quite a good team player. I work well with people, get along with people...”*
- *“...I think I am a good team player, I am part of the team as well as lead the team so I am part of a grouping of people to get the thing done and I am not normally trying to find personal glory out of working in a team...”*

## **5.5 Research Findings – Important Determinants in How Leaders Get Things Done**

The question to be answered, is: **“Which leadership attributes are the most important determinants in how leaders get things done?”**

Interviewees were all given the opportunity to weigh up the three leadership categories of ‘who leaders **are**’, ‘what leaders **know**’ and ‘what leaders **do**’ in relation to how influential these attributes are to them for getting things done. Although views varied greatly among the interviewees, a constant emerged for ‘what leaders **know**’, as it was weighted by 80 % (12 out of 15) of the interviewees as being least important or tied with another category as least important (Figure 6).

Five interviewees (33 %) rated who they **are** as more important than either what they **know** or what they **do**. With the exception of one interviewee, the other four (27 %) rated what they **do** as second most important.

Four interviewees (27 %) rated what they **do** as more important than either who they **are** or what they **know**. Out of this group, three interviewees (20 %) rated who they **are** as the second most important determinant.

Three interviewees (20 %) rated who they **are** and what they **do** as equally important and two interviewees (13 %) chose to rate all of the categories as equally important, giving the same weighting to all three.

Only one interviewee rated what he **knows** as more important than either who he **is** or what he **does**.

**Figure 6: Weighting of Leadership Attributes by Interviewees**

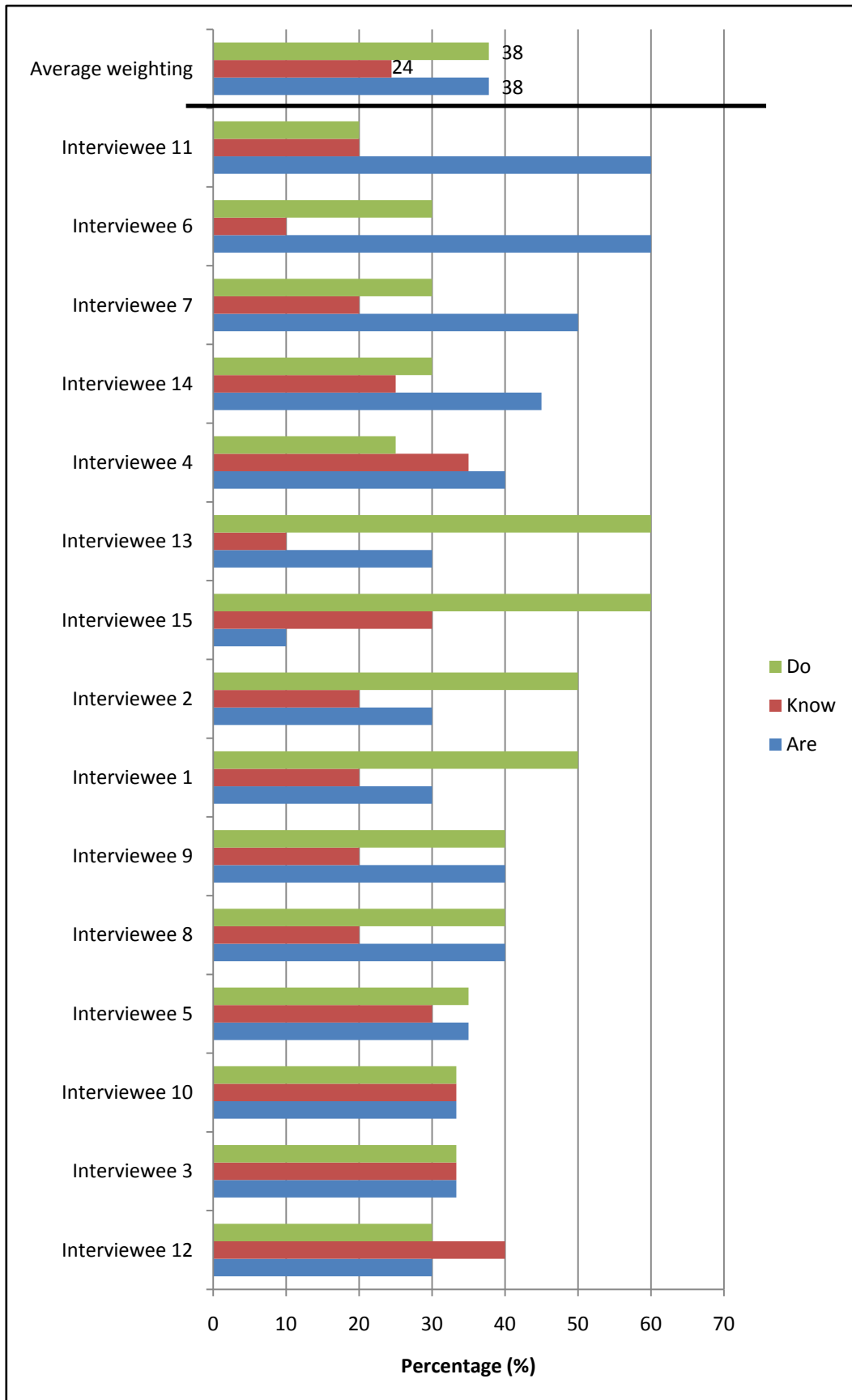
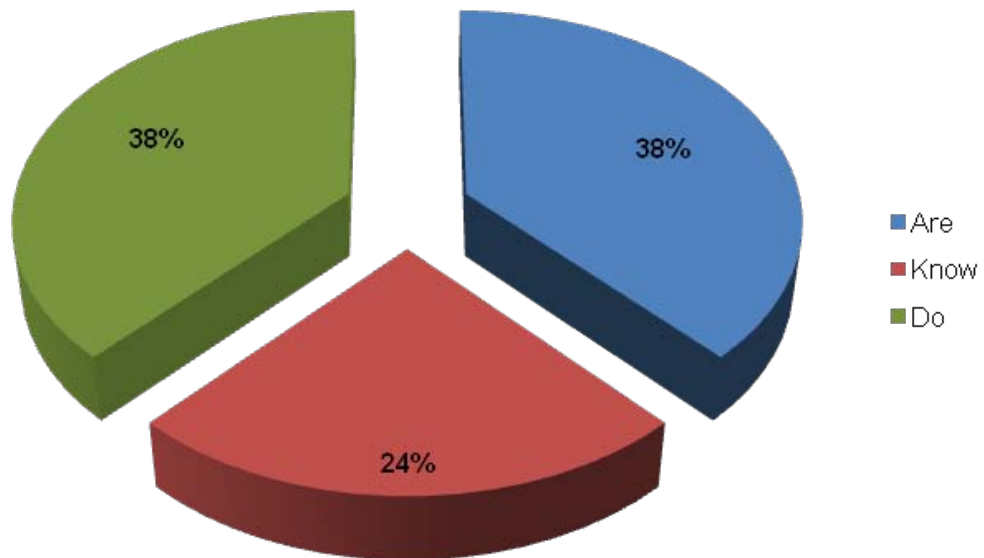




Figure 7 shows the average weighting given to the three categories of attributes, illustrating the relative importance of these categories in affecting how leaders get things done.

**Figure 7: Respondents' Average Weighting of Leadership Attributes**



## 5.6 Leadership, the Context and Environment

Percentage of interviewees that commented on the theme = 60 %

Number of responses within each theme = 16

The context and environment of business and its impact on leadership style were not originally considered when the research questions were established. However, during the interviews it became clear that context and environment play an integral part in determining leadership style and behaviour. The author has decided to include results from this theme here. Context is defined as the micro environment (internal factors), namely, the circumstances within the organisation. Environment is defined as the macro environment of business

(external factors), namely, industrial, local and global factors that influence and govern organisations.

**Table 18: Selected Responses from the Theme: Context and Environment**

- *“...any leader must continue to evaluate context and the appropriateness of his/her style, skill sets and behaviours in order to deliver what the company needs...”*
- *“...So, a large part of what happens in leading is contextual, because although you can see at the very beginning a solution to a particular set of problems, you have got to be able to adapt and you have got to be able to be flexible in the view you have...”*
- *“...because the who you are, what you do and what you know, on its own is not very helpful, unless it is relevant to the environment...”*
- *“...Now I certainly do think environment [is important] in the context of your business environment, external factors, internal factors...”*
- *“...you can’t ignore the environment...”*
- *“...I suspect that the nature of the business would determine to an extent the ability of people with different personal traits to succeed...”*

## 6. DISCUSSION OF RESULTS

The results are analysed and interpreted using the literature from chapters 1 and 2, and the research results from chapter 5 to address the research questions in chapter 3:

- Which behaviours, habits and styles are associated with leaders who get things done?
- Which leadership attributes are the most important determinants in how leaders get things done?

### 6.1 Behaviours of Leaders Who Get Things Done

#### 6.1.1 Engaging and Being Approachable

‘Engaging and being approachable’ was the most talked about theme that emerged from the interviews. Leaders spoke about being a consultative leader, being available to give guidance and opinion, having an open-door policy, gaining consensus, having lively debate on issues, being involved in the business and wanting to know what is going on, creating an environment where people are free to express their views without fear or favour, encouraging conversation and discussion, and being approachable. Engaging and approachable leaders will actively participate in debate and would consult with subordinates. Not only does the leader learn about issues and opinions from subordinates, but through this process the subordinates are in turn made to feel useful and included in the organisational culture. This will have a positive impact

on the energy, motivation and passion of subordinates and the leader can expect a higher level of achievement.

Reichwald, Siebert and Moslein (2005) posit that engaging leadership is the only way to influence and motivate people. They also suggest that any leadership behaviour that creates interaction with people will have a significant effect on organisational performance. These behaviours are aligned to transformational leadership (Reichwald, Siebert & Moslein, 2005).

### **6.1.2 Having and Articulating a Vision**

Another popular theme amongst the leaders interviewed during this research was 'having and articulating a vision'. 93 % of interviewees believed this theme to be important for leaders who get things done. Leaders spoke about this theme being important; so that clarity of purpose is established amongst subordinates, destinations are set so that subordinates know in which direction the organisation is going and making sure that the vision is understood. If a leader knows where he wants to take the organisation and he is able to articulate the vision in a clear manner, then he will be able to "pull" his people along with him.

This concept is confirmed by the theory that developing and communicating a vision and providing clarification of the vision to subordinates are very important for organisational effectiveness (Larsson & Vinberg, 2010). Von Krosigk (2007) identified the importance of a leader having the ability to think strategically, establish direction, have a vision for the future, lead change and drive value creation. The mindset of employees is affected positively when there is commitment in the organisation to its vision, mission and strategies.

By providing a holistic view of the organisation's future, subordinates have the opportunity to see where their own contribution fits into the strategic direction of the organisation (Larsson & Vinberg, 2010). Larsson and Vinberg (2010) also note the importance of leaders being aware of the constantly changing external and internal forces and how these factors affect the organisation's vision.

Visionary leadership is aligned to transformational leadership (Burns, 1978; Kets de Vries *et al.*, 2004; Oshagbemi & Gill, 2004; Van Knippenberg & Van Knippenberg, 2005; Waldman *et al.*, 2001).

### **6.1.3 Managing Emotions**

'Managing emotions' centres around emotional intelligence. 87 % of interviewees discussed this theme. One interviewee even admitted that he lacked emotional intelligence (interesting to note that he was one of the youngest leaders interviewed). It is perceived that emotional intelligence is about emotional maturity; this suggests that emotional intelligence should improve with work experience, knowledge and years of practicing one's profession (Goleman, 1998). Dulewicz *et al.* (2005) found that at the top level of an organisation, emotional maturity is more important than intelligence.

The interviewees identified emotional intelligence as learning to hide emotions; separating one's professional and personal life; maturity in the workplace; the ability to be aware of one's own emotions and how to control these emotions; being comfortable with the person one is; growing in confidence; having emotional stability and self-control; knowing that when one is engaging with people, one has an effect on them; and, the ability to be a balanced individual, especially under pressure.

Emotional intelligence can be defined in five components, as illustrated in Table 1 under paragraph 2.4 and summarised as follows (Goleman, 1998; Higgs and Dulewicz, 2000, cited in Higgs, 2003):

- **Self-awareness** – the ability of leaders to recognise and understand their moods and its effect on others.
- **Self-regulation** – the ability of leaders to control their moods and not be impulsive.
- **Motivation** – a passion to work for reasons beyond money and status, and to pursue goals with energy and persistence.
- **Empathy** – the ability of leaders to understand the emotional make-up of others and to treat people according to their emotional reaction.
- **Social skill** – the ability of leaders to manage relationships and build networks.

Posited by some of the interviewees and confirmed by Dulewicz *et al.* (2005) and Higgs and Dulewicz (2000, cited in Higgs 2003), the higher up in the organisation one goes, the more important a factor emotional intelligence becomes over IQ.

Emotional intelligence is identified as an attribute of a transformational leader (Groves, 2005; Higgs & Roland, 2001, cited in Dulewicz & Higgs, 2005; Leban & Zulauf, 2004).

#### **6.1.4 Inspiring and Motivating**

The leaders interviewed during this research identified inspiration and motivation as an important behaviour for leaders who get things done. The interviewees identified inspiration and motivation as being able to align people;

bring people with and take them on a journey; lead the organisation from the front; creating an innovative environment; and, giving hope to people. Inspiration and motivation is about giving recognition to subordinates, exciting subordinates and stimulating enthusiasm.

By inspiring and motivating employees, a leader will extract maximum value and innovation, thus creating a positive and happy environment conducive to building a successful organisation. Von Krosigk (2007) found that effective leadership is about inspiring others. Being able to inspire and motivate people is an attribute of transformational leadership (Burns, 1978; O'Regan & Ghobadian, 2004; Oshagbemi & Gill, 2004).

#### **6.1.5 Communicating**

Communication is identified as an important behaviour for leaders who get things done. Communication is normally one-way information sharing from the leader to subordinates. According to the leaders interviewed, communication is the ability to keep subordinates fully informed, making information freely available to them. Under this theme, it does not necessarily imply that leaders must be visible. If geographic circumstances are not favourable, then communication can take place via e-mail, video conferencing or other means. It is important that leaders put in place formal structures for effective communication, to take place on a regular basis. Through regular communication, not only to direct reports but to all employees, successful leaders are able to maintain employee engagement and motivation.

Larsson and Vinberg (2010) identify communication and sharing of information as essential for effective leadership. They posit that successful organisations have an infrastructure for sharing of information and communication, also

highlighting the fact that regular meetings must be held. Successful leaders must be good communicators (Wood & Vilkinas, 2005).

Communication skills are an important attribute of successful leaders and form an important component of transformational leadership (Awamleh & Gardener, 1999).

### **6.1.6 Choosing the Right Team**

Nowhere in the literature could the author find the relevance of choosing the right team as a theme for successful leadership. This is interesting, as 73% of interviewees identified this theme as being important. The author hypothesizes that it might be an obvious attribute that is implied in the literature. Nevertheless, one might argue that if you don't have the right team for starters then it does not matter how effective the leader is, the organisation will not be successful.

This is a new theme to emerge, which the majority of leaders interviewed believe to be important. Choosing the right people is the ability to identify people who are prepared for change and to surround oneself with competent, confident, the brightest and the best people.

By choosing the right team, leaders are able to complement their own weaknesses with the strengths of others. Successful leaders acknowledge the fact that they don't know everything and they can't do everything themselves.

### **6.1.7 Displaying Energy and Passion**

Energy and passion as discussed here is that of the leader. Leaders that have energy and passion are able to be more effective and energise their



subordinates to perform. Interviewees spoke about the importance of energy and passion as a key attribute of leaders who get things done. Leaders who have energy and passion are able to provide themselves with the inner strength to improve their own performance and go the extra mile. They are also able to energise subordinates. The energy they create is a necessary function of motivating and inspiring the people around them and it is reflected in the passion they have for their work. This passion is transferred to subordinates, who in turn want to achieve results for the organisation.

The characteristics of high self-energy and self-drive have been identified by Boseman (2008) and Wood and Vilkinas (2005) as being important for successful leaders. Having energy has been identified as a behaviour of transformational leaders (Kets de Vries *et al.*, 2004).

#### **6.1.8 Showing You Care**

67 % of leaders interviewed considered the behaviour of showing that one cares as an important attribute of leaders who get things done. This attribute describes the humanity of a leader. Leaders who show they care would typically display the following behaviours: showing respect to subordinates and never degrading subordinates in front of others, showing genuine concern for subordinates, displaying desire to see other people succeed, allowing subordinates to make mistakes and showing to people that they actually matter. These leaders show that they have a genuine interest in the well-being and health of their subordinates.

Employees are an important asset to the organisation and they need to know that their leader cares about them as individuals. This in turn can motivate employees to perform better.

These views compare favourably with the literature, where Larsson and Vinberg (2010) identify an employee's health as being important and that successful leaders show commitment to invest in people, especially during tough times.

According to Wood and Vilkinas (2005), transformational leaders display a belief in the potential and growth of others (humanist approach). Employees experience a greater sense of efficacy as a result when transformational leaders express confidence in the abilities of employees and in the employees' ability to achieve results (Waldman *et al.*, 2001).

### **6.1.9 Listening**

This is the second theme about which the author was unable to find direct references in the literature, yet the majority (60 %) of leaders interviewed found it to be an important attribute of leaders who get things done. Interviewees identified the importance of listening to subordinates and after listening, having the ability to conceptualise or summarize what has been said. One interviewee felt so strongly about listening skills that he said, "the most important single skill you can have, is to listen".

If leaders allow subordinates the opportunity to speak, they will develop confidence. Another interviewee commented, "when you listen to someone, you always make them feel good". By listening to one's subordinates, they will develop respect for you as a leader. Subordinates also develop a sense of pride and they feel good, after having been given attention and having had the opportunity to interact and participate.

### **6.1.10 Being Visible**

Visibility is described as the physical presence of the leader. Nine of the fifteen interviewees (60 %) regard being visible as an important behaviour of leaders who get things done.

It is important for leaders to be seen as physically and actively present in the working environment. It is also important for leaders to engage in both formal and informal discussion with employees. Interviewees mentioned the importance of being seen, of showing genuine interest in those on the shop floor and having informal discussions with employees at their place of work. Walking around the offices and factories, talking to people while one walks around and showing one's face creates an environment where people can talk freely to their leader. These actions show subordinates that the leader cares and takes an interest in them, which in turn contributes to a positive environment.

Larsson and Vinberg (2010) highlight the importance of leaders making themselves visible and being available for discussion with anyone in the organisation. Successful leaders spend time walking around and engaging with employees; taking time to engage in conversation that is not restricted to work. Larsson and Vinberg (2010) confirm that employees will build a strong and positive relationship with such leaders.

### **6.1.11 Focusing on Results**

Given the fact that this is a study about how successful leaders obtain results, it is surprising that only 60 % of leaders interviewed commented on this theme. Focusing on results implies the ability of the leader to ultimately get things done.

It is the ability to plan, organise and lead in such a way that results are achieved. Interviewees found it important to make sure that results are achieved. Also important, is having performance measurements, the ability to track performance and delivering on time.

One of the most frequently reported behaviours of leaders who get things done, is the achievement of results (Wood & Vilkinas, 2005). Formulation and execution of strategic actions by effective leaders result in strategic competitiveness and above-average returns (Ireland & Hitt, 1999, cited in O'Regan & Ghobadian, 2004).

Organisational performance is an attribute of transformational leadership (Awamleh & Gardner, 1999).

#### **6.1.12 Empowering One's Staff**

The leaders who were interviewed identified the empowerment of staff as an important attribute of leaders who get things done. Empowering one's staff implies the ability to allow employees to grow, to allow employees to make decisions, to allow employees the freedom to move and to give employees the freedom to be themselves. Interviewees suggested that most employees have positive intentions for the organisation at heart.

Empowering one's staff implies delegating responsibility and accountability to subordinates. Leaders who empower their staff create a sense of responsibility and accountability amongst subordinates that will in turn motivate them to achieve better results, as no human being purposefully wants to fail.

As noted by Larsson and Vinberg (2010), giving authority and responsibility to employees, with clearly defined responsibilities and tasks, is important.

Engaging leadership is about empowerment of people and employees must be given the authority to make decisions (Dulewicz & Higgs, 2005).

Empowering one's staff is an attribute of transformational leadership (Kets de Vries *et al.*, 2004).

#### **6.1.13 Expressing Trust and Confidence in One's People**

The trust and confidence a leader has in his people is identified as an important attribute of leaders who get things done. Leaders interviewed commented on the need for partnership, trust and respect for each other. They also commented on how important it was for them to feel trusted by their employees. By displaying trust and confidence, leaders show their faith in the abilities of employees. If a leader is able to build trust with his employees, they will follow him.

Leaders must trust employees and not micromanage subordinates. Mistakes must be accepted and no penalties imposed when mistakes are made. The recurrence of mistakes should rather be avoided by improving understanding (Larsson & Vinberg, 2010).

Transformational leaders instil trust and encourage new ideas amongst employees (O'Regan & Ghobadian, 2004).

#### **6.1.14 Responding to Situations in a Flexible Manner**

Situational leadership and flexibility plays an important role in leaders who get things done. Interviewees noted the following: leaders must know how to lead in different environments; there is no one single style with which to lead in every situation; a leader leads people in the way that suits the situation; leaders must

continually evaluate the context and environment to determine the appropriate leadership style and behaviour; and, leaders must be adaptable and flexible – they cannot be rigid.

Situational leadership is the ability of a leader to change his leadership style and behaviour when the context (organisation) or environment (industrial, local or global) of the organisation changes. Flexibility in leadership style is required when situations change.

The literature correlates with the findings above, concurring that the changing organisational environment does play a role in determining the behaviour of a successful leader (Dulewicz & Higgs, 2005; Silverthorne & Wang, 2001). Robbins (2003) argues that older leadership theories fail because they neglect the fact that management style and organisational structure are influenced by the environment. Situational leadership does not promote an ideal leadership style, but rather considers the ability of leaders to adapt to the environment (Hersey & Blanchard, 1993). Flexibility in leadership style is important for a leader to be effective (Silverthorne & Wang, 2001). However, Zaccaro *et al.* (2004) posit that not every leader will be successful in every situation; leaders are more likely to be effective when their leadership style matches the situational environment.

#### **6.1.15 Building Strong Teams**

‘Building strong teams’ is the last theme that has been identified for leaders who get things done. Leaders interviewed spoke about teams being groups in which responsibility is shared jointly, the importance of successful leaders to work well with people, and the skill of building teams that complement individuals.

Teambuilding is the ability, once the leader has chosen his team, to build it into a strong and cohesive unit. Building teams that work well together, where people complement each other and where trust exists, all contribute to a successful business environment where results can be achieved.

An important part of transformational leadership is the ability to build strong and effective teams (Kets de Vries *et al.*, 2004).

### 6.1.16 Summary of Behaviours

The fifteen behavioural themes identified from this research correlate well with the literature, as summarised in table 19 below. Two behaviours identified in the literature that were not present during the research are 'self-sacrificing behaviour' and 'reflection by the leader'. Two new behaviours were also identified during the research, which were not found in the literature, namely 'choosing the right people' and 'listening'.

**Table 19: List of Behaviours Found In Literature and This Research**

Behaviours found in literature	Behaviours identified from research
Trust	Expressing trust and confidence in one's people
Communicating a commonly understood vision	Having and articulating a vision
Communication and information	Communicating
Authority and responsibility, empowering	Empowering one's staff
Plainness and simplicity	Empowering one's staff
Inspirational	Inspiring and motivating
Visibility	Being visible
Leadership by interaction	Engaging and being approachable
Emotional intelligence	Managing emotions

Achieve results	Focusing on results
Display energy	Displaying energy and passion
Belief in the potential and growth of others, humanity	Showing you care
Team building	Building strong teams
Situational leadership, flexibility in leadership style	Responding to situations in a flexible manner
–	Choosing the right team
–	Listening
Reflection	–
Self-sacrificing	–

Across all the behaviours, there is an overwhelming human theme, as opposed to a task-based theme where the focus falls on activities. The vast majority of behaviours relate to the need for a leader to engage, inspire, motivate, communicate, care, listen, be visible, empower, trust and have confidence in his followers.

The literature suggests that effective leaders have a strong aptitude bias toward people (Kets de Vries *et al*, 2004; Von Krosigk, 2007; Waldman *et al*, 2001; Wood & Vilkinas, 2005). All these behaviours are associated with the ability of leaders to persuade their followers to engage in performance beyond expectations (Avolio, 1999). Ultimately, these behaviours are encouraged so that leaders can get things done.

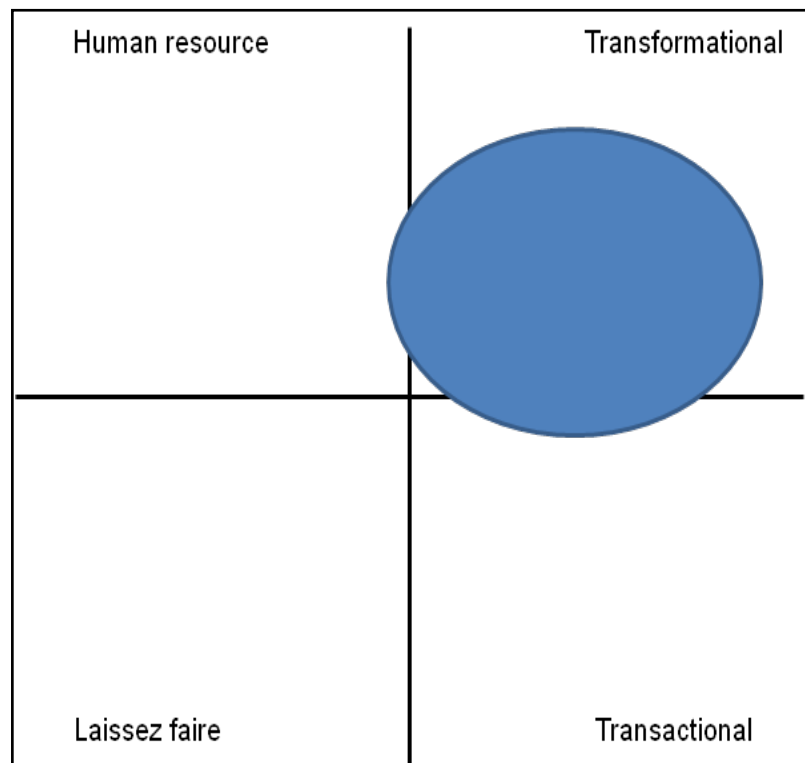
## 6.2 Leadership Styles

The themes that emerged from the leaders who were interviewed indicate strong correlation with the behaviours of transformational leaders. It may be that



certain of the leaders displayed stronger associations with the transformational leadership style than others, but there is enough evidence in the research to suggest that the transformational leadership style is the dominant style displayed by the leaders interviewed, as illustrated in figure 8.

**Figure 8: Dominant Leadership Style**



Modern leadership thinking has identified four styles of leadership, namely, transformational, transactional, human resource and *laissez-faire* (O'Regan and Ghobadian, 2004). Transformational and human resource leadership styles have the greatest impact on improving the long-term performance of an organisation, whereas transactional leadership styles lead to improvement in short-term performance and laissez-faire leadership styles fail to lead to any significant level of performance (O'Regan and Ghobadian, 2004; Dulewicz & Higgs, 2005).

Since the author is only interested in the leadership styles of leaders who get things done, the laissez-faire leadership style was deemed of no interest.

Transformational leaders tend to be charismatic, inspirational and stimulating. They instil trust, encourage new ideas and allow flexibility. They have a strong external focus but do recognise the value of internal motivational factors (O'Regan and Ghobadian, 2004).

According to O'Regan and Ghobadian (2004), there is overlap between human resource and transformational leadership styles. They posit that leaders with a human resource style have a greater employee focus and work through their employees in order to achieve results. Transactional leaders are more internally focused, with a strong emphasis on control; employees are incentivised by means of reward and these leaders show little concern for the welfare of their employees (O'Regan and Ghobadian, 2004).

### **6.3 Context and Environment**

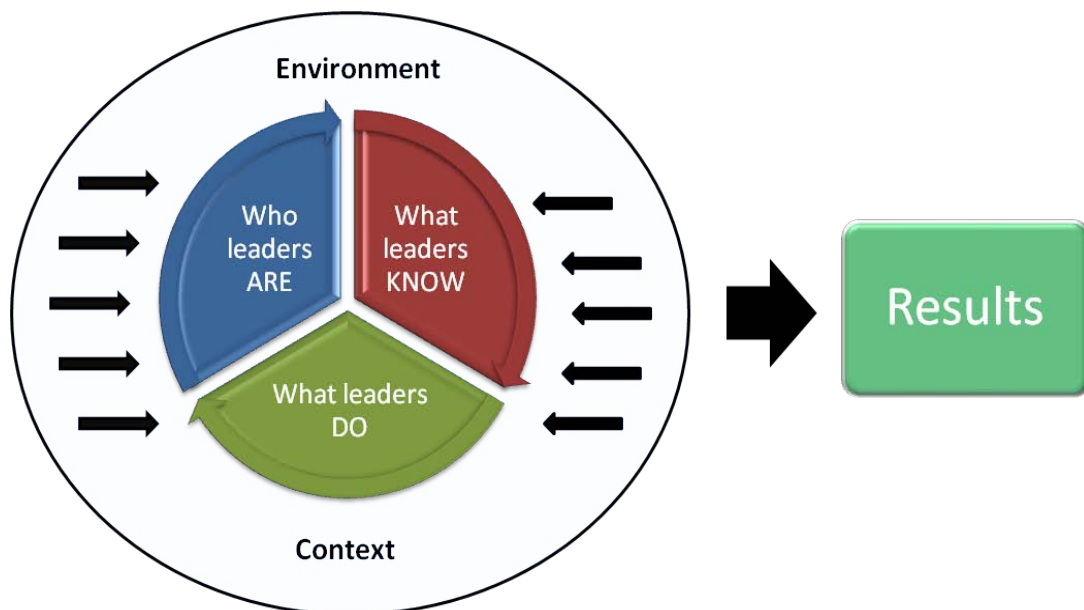
In theory, it was established that different organisational strategies require different leadership behaviours and that the relationship between leadership style and the context and environment in which it operates, is important (Dulewicz & Higgs, 2005). Andersen (1995, cited in Larsson & Vinberg 2010) found that organisational effectiveness is influenced by internal factors (where leadership is one of several factors) and external factors like market demand.

During the interviews, it became clear that organisational context and the industrial, local and global business environment do influence leadership styles and therefore do play a role in the success of leaders. How leaders respond to the environment does have an impact on their ability to get things done.

Changes in context and environment provide challenges and opportunities for leaders and successful leaders will adapt their style to work within the environment.

The model postulated in figure 1, chapter 1, has been updated and a new leadership model is proposed as presented in figure 9.

**Figure 9: New Leadership Model**



#### 6.4 Relative Importance of Leadership Attributes

Nowhere in the literature could the author find any reference to the relative importance of the three categories of leadership attributes. Views expressed by the leaders interviewed varied greatly when leaders were asked to weight the three leadership attributes of *are*, *know* and *do* in relation to how influential these attributes were to them getting things done. However, the one constant was that the attribute, what leaders *know* was weighted as being least important or tied as least important for 80 % (12 out of 15) of the leaders. This is an interesting finding as it suggests that personality traits (who leaders *are*) and

the behaviour of leaders (what leaders **do**) are the most important attributes affecting the ability of leaders to get things done.

Considering how best to tackle the development of leaders educationalist must then focus on personal traits (who leaders **are**) and leadership styles and behaviours (what leaders **do**). Boseman (2008) found personal traits to be an excellent predictor of leadership emergence but not necessarily of leadership effectiveness, implying that having the right personal traits alone was not a guarantee for leadership success. Major leadership traits identified by Boseman (2008) are intelligence, dominance, sociability, self-monitoring, high energy and drive, self-confidence and a tolerance for ambiguity. Boseman (2008) posits that because of their personality, people with these traits are generally considered for leadership roles. According to Boseman (2008), the other key ingredient for leadership success is the behaviours leaders display to their subordinates. This concurs with the findings of this research that the two most important attributes of successful leaders are personal traits (who leaders **are**) and their styles and behaviours (what leaders **do**). Although it is very difficult to change a leader's personality, leadership behaviours and styles can be taught. The author therefore concludes that the most effective way for educationalists to develop successful leaders is to focus on training and development in the area of what leaders **do**, namely, leadership styles and behaviours.

## **7. CONCLUSION**

### **7.1 Introduction**

The purpose of this research was to use qualitative methods to establish the behaviours of leaders who get things done. Qualitative research seeks to gather insight into human behaviour and explain relationships (Robson, 2002). The research undertaken was exploratory in nature and was conducted using in-depth, semi-structured interviews. Semi-structured interviewing provides richness and depth of data.

A judgment sampling method and convenience sampling method were used to identify fifteen successful business leaders who have lead or who are leading large organisations or large divisions within organisations in South Africa. Transcripts were made from recordings of the in-depth interviews and analysed in order to identify themes relating to the research questions and the responses that supported or did not support the themes.

The data obtained across all themes was consistent with the literature, with little or no converse responses. Two new themes emerged during the research which were not referred to in the literature. These were the themes of “choosing the right team” and “the ability to listen”.

### **7.2 The Behaviours of Leaders Who Get Things Done**

Fifteen themes were identified that were relevant to the behaviours of leaders who get things done. The fifteen behavioural themes are listed as follows:

- Engaging and being approachable
- Having and articulating a vision
- Managing emotions
- Inspiring and motivating
- Communicating
- Choosing the right team
- Displaying energy and passion
- Showing you care
- Listening
- Being visible
- Focusing on results
- Empowering one's staff
- Expressing trust and confidence in one's people
- Responding to situations in a flexible manner
- Building strong teams

Given that a leader has the right personality traits, appropriate levels of education, knowledge and work experience, what then are the behaviours a leader must display to be successful and be able to get things done?

A successful leader must be an emotional intelligent individual. He must be a good communicator and orator to keep people informed and be prepared to make information freely available to his followers. Communication should occur on a regular basis. The leader must be able to create a vision and articulate this vision in a clear and concise manner to all followers. A successful leader will display an ability to listen, then summarise what has been heard and develop

plans to implement appropriate actions. He is a people person who is approachable and engages with his followers at all levels of the organisation. He has an open-door policy, consults with colleagues and actively encourages debate, creating an environment where people are able to express their views without fear or favour. At the same time, the leader has an ability to inspire and motivate people in such a manner that followers will transcend their self-interest for the good of the organisation. A successful leader is energetic and passionate about the organisation. Through his own energy and passion he is able to be more effective and energise his followers to perform.

The leader who gets things done, shows that he cares, empowers his staff and displays trust and confidence in his followers. Employees are an important asset in an organisation and as such, they need to know that they are cared for by their leader. By empowering his followers, the leader transfers the responsibility and accountability to make decisions to them. A successful leader must “walk the talk” and be visible to his followers, showing genuine interest in their well-being and engaging in both formal and informal communication.

A successful leader must choose the right team and surround himself with competent, confident, the brightest and the best people to do the job. He must select people who are able to complement his weaknesses with their strengths. Once the right team has been chosen, a successful leader must build his team into a strong and cohesive unit.

A successful leader must be able to read situations and know when to change his style and behaviour to suit the situation. The leader must know how to lead

in different environments and must know that there is not one style that fits all circumstances.

Finally, a leader who gets things done, must ultimately be able to put into practice all the above attributes so as to execute the organisational strategy, deliver on what has been promised and achieve results.

All these attributes are important components of transformational leaders and all the leaders who were interviewed during this research displayed transformational leadership qualities, whether to a greater or lesser extent. This is not to say that transactional leadership would not be appropriate, even though it has been demonstrated that the transformational leadership style combined with elements from the human resource style has the greatest impact on sustaining and improving the long-term performance of an organisation. The transformational leadership style is identified as the dominant style of leadership for leaders who get things done.

The research has highlighted the fact that personal traits (who leaders **are**) and leaders' behaviour and leadership styles (what leaders **do**) are the two most important categories of leadership attributes that help leaders get things done. It is extremely difficult, if not impossible, to change the personality of a leader. It is, however, possible to change the behaviours and styles of a leader. The author therefore concludes that leadership education should focus on teaching leaders the appropriate behaviours for leaders who get things done, providing leaders with the skills and knowledge to be able to change, adapt and adjust their leadership style to suit different situations.



The author proposes that the fifteen themes which emerged from this research be compiled into a checklist to be used by leaders as a method to continually assess their behaviour as leaders.

### 7.3 Future Research

For thousands of years, leadership has been studied and found fascinating by academics and business people alike (Kotterman, 2006). The field of leadership theory is so vast and complex that leadership academics will probably never find the “holy grail” of leadership attributes. Maybe it just does not exist. However, in order to expand the knowledge base and understanding of which behaviours are appropriate for leaders who get things done, the following could form the basis of future research:

- This study focused on the personal views of fifteen successful business leaders. In order to corroborate the views of leaders, it could be useful to not only interview successful business leaders, but a number of their subordinates as well. This would allow comparisons to be drawn between the views of leaders and their subordinates.
- The above could be expanded to obtain such views from employees at different levels in the organisation. Thus, trying to determine the effectiveness of the leadership behaviour at different levels within the organisation.
- The opinions of the leaders who were interviewed varied greatly with regard to the relative importance of the three categories of leadership attributes, namely, **are**, **know** and **do**. Further research could be undertaken, specifically focusing on the relative importance of each of the three

categories. With a larger sample, one might not only be able to verify the findings of this research but also establish more insight into the relative importance of each of the three categories. Quantitative research might be the appropriate approach in this case.

- The personal and behavioural profiles of interviewees could be compared to their responses in an attempt to find and determine new trends and insight. For instance, would introvert leaders and extrovert leaders assign different levels of importance to the three categories?
- A similar study could be done to determine the views, and where appropriate, the difference in opinion between genders, language groups or cultures.
- Further study could be undertaken to determine and compare the behaviours of leaders under different situations. For example, which behaviours are exhibited by leaders in organisations under stress, as compared to organisations that are performing well?
- The variable of context and environment was not explored sufficiently in this study. Further research could be undertaken to determine the effects of context and environment on the behaviours of leaders who get things done.

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## 9. APPENDICES

### 9.1 Appendix 1: Pre-Interview Letter

Attention: Mr. xxxxxx

Date

Dear xxxxxx,

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#### Attributes of Leaders Who Get Things Done

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

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

Your insight and experience will be of great value to our research. We are particularly interested in your leadership abilities and will break the interview down into areas of interest.

The interview will not last longer than one and a half hours. The interview will be an in-depth discussions based on a semi-structured approach. There will not be any “question and answer” engagement but rather a discussion that covers the key areas we have identified. These are included in the attached guide.

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

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

Kind regards,

**Paul Deppe**

Email: xxxxxxxx

Mobile: xxxxxxxx

## 9.2 Appendix 2: Post Interview Thank You Letter

Attention: Mr. xxxxxx

Date

Dear xxxxxxx,

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### The Attributes of Leaders Who Get Things Done

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We would like to thank you for making time available to be interviewed on <day> <month> 2010. Your insights will certainly make a significant contribution to our research findings and we are truly grateful.

Once the research has been formally accepted, we will ensure that you receive a copy of the reports if you so wish. We expect this to take place in the first quarter of 2011.

Kind regards,

**Paul Deppe**

Email: xxxxxxx

Mobile: xxxxxxx

### 9.3 Appendix 3: Interview Questionnaire

#### 1. Introduction (5 minutes)

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

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

*The researcher will say, “I am interested in your leadership abilities and experiences”*

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



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

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

## **2. Vital statistics (demographics) (5 minutes)**

Confirm:

- Gender
- Age
- Race
- Tertiary education
- Time in an executive management position
- Current position.

## **3. Break the ice question (15 minutes)**

*In this section, the interviewer will break the ice. The questions below are only a guideline and suggestions the interviewer can use to get the interviewee to start telling their story.*

- 3.1. Briefly, can you give me a short summary of your life as a leader – how old were you when you had your first leadership role, in which companies were you a leader and tell me a little about your leadership roles?
- 3.2. As a leader did you have any leadership highs and lows? Can you tell me about them?
- 3.3. Can you describe key events that shaped your career (and when)?
- 3.4. How do you get things done?
- 3.5. Were there any events that shaped your leadership ability?

#### 4. Guiding questions (1 hour)

*It is very important that through the interview the interviewer establishes answers to the following questions.*

##### *SHOW HYPOTHESIS*

In our research, we identified three categories of attributes: who leaders **are** (values, motives, personal traits and character); what leaders **know** (skills, abilities and competencies); and what leaders **do** (behaviour, habits and styles).

- 4.1. In your opinion, what are the personal characteristics that enable you to get things done?
- 4.2. How important is work experience and academic skill in influencing your ability to get things done?
- 4.3. What behaviours (the way you act) and leadership styles would you associate with how you get things done?

- 4.4. Are there other important characteristics in influencing how you get things done?
- 4.5. In your opinion, are any of these characteristics (explain) more dominant or more important in influencing how leaders get things done?
- 4.6. If you had 100 points to allocate between these three attributes that best describe your approach to getting things done, how many would you allocate to each.

ARE (Traits)	KNOW (Knowledge)	DO (Behaviour)

- 4.7. What do you believe the influence of the environment is on your ability as a leader to get things done?
- 4.8. Are there any specific characteristics that apply to South African leaders?
- 4.9. Is emotional intelligence & social intelligence important?
- 4.10. Is there anything else you might like to tell me?

THE END, THANK YOU

## 9.4 Appendix 4: Analysis Technique Explanation

In order to write the research report for the findings of the research, analysis was conducted using the transcripts of the personal interviews. This document outlines the analysis techniques used.

Firstly, the transcripts were read through to understand the context and meaning each of the respondents were articulating. A second read through of the transcripts was done, concentrating on the responses to the research questions.

Once a clear understanding of the interview content was established, the transcripts were analysed using a combination of content and thematic analysis.

An excel spread sheet was used to capture the data. Each theme and question in the discussion guide was used as a basis from which to work, by listing the questions down the left hand column of the excel spread sheet. The second column was used for more detailed themes arising from each question the respondents were asked. Each column following that contained verbatim information from the respondents with each respondent having a unique column.

While reading through each transcript, the respondents' column was populated with their verbatim responses that were relevant to the themes. This enabled a comparison across respondents on their views and opinions for each theme.

Once all data had been captured in the excel spread sheet, an additional column was inserted as the third column. The number of verbatim comments that arose for each theme was then inserted into this column, giving a type of code frame. Some themes were then able to be combined as they were relevant to one topic, allowing for the coding to be simplified.

Although coding is generally used to evaluate the importance of each theme, a simple count of the number of responses was not always used as a basis for the importance of the topic as often something was said purely in passing. Therefore, in order to obtain the importance of each topic a combination of the coding and the content relevance were used by the researcher, i.e. an integrated view of the verbatim comments and the context was utilised allowing for subjectivity while using a basis of scientific analysis.

A report was written using the populated spread sheet as input into the relevancy of each topic.

## 9.5 Appendix 5: List of Leaders Interviewed

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

## 9.6 Appendix 6: Interview Data

RANDOM NUMBER			6	11	14	19	21	30	32	42	44	48	49	88	92	93	98
BEHAVIOUR THEMES	%	No															
ENGAGING & BEING APPROACHABLE	93	53															
			So I am fully engaged, I lead from the front, but ironically I try to lead through people	open door policy. Door is always open, phone always on	It is in my nature. I have always been both sides of the story, give me the view, I have always been a bit of a mediator in my family, it is just always interested me, people's behaviour and why they do things.		There is always lively debate around the tactics of how to get to the end objective. But the way it works here, I guess there are many proposals that will be tabled. We try and do as much as we can on consensus, when there is a proposal on the table we debate how the guys feel about it.	You have to create an environment where everyone who disagrees with you at least has the sense that they can say something	So you facilitate the conversation, and you hand power over to your leadership team, it is really a process of how to get people's collective thinking. People must engage	I also recognise that everything is done through people, you have got to work with people, customers	I don't want to second guess people, I want to know that what you are telling me is really what you really feel. Now if you are scared of the position, shit, then we have a problem, because once you have come to me, I don't want you to feel afraid, so for me that is absolutely critical. I need to connect with you	I like getting people to almost get to the answer without me. So one of the ways I do that is I ask questions. Maybe I have figured it out now but I don't want to say 'look it is very easy, this is what you have got to do'. I want them to figure it out.	So the things that come to mind is availability, because in certain cases you must make decisions to expedite things or get it on the right track again	I like interacting with people, I like to listen to them, I am more of a personal person	I enjoy engaging with other people	It doesn't stop you as I say from debating with them and hopefully they understand the value of debating potential causes of action and eversing it if they have to	I would at least once a quarter try and engage with every supervisor in the organization through what we referred to as the internal roadshow
			it is about full engagement, I am fully engaged with the people and the company or the organization that I am part of. Fully engaged		I take it from the bottom up, so I will bring everybody in and I have my goal and I do manipulate them slightly to get them there, especially if they are going off track, but I get the buy in from the bottom as I am moving it through.		we have that relationship that if there are any issues they will come and talk to me before I even pick it up	If I am sitting around a room, I will put the problem on the table and I will want to hear everyone's solution, I want to hear what they think	The thing with open space technology is that I become more a facilitator than a boss, that is the big paradigm I think leaders have got to take. When you have all this open space technology you lose control, so you give control to the room, and the room will collectively decide what is the best way forward, and predominantly speaking it is to come up with the best solution, in my experience.	I have never been bureaucratic	You then sit around with a group of people you are working with and you share those possibilities, on agreed objectives, and they have to be agreed and they have to be in writing		I like more debating the issues with peers and that is when I think my best comes out, when I am debating issues with peers and giving of my experience to peers. That would be my role as a leader	Approachability, I would like to think that people no matter whether they are cleaners or directors, can walk into this office any time		So I would spend a lot of time with people I think can add value, discussing, debating and then deciding	
			But I think better described as a consultative leader, that is what I try to be, and some of my colleagues will say I have a very strong personality				I need to be involved in the business but not as a control freak but really understanding what is happening throughout the organization	I think certainly a willingness to explore and see the issues, I have to empathise that	I can't ever remember making a decision without having had huge collective input into it. And a strategic conversation		I prefer it when someone comes to me and says 'help, this is an issue, and these are several things I would like you to look at. Now, then I am very useful		I think my forte is more consultative as opposed to strong top down	I can probably get three quarters of every decision that might take a week or two weeks while we wait for some formal meeting to take place, I can get it done the same day by doing nothing more than just actually walking to someone's office, finding out how they are and just having a chat		The more positive behaviour I still think in my opinion is involving people in conversations, discussions, up to a point where people actually do expect a decision to be taken	
			If you want to have a discussion with me or read it before we get there, I will make the time. Pop your head in and say 'listen, I am worried about a, b, c and I need to talk to you about that before the doc goes in to the Exec				You need to be engaged with your team	The tea lady, you are constantly involving them. I speak to the guards down here, I speak to them all, they know me and I wave when I go out, I acknowledge them	I look for informality as much as I can because I believe it puts people at ease and they then communicate better		I go out of my way to be approachable		to be open to new ideas, definitely	part of it is that you can ask people to come in any time but also you need to get around and actually talk to people		it was hard work but the goals of the company, objectives, current performance, the things that are hampering us, threatening us, everybody heard it straight from my mouth	
			I need to tell you about this and I need you to give me your views and guidance				You need to know what is going on in the business, so you have to stay close to it.	It is sometimes better to figure out why that person isn't on board and then figure out what it is you need to do to bring that person around to your way of thinking	So we can actually connect. I am not standing up there by a lectern with a laser pointer, with a powerpoint slide, pontificating. It is not hierarchical.		I articulated my feelings and views about my regions quite clearly and I also allowed them the opportunity to do that; to speak, to understand that it is not wrong to articulate a contrary view, it is not wrong for you to say things that are not popular		I do like one on one interaction with people, when you are communicating I think that is important				
			When you ask people for their guidance it doesn't mean you do what they tell you to do but you take into consideration what they tell you to do. And you have the ability that way to actually go forward, especially in difficult times					You have to create an environment where everyone who disagrees with you at least has the sense that they can say something						I want to be involved in the business. Sure I want to add strategic value to the company where I can see I can add it but at the end of the day if you don't understand what is going on how can you add that value?			
			I enjoy people, so one of the things I do is I go into the canteen and I don't ask one of my exec colleagues to come and sit with me, I go in and get my plate and I go and sit at the bunch of young ladies and I go in there and I am not talking business					so you are going to have to constantly deal with how do you bring people along, and that requires a basic understanding and appreciation it seems to me of why a person isn't on board and what you need to do to mitigate the potential damage				I have been able in almost all the positions that I have been, to be able to get people around me to assist them in their work and to give them additional insight as to what it is that they need to do					







RANDOM NUMBER	BEHAVIOUR THEMES	%	No	6	11	14	19	21	30	32	42	44	48	49	88	92	93	98		
				Its about walking the talk				So when you say take people with you, there is that adage that the chain is only as strong as its weakest link	So a simple way I have is often asking people simple questions, 'what is the best you can do?' Now predominantly speaking, when you ask someone that question with honesty and sincerity, and they will usually give you more than what you thought they were capable of doing. And yet it is such a simple little question 'what is the best you can do'. Nobody wants to give a low ball on that one.		The boss sets the tone in an organization, so the way I carry myself, walking in long before 8, leaving late, people notice these things and come to me and say 'you are still here and you are here when I get here' and I say 'guys it is not about time watching, it depends on what you are doing'. So you need to lead by example			I am a strong believer in new ideas and innovation, though it sometimes counterbalances being prudent but I am strong believer in building growth and innovation and I like that part of the business						
								What you as a leader are trying to do is to develop a kind of commitment from everyone on your team that is at the same level so the quality of the strength of your chain is unbroken			Once there is alignment in the way you want to get things done, then people go and do and you don't have to look over their shoulders all the time				I think your personal behaviour needs to be exemplary; you are a leader in an organization and people look up to you in terms of style I like to be innovative and encourage people to have new ideas. I like to encourage the best out of people.					
											I prefer to lead by persuasion and my ability to persuade is informed by my knowledge									
											I can't do everything but you must give people the confidence that what you are asking them to do is either something you have done or something that you are not afraid or won't do. And that is something for powerful credibility									
5	COMMUNICATING	80	27																	
				twice a year we talk to everyone in the company	I have something called the breakfast buzz and I have breakfast with at least 30 staff once or twice a week	How do I get things done? Lots of talking. So bottom up. My approach is always bottom up		Our business development director, our financial director, and HR Director – those are three key people that I would engage with much more frequently than with any of the other guys	Making information available to people to let people make informed decisions	Well every Monday morning people used to find on their desks little notes about 'have you looked at this, have you done that, what about this	Funnel it down to the people		If you as a leader can't talk or communicate, say like you can't speak the language, you are useless. I have experienced that and that is why I tried to learn German	I like the natural style of being out with the people and talking to them, but if you prepare a formal presentation to them, initially prepare exceptionally well and deliver in the best possible way and make sure it is thought through properly. I don't like this sort of 'off the cuff' broad based communication, I prefer a well structured communication	I think I am able to articulate	It is important to be able to communicate with your employees		I really think that sort of visible leadership from the horses mouth, he told us himself, I think it is even more relevant in tough times		
				I have a "fireside chat" or a catch up with each and every member of my executive every week	But we also have regular meetings		It brings alignment into the system (having regular weekly meetings)	I really work hard at how I communicate and how I communicate is I can get up and do a powerpoint presentation, I can do that, I can do it in walkabouts and I can do it in the informal way as well. So I will do it informally and formally as well. I will SMS representatives, send emails, get together in small groups and discuss things with them.	once a month we had an executive meeting (12 hours long) and we used to go through all aspects of the business in great detail. And the main thing was that it was a coordination meeting really.	I articulate my feelings and views with my region quite clearly		You are only going to get that [passion] if they feel you are interested in what is happening. So you must do this through feedback groups and go and talk to the people, communicate		obviously if you are in a very geographically diverse business, you can't walk the floors every day because you just aren't even in the same country and therefore one looks for some form of substitute and you know video technology and that sort of thing has definitely improved our ability to communicate		I think that some of the smartest internal communication, written form, on the radio stations, was piped down in every working place underground				
				I believe in keeping a cohesive team you need to have people around the table			The way I do it is I have got a monthly executive meeting and board meeting, but every Monday morning at 7.30 I bring the leadership team together.				every month I have one on one meetings with my direct reports				I am quite articulate about delivering the message					
							I talk about the things that are important to me and which I believe are important to the business, I use that opportunity to talk about general things, where we are going as an organization, what is happening within the group etc				Now those are in two parts, one is to have a quick review on the objectives that we have for the year, and to talk to the person. "So how is it, how are you finding it here and how are you doing with...." 'What I find over time is suddenly those meetings are no longer awkward									



RANDOM NUMBER				6	11	14	19	21	30	32	42	44	48	49	88	92	93	98		
BEHAVIOUR THEMES	%	No																		
<b>CHOOSING THE RIGHT TEAM</b>	73	25																		
				The second thing is you need the right people. So a leader is always there to change things in some shape or form; you have got to have the right people with you – body, mind and spirit, to make that change, to implement for you. You can't do it yourself				I always say to the people that work with me here, the most important decision any one of them can make is who they appoint into a leadership position and a position of responsibility, who they mobilize on projects to execute the projects	what he (George Washington) did know was that if he was going to solve a problem he had to get the right people around him and he surrounded himself with the best and brightest and that formula always works	It also forces you, if you don't have the academic background, to be more reliant on other people, so it does help in that sense.	then getting the organization and the right people in the organization and then moving it	I think we employ people here for their ability to think and come up with creative solutions to business problems	if you know you are not good at it, then you must find the guy that is good at that	Of course what is important also is you must have the right people to execute this [vision] and I think that is probably one of the most important things, is selecting the right people in your team to execute			you get like minded people in terms of where you want to go to as a company	Once you have chosen your guys you support them, almost at any cost	you need to make disciples	
							Obviously when you come down to the various disciplines and running a business and finance and HR and all the technical stuff, all of that has to be in place, but you get that in place by having the right leadership team.	Surround yourself with the best and the brightest				I make certain I surround myself with people, service providers, whatever, that have those skills. So getting things done, you can do it yourself or get it done through other people	there are a few of us who can be good in everything. So that is why you must always get someone in your team to fill your gaps and you must manage that, and you can still be a good manager				Identify the people you know amongst your direct reports, who will be supportive and to build on that as a strength to bring the others on behind them			
							I would rather run with people where they are who they are naturally as persons, take them and grow them into leaders, because to me those are the guys that ultimately turn out to be the real people you can count on, rather than the others that you have to modify and work on.	Put together a team around me who could do all the things I don't know. That is what I want around me, I want someone with skills in areas I don't have					If you look at leadership there are four domains i.e. strategic, relationship with people, influencing (where marketing also comes in) and execution. If you are not strong on all those things then you must get people in your team that are.							
							So I think it is important, when we talk about leadership development, very soon you need to understand which of the people you work with has the capacity to go all the way, and I would rather spend my time and energy on those people who are naturally a good fit	constantly it is looking at the team around you, because you are offering a solution, you are looking at the team around you and trying to figure out what it is that has created some gaps in your ability to move forward in the way you wish to												
							Surround yourself with confident people													
							But for those service delivery areas, we have specialists to head that up and then on the operational side we have specialists to head that up. My job is to put it all together													
							you need to surround yourself with competent people, you can be as good a leader as you want to be but you cannot do everything yourself, you need to rely on people around you to execute what you want to achieve.													
<b>DISPLAYING ENERGY &amp; PASSION</b>	73	22																		
				I burn out most people around me. I have exceptionally high energy and I am an adrenalin junkie				what we do is get together on a Monday morning and we do progress on all those issues; we bring new issues on to the list, we drop certain issues off the list, and I think that keeps the energy and focus in the business where it should be				For me you have to be energetic, you set the tone, you are the speed and pace of the organization, you set the pace as a leader	I have a high energy level		You must have a passion in what you are doing	I get passionate about things		for me having energy, people see it and can feel it and I think that is very necessary		Behaving passionate, it is the behaviour
				I am passionate						I think people see I have got passion	I spent a lot of time stimulating and pushing and energizing. There was a lot of energy									
				it is about understanding and being able to give energy			The charismatic leader. I think those people are successful, they have the ability to really bring energy into the organisation			if you can create a cause within a company it requires motivating and energizing people	impatience is quite bad sometimes. I sometimes jump the gun, but it can also drive energy, I am very impatient, very energetic			I have always had the ability to give those things [hope and passion] to the people; they want to work for me because of that and I think that was one of the major achievements I had in my life.	We have got to believe it first of all; we have got to want to be here, we have got to want to build this business, and be excited about it and come to work excited every day, and building and growing the organization. If the leaders are like that then the rest will follow suit.			typically people that you don't mind being led by, they are go-getters, positive,		
														The other thing is that they must feel you are passionate so that they actually at the end of the day work for you, they want to achieve for you	very energetic. Definitely			I think people would probably say I come across as somebody who knows what I want, is that driven or passionate or forceful		







RANDOM NUMBER			6	11	14	19	21	30	32	42	44	48	49	88	92	93	98
<b>BEHAVIOUR THEMES</b>	%	No															
			Any leader must continue to evaluate context and the appropriateness of his/her style, skill sets and behaviours in order to deliver what the company needs					You cannot be rigid in your thinking, you have always got to be open to new ideas and new ways of addressing the questions that are before you					I do different styles with different people and different situations and it worked for me, you get results				
								You have got to be able to adapt and you have got to be able to be flexible in your view					Situation of leadership: So you look at the opportunity of the people you are leading at a certain time, and look at their knowledge, their experience and at what stage that project is				
								You cannot be rigid and be a leader					You must be flexible and adaptable and always force change on yourself in your career				
													So my feeling is you must be flexible if you want to get those results				
<b>BUILDING STRONG 15 TEAMS</b>	<b>40</b>	<b>8</b>															
			it is a team and it is a joint responsibility					I am a team player. If I am asked to lead I am a leader. There are times when you are a leader and there are times when you are a follower. You are not always a leader all the time	The only thing I ask for is that people work in teams. So we get a good idea, put it together with a team and send it through to us		Even if you think you know the answers, it helps to go to your peers and say 'shit, I have got this problem and this is what I am going to do, so what do you think'. That is probably the best way to have people work with you	Absolutely. That I think is one of my strengths; I am entirely comfortable flip flopping between almost leader and follower		I think I am quite a good team player. I work well with people, get along with people			
								One of the other great things I have found about being a leader is that it is the ability to form a consensus, it is the ability to bring people along					I think I am a good team player. I am part of the team as well as lead the team so I am part of a grouping of people to get the thing done and I am not normally trying to find personal glory out of working in a team				
<b>CONTEXT &amp; ENVIRONMENT</b>	<b>60</b>	<b>16</b>															
			You need to have an organization and people that believe that they are resilient and that they can see through all phases of economic cycles			I think I was very fortunate to grow up in an environment that I think was quite nurturing. And that is the environment that I tried to recreate when I started re-building [name of company]	So what it is that you want to achieve needs to be achieved within the constraints or the reality of what is going on around you	So a large part of what happens in leading is contextual, because although you can see at the very beginning a solution to a particular set of problems, you have got to be able to adapt and you have got to be able to be flexible in the view you have			because the who you are, what you do and what you know, on its own is not very helpful, unless it is relevant to the environment	And certain types of businesses might need more dictatorial [style leadership]. I think maybe a mine or something like that where there are not really customers but lots of discipline required		depending on the environment will depend sometimes on different strategies you are going to use. So you have got to also be clear on what the environment is before you actually make decision on how to go about achieving something	I suspect that the nature of the business would determine to an extent the ability of people with different personal traits to succeed		Now I certainly do think environment [is important] in the context of your business environment, external factors, internal factors
			any leader must continue to evaluate context and the appropriateness of his/her style, skill sets and behaviours in order to deliver what the company needs			So SA is a fantastic environment, I mean this is a country where you get opportunity very young. We have a different environment now, we have to find basically how we are going to compete for our space in circumstances where different people, different backgrounds, have different advantages and challenges	You need to take that into consideration, let's call it the external world, you need to take that into consideration when you define your vision or objective	I think leadership attributes leads to effectiveness which leads to results. The problem is that it is a much more complex issue than just that. Results are a combination of a whole range of things which leadership plays a role. But circumstances, context, and history dynamics, there are a whole range of things that go into this		So the environment is an important filter, buffer? It is a modifier. It modifies your native skills and natural skills				what I am saying to you is I think traits could be important but even more important in the context of the type of business that you running.		you can't ignore the environment	
<b>WEIGHTING OF ATTRIBUTES</b>																	
ARE			30	30	33.3	40	35	60	50	40	40	33.3	60	30	30	45	10
KNOW			20	20	33.3	35	30	10	20	20	20	33.3	40	40	10	25	30
DO			50	50	33.3	25	35	30	30	40	40	33.3	20	30	60	30	60

## 9.7 Appendix 7: Independent Analysis Letter Of Confirmation

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September 2010

Dear Mr Deppe

### INDEPENDANT EVALUATION AND ANALYSIS OF INTERVIEWS CONDUCTED

This serves to confirm that I have read, evaluated and analysed the transcripts of interviews given to me in the context of your research paper titled "The behaviours of leaders who get things done".

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

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

Yours faithfully



Sandra Reinbrech