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**WHAT FUTURE GRADUATES WILL VALUE
IN THEIR LEADERS:
A STUDY ACROSS GENDER AND CULTURE**

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ABSTRACT

Effective leadership has been found to be a key determinant of organisational success. Effective leadership does not only involve the ability to influence and inspire others, it is the ability to lead subordinates according to the competencies that they value. The focus of this study is on determining what in fact the future South African graduate workforce will value in a leader. Effective leadership and the competencies that subordinate's value is especially relevant today as leadership is forced to contend with an increasingly diverse workforce. This diversity necessitates the need for a leadership style to be congruent with what subordinates of diverse genders and cultures will value, so to be effective.

Existing studies have indicated that gender and culture influence what subordinate's value in a leader, however it is evident from the results of this study, that this is not entirely the case. Regarding gender, the female and male respondents in this study value similar competencies in their leader, indicating that there is no distinct set of competencies that will be valued by male and female graduates. With respect to culture, the respondents value a mixture of competencies that combine both African and Western leadership practices, values and philosophies, indicating that there is no distinct set of competencies that will be valued by African, Coloured, Indian and White graduates. On the basis of this research, the recommendation is that for leaders to be effective in the 21st century, a leader must be loyal and inspirational, have vision and integrity and lastly must be open and honest with their subordinates.

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CHAPTER 1

INTRODUCTION

1.1 Preamble

Leadership behaviour and performance is critical to organisational success as leading and influencing subordinates effectively relies heavily on the quality of leadership (Ristow, Amos and Staude, 1999). One of the ways in which leaders can influence their subordinates is determining and understanding the specific competencies that are valued by their subordinates (Schwartz, 1992).

The effectiveness of leadership is largely dependent on whether the competencies exhibited by leaders are congruent with the value system endorsed by subordinates (Mellahi, 2000). Research (Hofstede, 1980; Laurent, 1986; Triandis, 1995; Adler, 2002) in the past quarter of a century has clearly illustrated the fundamental differences in gender, culture and values that exist amongst leaders and their subordinates. Women subordinates tend to value “enthusiasm, determination, interpersonal skills, sense of humour and ambitiousness” while men tend to value “integrity and loyalty” (Brownell, 1994 in Valentine and Godkin, 2000:118-119). Similarly, the majority of black South African’s emphasise an Ubuntu-based value system, which ideally focuses upon respect, dignity, respect, interconnectedness and collectivism (Koopman, 1993; Van der Cloff, 2003). In contrast, most white South Africans follow a Westernised value system, which is more materialistic and status driven, primarily emphasising individualism (Salomon and Khabisi, 2004).

Literature (Rigg and Sparrow, 1994; Rozier and Hersh-Cochran, 1996; House and Aditya, 1997; House, Wright and Aditya, 1997; Booysen, 2001) on gender and leadership in South Africa proposes that there should be a difference in what subordinate’s value in their leaders across gender groups. Similarly, literature (House and Aditya, 1997; House, et al., 1997; Brodbeck, 2000; Booysen, 2001; Littrell and Nkomo, 2005) on culture and leadership in South Africa suggests

that there should be a difference in the competencies valued by subordinates in their leaders according to their culture. Conversely Lord and Maher (1991), Thomas and Bendixen (2000) and Littrell and Nkomo (2005) have demonstrated that an individual's gender and culture does not affect the competencies valued in a leader.

With so many alternative viewpoints regarding the degree of influence on the competencies individual's value has lead to the importance of this proposed research, which stems from its attempt to firstly understand whether the competencies valued by subordinates are influenced by their gender and culture and secondly, whether or not there are leadership competencies that are universally endorsed across gender and across culture. The focus of the research is on South African University students as they are preparing to enter the workforce and will have expectations of their leaders in an organisational context. They will define what the future graduate workforce values in their leaders.

1.2 Method of the Study

The Registrar from Rhodes University (RU) was contacted to gain permission to hold data collection sessions during the student's tutorials/practicals or lectures. Once permission was granted, the Head of Department (HOD) for each department utilised in the study was emailed to gain permission to hold data collection sessions within their department. Once the HODs granted permission to hold the data collection sessions, the relevant lecturers were emailed so that tutorial/practical times and dates could be arranged.

Over a period of five weeks, approximately 23 data collection sessions took place whereby the respondents were given the opportunity to complete the questionnaire. The population of the study included all final year and postgraduate students registered in specific Commerce departments (Accounting, Computer Science, Economics, Information Systems, Management and Statistics). The data collection process for Nelson Mandela Metropolitan University (NMMU) was slightly different as only one class filled out the questionnaire, however the HOD of the Business

Management department was contacted to gain permission to conduct the data session.

Once the respondents had completed the questionnaires, the questionnaires were immediately collected. With regard to some of the postgraduate students, the respondents were given questionnaires to do in their own time and not in a controlled tutorial/lecture session. The postgraduate students were given a week to complete and submit their questionnaire.

The questionnaire consisted of thirty-three terms that define both African and Western leadership competencies. Respondents had to rate each value on a five-point Likert scale ranging from “no value” to “strong value” (Mellahi, 2000; Salomon and Khabisi, 2004). Once all the data had been captured, it was imported into Statistica Version 7 (Statsoft, 2004), where the analysis of the data took place. Descriptive statistics was used to describe the data through frequency tables and histograms, Cronbach’s alpha coefficient was used to test the reliability and validity of the instrument and Pearson’s chi-square test was used to determine whether there is a relationship between the dependent variable (leadership value terms) and independent variables (gender and culture) that were rated by the respondents (Statsoft, 2004). The mean and standard deviation for each variable was then calculated so to rank the terms. This method indicated the most and least important competencies, ranked according to the respondent’s gender and culture.

1.3 Outline of Study

The study is divided into seven chapters each making a contribution in determining what final year and postgraduate students will value in their leaders once they enter into an organisational context. The chapters are organised as follows:

Chapter two establishes the foundation of leadership and the specific competencies valued in leaders. Firstly, leadership is defined and thereafter the nature of leadership is established, emphasising the importance of leadership and not management as the focus to this study. Leadership theories and models are then discussed, identifying

the numerous ideas put forward by the various authors in the field and lastly the competencies that contribute to effective leadership are examined.

Chapter three focuses on gender and whether or not it has an influence on the competencies valued by subordinates. This chapter begins by defining gender in view of an organisational context. Secondly, the competencies exhibited by female and male leaders are discussed and lastly, literature regarding the influence of gender is examined and the specific competencies, which subordinate's value in a leader are observed.

Chapter four concentrates specifically on the competencies valued by subordinates according to their culture. This chapter begins by defining culture whereby definitions are used to fully comprehend the complexity of this term. Following this, South African organisations are examined, specifically the diverse cultures that exist within these organisations as well as the specific competencies which each culture specifically values in a leader, according to the current literature.

Chapter five provides an in-depth analysis of the methodology used for this research. This chapter begins by stating the importance of the research as well as the aims and goals that this study intends to accomplish. The population and sample of the study is then defined as well as the research instrument utilised. Following on from this, the data collection and analysis process will be discussed and the specific steps that were taken for each process. Lastly, the ethical considerations that were considered and applied during the data collection sessions are discussed as well as the limitations to this study.

Chapter six specifically discusses the results of the study. Firstly the demographic information of the respondents are examined and secondly the reliability of the instrument and the results of the research are discussed with reference to Cronbach's alpha coefficient. Thirdly the aims, goals and hypotheses of the study are evaluated to determine whether there are certain leadership competencies that are significantly related to gender and culture. Lastly the means and standard deviations for each leadership value are calculated to establish the most important and least important leadership values that are valued according to one's gender and culture.

Chapter seven establishes the implications of the results in accordance to the literature discussed in the previous chapters. This chapter clarifies what subordinates value and whether or not one's gender and culture influences the competencies that are valued in a leader. To end this chapter, the implications to leaders and future research ideas are discussed.

CHAPTER 2

LEADERSHIP

2.1 Introduction

Over the past few decades, leadership has been classed as one of the most popular areas of interest. There are still many organisations, which confuse the term leadership with management and believe that they hold the same meaning, when in reality, leadership is classified as a special type of management. Understanding this distinction is crucial to one's success as a leader.

Effective leadership does not only involve the ability to influence and inspire others, it is in fact about the alignment between what subordinate's value in leaders and what leaders portray as competencies. Leading subordinates in line with the competencies that they value has recently become the focus of effective leadership.

This chapter establishes the foundation of leadership. It begins by defining leadership and establishing the differences between management and leadership so to emphasise why leadership and not management is the focus of this study. The nature of leadership is then analysed through leadership theories and models and thereafter the competencies that determine what constitutes effective leadership are discussed.

2.2 Defining Leadership

A key success factor in achieving organisational success and effectiveness is leadership (Appelbaum, Audet and Miller, 2002). Appelbaum, et al. (2002:43) state that “to rise to the more senior positions, one must be and be seen as a leader...” and “...one must have and be seen to have the potential for leadership”. Similarly, it has been said, “before you are a leader, success is about growing yourself and when you become a leader, success is all about growing others” (Welch, 2005:61). Yet, what defines leadership?

Leadership can be a complicated task to define due to the substantial amount of theory available. Many of the leadership definitions that exist are similar yet each has their own unique ideas. Mullins (1999:253) defines leadership as the “relationship through which one person influences the behaviour of others”. Similarly, Hughes, Ginnett and Curphy (1999) define leadership as the interaction between the leader, the subordinates and the situation whereby leadership is developed and strengthened through education and experience. Lastly, Daft (1999) describes leadership as more than a set of skills and rather as delicate personality characteristics, which allow leaders to inspire their subordinates, regardless of their authority.

From the definitions above it is obvious that there are a number of different interpretations regarding the actual meaning of leadership. Robbins (1996) stipulates that there is the same amount of definitions available as there are researchers who have attempted to define it. To date, there is no definition that is true for all organisations or leadership positions, yet it is highly noticeable from the definitions that there is a common theme that exists, namely the relationship between leaders and their subordinates.

The focus of this study therefore concentrates on what makes this relationship effective. Before identifying what makes this relationship effective, the difference between management and leadership is discussed to determine why leadership and not management is the focus of this research.

2.3 Management versus Leadership

For the purpose of this study it is imperative to note that there is a difference between management and leadership. These terms are often used interchangeably and thought of as meaning the same. Although it is possible for one person to be both a manager and a leader, management and leadership are inherently different (Daft, 1999). Darling (1992) and Capowski (1994) believe that the reason why organisations do not fully flourish is because they tend to be over-managed and under-led. It is for this reason that it is vital to make a distinction between the two.

Many authors (Quarendon, 1997; Senior, 1997; Adair, 1998; Kotter, 1999) have confirmed the distinction between management and leadership by stating that leadership is a function of management and is thus typically characterised as a special kind of management. In a broad sense, management focuses largely on the formal aspects of the organisations namely the policies and procedures, whereby the manager as a result of their hierarchical position of authority performs the daily management functions of planning, leading, organising and controlling (Gerber, Nel and Van Dyk, 1996). Leadership on the other hand focuses on the informal aspects of the organisation, ideally the individual, whereby a leader, irrespective of their position, is able to influence their subordinates to willingly strive and achieve organisational goals and objectives (Robbins, 1996; Senior, 1997). Additionally, managers are capable of doing things right while leaders do the right things (Bennis and Nanus, 1985; Darling, 1992; Nanus, 1992; Manning, 1997).

As illustrated above, it is evident that even though these two terms, manager and leader or similarly management and leadership, are used interchangeably, it is clear that there is a distinction between them. Since leadership primarily focuses on the subordinate, it is for this reason that leadership and not management is the focus of this study. It is now appropriate to discuss leadership further by analysing the nature of it in terms of leadership theories and models.

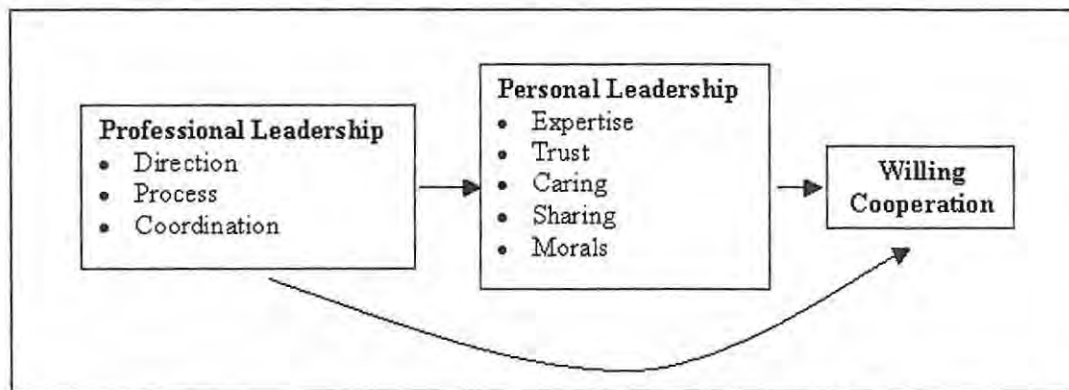
2.4. Leadership Theories

Leadership has been researched from a variety of perspectives, from traits (Stogdill, 1948) and behaviours (Fleishman, 1953) to contingency (Fiedler, 1967) and situational theory (Hersey and Blanchard, 1977) to transformational and charismatic leadership (House, 1977). One theme among much of this research is the idea that to be effective, leaders must be concerned with both task-related and people-related issues (Likert, 1961; Blake and Mouton, 1964; Hersey and Blanchard, 1984). In accordance with the above research, Mastrangelo, Eddy and Lorenzet (2004) agree that leaders need to engage in both professional (task-related) and personal (people-related) leadership behaviours (Refer to Figure 2.1).

Professional leadership identified as the more formal aspect of leadership is defined as “providing direction, process and coordination to the members of an organisation for the purpose of attaining the organisation’s goals” (Mastrangelo, et al., 2004:436). This involves setting the vision and mission and aligning the processes, procedures and subordinates to achieve organisational goals (Mastrangelo, et al., 2004).

Personal leadership is defined as the “personal behaviour of leaders in performing the responsibilities of professional leadership, including demonstrating expertise, building trust, caring and sharing for people, and acting in a moral way” (Mastrangelo, et al., 2004:436). One will observe that engaging in both types of leadership will result in the willing cooperation of the employee or subordinate, which is clearly illustrated in Figure 2.1 below.

Figure 2.1. Personal Leadership as a mediator of Professional Leadership and Willing Cooperation



(Mastrangelo, et al., 2004:437).

The leadership theories and practices specifically adopted by South African organisations include Blake and Mouton's Managerial Grid, Herzberg's Two-Factor Theory, Maslow's Hierarchy of Human Needs, McGregor's Theory X and Y and Vroom's Expectancy Theory, all of which are based on Western Leadership theories yet have been circulated and implemented around the world (Mbigi, 1993; Khoza, 1993). Utilising Western leadership theories in South African organisations however has led to certain competencies valued by subordinates to be neglected, competencies such as those based on African leadership (Mbigi, 1993; Khoza, 1993).

Western leadership theories stress the importance of performance management, delegation, power sharing and empowerment which differs from African leadership theories derived from Ubuntu, which emphasise trust, group care, loyalty and celebration through rituals (Mbigi, 1993). Research (Salomon and Khabisi, 2004; Brownell and Cox, 2005) indicates that African values form an important part of what is expected of South African leaders and therefore leaders cannot afford to only draw on Western leadership theory and practices.

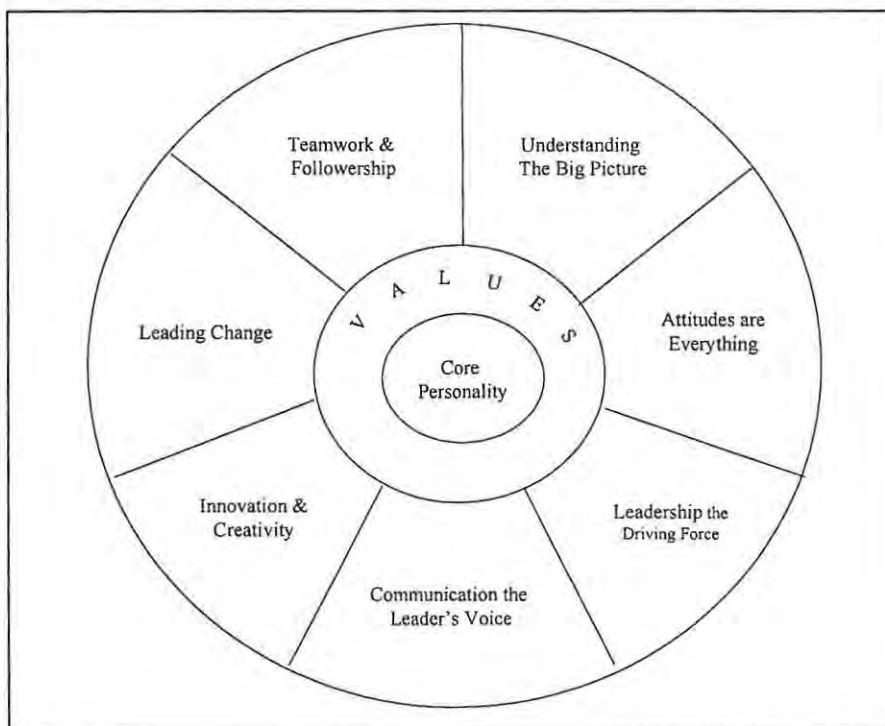
It seems realistic to assume that leaders must engage in both professional and personal leadership (Mastrangelo, et al., 2004) and adopt African values (Mbigi, 1993) into the workplace, to be successful. Yet, to specifically determine what makes a leader effective, it is important to examine what contributes to effective leadership.

2.5 Effective Leadership

Effective leadership is frequently measured in terms of the leader's behaviour and performance, the level at which an organisation executes its daily activities and accomplish its goals, and lastly the fit between the competencies valued by both leaders and subordinates (Yukl, 1998).

Effective leadership is often discussed in terms of competencies (Boyatzis, 1982; Chin, Gu and Tubbs, 2001; Bueno and Tubbs, 2004). Competencies can be defined, as the characteristics, behaviours, skills, values and leadership styles that leaders should possess in order to be effective (Boyatzis, 1982). These competencies, or leadership values, can be represented by three concentric circles, which describe the three distinct aspects of leadership, namely an individual's personality, values and behaviours and skills (Tubbs and Schulz, 2006). Figure 2.2 below illustrates the leadership competencies more clearly.

Figure 2.2. Taxonomy of Leadership Competencies and Meta-Competencies



(Abridged from Tubbs and Schulz, 2006)

As illustrated above, the inner most circle represents an individual's core personality. Personality represents the "accumulation of enduring physical and mental attributes that provide an individual with his or her identity" (Tubbs and Schulz, 2006:29). These attributes are the result of heredity, cultural, familial and social factors formed early in one's life. Personality research (Barrick and Mount, 1991; Hughes, et al., 1999) has identified five dominant personality dimensions referred to as the Big Five. These dimensions specifically extraversion (surgency), agreeableness, conscientiousness (dependability), emotional stability (adjustment) and openness to experience (intellectance) are established forms of an individual's character.

The second circle represents individual's values. Like personality, values too shape an individual's behaviour (Rokeach, 1960, 1979). Defining values can be complex as it is very similar to terms, such as attitudes, preferences and viewpoints. For example, an attitude can be defined as an "organisation of several beliefs focused on a specific object or situation" whereas a value is an "enduring belief in a specific mode of conduct or desirable end state of existence" (Rokeach, 1973:5). Attitudes can be additionally distinguished from values by means of their lifespan whereby attitudes are primarily short term and values are primarily long-term elements (Hofstede, 1998). Yet, unlike attitudes, values are regarded as essential for action (Bates, Hatcher, Holton, Chalofsky, 2001).

Values can strongly influence the perceptions one has of other subordinates, groups, standards and situations (Swanepoel, Erasmus, van Wyk and Schenk, 2000). Finkelstein and Hambrick (1996) have evidently signified that individual values as well as individual value systems are developed in a social context and are often inspired by certain factors, specifically by one's family, culture and society. Kuczarski and Kuczarski (1995:4) further state that there are in reality four factors that influence values and value systems, namely "family and childhood experiences, conflict events which evoke self-discovery, major life changes and experiential learning and lastly personal relationships with important individuals". Individual values and value systems often result in the certain actions or behaviours employed by individuals (Rokeach, 1968; Malphurs, 1996). Hughes, et al. (1999) further propose

that individuals with strong value systems are more inclined to behave more ethically than individuals with weak value systems.

Lastly, the outermost circle describes the meta-competences associated with effective leadership. There are fifty competencies (seen in Appendix A.1) clustered under seven meta-competencies namely: understanding the big picture, attitudes are everything, leadership the driving force, communication (the leader's voice), innovation and creativity, teamwork and followership and lastly leading change (Tubbs and Schulz, 2006).

Current trends have indicated that identifying competencies, or leadership values, is a valuable part of leadership development (Tubbs and Schulz, 2006). Mellahi (2000) investigated the compatibility of leadership values taught in United Kingdom (UK) MBA programmes and the leadership values accepted in three non-western cultures. The competencies valued by subordinates were categorised into two groups, namely Western and Indigenous (Asian, Arab and African) leadership values, illustrated in Table 2.1.

Table 2.1. Leadership Values emphasised by Western and Indigenous Cultures

Western Values	Indigenous Values
Delegate	Conformity
Logical	Consensus
Performance	Consistent
Share Power	Emotional
Strict	Face-Saving
Technical Capability	Forgiveness
Visionary	Harmony
	Kindness
	Loyalty
	Politeness
	Religious
	Tolerance

Adapted from Mellahi (2000)

The results of this study illustrate that the five most important leadership competencies valued by subordinates are visionary, delegate, share power, consistent and technical capability and the least important competencies are religious, conformity, forgiveness, tolerance and harmony (Mellahi, 2000).

A similar study based on the leadership competencies taught in South African (SA) MBA programmes additionally found 14 competencies which are valued by subordinates in their leaders, seen in Table 2.2 (Salomon and Khabisi, 2004).

Table 2.2. Leadership Values emphasised by Western and African Cultures

Western Values	African Values
Individualistic	Autocratic
Perceived External Control	Inspirational
Perceived Internal Control	Integrity
Self-Sacrificial	Openness
	Personal Communication
	Ritualistic
	Solidarity
	Survival
	Team Collaborative
	Traditional

Adapted from Salomon and Khabisi (2004)

The results of this study indicated that the most important leadership competencies valued in a leader are individualistic, religious, traditional, conformity, perceived external control and strict (Salomon and Khabisi, 2004). Another South African study (Brownell and Cox, 2005) illustrating what subordinates value based on Western and African paradigms demonstrates that there are only four values which show a significant difference across Western and African cultures: traditional, procedural, consensus and external control, all of which were ranked in the bottom half of the table of importance, across both cultures. Seven out of the top 10 most important values were however endorsed across both cultures suggesting that there are some values that are 'universal' in their appeal (Brownell and Cox, 2005).

As observed above, there are many competencies, which have been categorised as necessary for effective leadership. For many years, researchers have been struggling to find the perfect recipe for an effective leader, however it can be argued that there is no such thing (Appelbaum, et al., 2002). Mastrangelo, et al. (2004) does state nonetheless that having a misalignment of fit between the competencies that subordinates value and the competencies that leaders value will result in the leader being ineffective.

It can be argued that South African leaders have been leading their subordinates through competencies based on Western leadership theories and so have ignored competencies based on African Leadership. Mastrangelo, et al., (2004) states that having mismatch has led many leaders to be ineffective.

2.5.1 21st Century Leaders and South African Leadership

The above literature clearly demonstrates that the leaders of the 21st century need to acknowledge that there are a variety of competencies that influence leadership effectiveness, which were not necessarily taken into consideration a few years ago (Pierce and Kleiner, 2000). Hofstede (1980b:57) proposes that “Whatever a naïve literature on leadership may give us to understand, leaders cannot choose their style at will; what is feasible depends to a large extent on the cultural conditioning of a leader’s subordinates”.

Over the past few years, political, social and economic changes have had a dramatic impact on South African organisations. The advent of Apartheid, prior to 1994, lead to both gender and racial categorisation (Morse and Peele, 1974; Stone, 1995; Hart and Padayachee, 2000; Martin, 2000; Schutte, 2000). Since 1994, there has still been evidence of a “them and us” (Roodt, 1997:15), yet there is promising indications that the South African government is promoting equality, particularly gender and culture equality throughout South African organisations.

South African organisations have become increasingly diverse with more women and different cultures entering the workforce. Due to fast paced communication and continuous change, leaders will need to become more personal and action oriented

especially towards their subordinates. This had undoubtedly led the 21st century-type leader to change (Mathur-Helm, 2004). In the past effective leadership was centred on goal setting. In the 21st century, to be effective leaders need to focus on value setting and leading subordinates according to the competencies that the subordinate's value (Pierce and Kleiner, 2000). The following chapters, chapter three and four will therefore establish the factors that influence the competencies valued by subordinates namely gender and culture of which existing literature (House and Aditya, 1997; House, et al., 1997; Booyesen, 2001; Littrell and Nkomo, 2005) has concluded has an influence on the competencies that are valued by subordinates in their leaders.

2.6 Conclusion

It is clear that there is a vast amount of information on leadership and its effectiveness, yet there is a shared opinion that seems to be prevalent throughout this chapter – the importance of the relationship between the leader and their subordinate. To be effective, leaders need to be aware of the genders and diverse cultures that exist and need to lead according to what subordinate's value.

Since South African organisations are becoming more diverse in terms of more women and different cultures entering the workforce, it was decided that the competencies valued by subordinates based on their gender and culture would be the focal point of this study as it is of most relevance in the 21st century. Interpreting this literature will conclude whether or not gender and culture indeed has an influence on what subordinates value in their leaders and whether or not there are competencies which are endorsed across one's gender and culture.

CHAPTER 3

LEADERSHIP AND GENDER

3.1 Introduction

Gender has been identified as one of the determinants that influence what subordinate's value in a leader. It is interesting to note that the majority of the literature on gender and leadership largely focuses on the competencies exhibited by female and male leaders and does not focus on what subordinate's value in their leader.

Nevertheless, this chapter will begin by defining gender in view of an organisational context. Secondly, the competencies exhibited by female and male leaders will be discussed and lastly literature regarding the competencies valued by individuals based on their gender, will be examined and the specific competencies valued by subordinates will be observed.

3.2 Defining Gender

Sex and gender are terms that are frequently confused and it is for this fact that the distinction between the two must be made. Sex is classified as a biological type, where individuals are born with either a male or female sex type. Gender on the other hand, specifically masculinity or femininity, includes the associations individuals assign to the behaviours, attributes and values of males and females (Yoburg, 1974). Abercrombie, Hill and Turner (1984:95) accentuate this more clearly by stating, “the sex of a person is biologically determined and the gender of a person is culturally and socially constructed”.

In essence males and females are classified under the term sex and masculinity and femininity are classified under the term gender (Abercrombie, et al., 1984). Gender is influenced by an individual’s social environment and is usually learned through others (Garrett, 1987). Values and gender role stereotypes, established by one’s culture, are additional factors that contribute to one’s gender (Kilianski, 2000).

3.3 Gender and Leadership

Since 1994, the South African Government has placed a lot of emphasis on gender equality in South Africa (McFarlin, Coster and Mogale-Pretorius, 1999). This has consequently led to the number of women in organisations to grow significantly (Owen and Todor, 1993; Kent and Moss, 1994; Daley and Naff, 1998). Even though there are more women entering the work force in higher leadership and managerial positions, there is still an overrepresentation of men in senior and top leadership positions (Littrell and Nkomo, 2005).

In 2004, the first national survey on the status of corporate women in South Africa was conducted. Of the 364 companies listed on the Johannesburg Stock Exchange, only seven companies had female Chief Executive Officers (CEO) and in addition to this, 60% of the companies did not have any females representing their board of directors. According to the survey, South Africa’s workforce is composed of 41% of women whereby only 15% are executive managers and 7% directors (Business Women’s Association, 2004).

Literature and theories on biological sex, gender role, casual factors and attitudinal drivers attempt to illustrate whether or not male and female leaders adopt different leadership competencies (Appelbaum, et al., 2002). Theories based on biology and sex, propose that leadership is biologically determined and is therefore primarily focused on male competencies and as a result excludes female leaders entirely. Gender role focuses specifically on the role of socialisation as a determinant for effective leadership. Thirdly, research on causal factors consider all aspects such as attitudes, self-confidence, prior work experience and the corporate environment all of which can undermine one's leadership effectiveness and lastly, attitudinal drivers focus on the particular competencies adopted by female and male leaders (Appelbaum, et al., 2002).

Some theorists (Helgesen, 1990) suggest that certain feminine competencies give the woman leader an advantage. Competencies expressed as fundamentally feminine are heightened communication, advanced intermediary skills, well-developed interpersonal skills (Stanford, Oates and Flores, 1995). Other competencies classified as feminine are "collaboration, participation, intuition, empowerment and empathy" (Booyesen, 2001:565). Kabacoff (1998) additionally states that female leaders tend to show a concern for others, form open and supportive relationships and have the ability to listen.

Female leaders tend to be more democratic and are often associated with transformational leadership (Hare, Koenigs and Hare, 1997; Eagly and Carli, 2003). Women are also more inclined to use power based on charisma as opposed to men who use power based on their organisational position and hierarchical title (Rosesner, 1990). Rigg and Sparrow (1994) found that women stress the importance of teamwork and are usually associated with personal leadership whereas men are usually associated with professional leadership (Refer to Figure 2.2) (Donnell and Hall, 1980). South African male leaders on the other hand seem to place emphasis on performance, competition and domination yet are less visionary in their approach to leadership (Vinnicombe, 1987).

Subordinates on a whole seem to be more inclined to prefer male leadership (Cann and Siegfried, 1987), which is categorised by authority, power and competition

(MacKenzie, 1994). Subordinates however, who have female leaders, are expected to develop friendships as opposed to those subordinates who have male supervisors (Valentine and Godkin, 2000). With regard to task structures of jobs, individuals who have male leaders are expected to perceive greater variety, autonomy, job significance and feedback than those who have female leaders (Valentine and Godkin, 2000). In general, Vroom and Mann (1960) found that employees who work in highly interactive jobs prefer democratic leaders.

There is some literature available nevertheless which indicates that there are in fact more similarities than differences between male and female leaders (Shimanoff and Jenkins, 1991; Kolb, 1999). For instance, the top five business-oriented skills listed by McGregor and Tweed (2001) are the same for both females and males, even though the rankings are slightly different. The top five business-oriented skills are problem solving, seeing the big picture, making well-reasoned decisions, recognising the skills of others and identifying problems (McGregor and Tweed, 2001).

It is apparent from the above literature that there are many ideas regarding the leadership competencies adopted by male and female leaders. Keeping in mind the focus of this particular research - what will subordinate's value in their leaders – the specific competencies that are valued by subordinates will now be discussed.

3.4 The Competencies Valued in a Leader

Cross-cultural leadership theory and research on gender and leadership in South Africa proposes that there should be considerable differences in what subordinates value in their leaders across gender groups (Rigg and Sparrow, 1994; Rozier and Hersh-Cochran, 1996; House and Aditya, 1997; House, et al., 1997; Booysen, 2001).

There are a number of studies that support the notion that men and women value different leader competencies (Cann and Siegfried, 1987; Brownell, 1994; Kent and Moss, 1994; Chang and Chang-McBride, 1997). A gender-centred model (Lewis and Fagenson-Eland, 1998) that highlights masculine and feminine tendencies

indicates that there are psychological differences between men and women, which result in them favouring different leadership competencies. This model indicates that men prefer task-oriented behaviours whereas women prefer relationship-oriented behaviours (Hammick and Acker, 1998; Lewis and Fagenson-Eland, 1998).

Brownell (1994) believes that women value enthusiasm, determination, impersonal skills and ambition in their leader. Other competencies valued by females include a leader that is considerate, follows a transformational leadership style and is participative and people-oriented (Claes, 1999). Alternatively, men value integrity and loyalty in their leaders as well as those who are autocratic, business oriented and transactional in their approach to leadership (Brownell, 1994; Claes, 1999; Kawakami, White and Langer, 2000).

Moxon, Keenan and Hine (1993) and Chang and Chang-McBride (1997) indicate that both male and female subordinates find female leaders to be too sensitive and emotional, resulting in them being very indecisive. Jeanquart-Barone and Sekaran (1994) conclude from their study on the impact of gender on leader-subordinate relations that female subordinates trust their female supervisors more so than they do their male supervisors.

In contrast to the above literature, Littrell and Nkomo (2005) state that there are no differences in the competencies subordinate's value in a leader based on their gender. Littrell and Nkomo (2005) additionally believe that gender does not influence the competencies valued by subordinates in their leader.

3.5 Conclusion

The above literature clearly demonstrates the diverse views regarding the leadership competencies of female and male leaders and the specific competencies that subordinate's value in their leaders across one's gender. As previously mentioned, there is a vast amount of research on the leadership styles adopted by female and male leaders yet research regarding what subordinate's value in their leaders is limited. However, as discussed above, there are certain values that seem to be more masculine

and those that seem to be more feminine in nature, indicating that gender should have an influence on the specific competencies that subordinate's value in their leader.

Another factor that is said to influence what subordinate's value is one's culture, which is discussed in the following chapter. Culture and its affect on the relationship between leaders and their subordinates has been the topic of interest for most research studies which focus on leadership effectiveness. The following chapter, chapter four, additionally analyses the influence of culture on what one values as well as illustrates the particular competencies that are valued by subordinates in their leaders.

CHAPTER 4

LEADERSHIP AND CULTURE

4.1 Introduction

Leadership competencies have been found to be different across specific cultures and therefore, leaders need to be aware of the competencies valued by the subordinates so to be effective. As already established, leadership effectiveness depends on the alignment between the competencies valued by both leaders and their subordinates. From a leadership perspective, culture has an influence on one's response to the environment. It is for this reason that leaders need to know the competencies that each cultural group values so to lead them appropriately.

This chapter illustrates yet another contributing factor, namely culture, which is said have an influence on the competencies valued by subordinates. This chapter begins by defining culture whereby a few definitions are used to fully comprehend the complexity of this term. Following this, South African organisations are examined, particularly the diverse cultures that exist within these organisations as well as the competencies which each culture specifically values in a leader, according to the current literature.

4.2 Defining Culture

Culture, like values, is a concept that has triggered debate for many years, which still has no widely accepted definition as it is in fact too complex to define (Kroeber and Kluckhohn, 1952). Hofstede (1980:43) describes culture as “a group of people who are conditioned by the same education and life experience” on the other hand Kluckhohn (1951) defines culture as a way of thinking, feeling and reacting to certain triggers, which are made up of one’s traditional background and it’s contributing values. The United Nations Educational Scientific and Cultural Organisation (2002:1) reveals that culture is a "set of distinctive spiritual, material, intellectual and emotional features ... lifestyles, ways of living together, value systems, traditions and beliefs of society or a social group".

The above definitions are similar as each focus specifically on groups of people rather than on a specific cultural group. To collectively sum up these definitions, culture can be defined as a collection of values, attitudes and behaviours that differentiate groups of people. To identify the specific competencies valued by the particular cultures defined in this study, literature on culture, leadership and the competencies valued by subordinates will be analysed so to determine whether there are any differences or similarities in the competencies that each value in a leader.

4.3 Cultural Beliefs

A number of cross-cultural studies (Hofstede, 1980; Gerstner and Day, 1994; Westwood and Posner, 1997; Brodbeck, 2000; Mellahi, 2000; Global Leadership and Organisational Behaviour Effectiveness (GLOBE), 2001; Sarros and Santora, 2001) have been developed to fully appreciate whether culture has an effect on what subordinates value in a leader. Over the years, research (Lord and Maher, 1991; Gerstner and Day, 1994; Brodbeck, 2000; Littrell and Nkomo, 2005) has illustrated that there are many conflicting ideas regarding the competencies valued in a leader based on an individual’s culture.

Brodbeck (2000) and Littrell and Nkomo (2005) both signify that competencies are culturally endorsed resulting in there being a difference in the competencies valued

across cultural groups. It seems apparent that individuals with the same or similar culture will have the same goals and modes of behaviour (Fontaine and Richardson, 2003). Gerstner and Day (1994) similarly believe that one's culture determines whether or not certain leadership competencies are valued in leaders (Gerstner and Day, 1994).

Conversely, GLOBE (2001) and Lord and Maher (1991) both agree that specific aspects of charismatic/transformational leadership are strongly and universally endorsed across cultures. Thomas and Bendixen (2000) additionally found no cultural differences among the significant cultures in their study. Instead the study indicated that all cultures value the following competencies in a leader: individualistic, community focused, participative and democratic (Thomas and Bendixen, 2000).

Cross-cultural leadership theory and research on culture in South Africa suggest that there should be significant differences in the behaviour and attitudes of people of a different culture (House and Aditya, 1997; House, et al., 1997; Booysen, 2001). Before identifying the competencies specifically valued by the cultural groups utilised in this study, specifically African, Coloured, Indian, White and Other, the competencies adopted by leaders in South African organisations, as stated in existing literature, will be discussed.

4.4 Culture in a South African Context

South Africa's population is estimated at 47 million and it is made up of 75.4% Africans (black), 14.3% Whites, 8.8% Coloureds and 2.5% Indians (WikiPedia, 2006). The black population is extremely diverse and is categorised by nine cultural groups: Zulu, Xhosa, South Sotho, North Sotho, Tswana, Venda, Ndebele, Swazi and Tsonga. The majority of the white population is made up of individuals whom are either classified as Afrikaans or English and the remainder of the white population are classified as either German, French, Jewish, Italian or of a Portuguese decent (Ocholla, 2002).

Research specific to South Africa has been carried out by a number of authors (Khoza, 1993; Koopman, 1993; Mbigi, 1993; Jackson, 2004). Choudhry (1986)

demonstrates that South African leadership is both rigid and authoritarian. South African leaders are characterised by competencies such as: autocratic, hierarchical and individualistic whereby decisions are rarely discussed with one's subordinates, resulting in a top-down communication system (Ocholla, 2002).

Booyesen (2001) states that the culture of white managers is congruent with Western leadership and the culture of black managers is congruent with Afrocentric leadership, such as the concept of Ubuntu. Additionally, Mbigi (1993) proposes that white South Africans practice Western leadership styles and Black, Indian, Coloured and Asian South Africans practice Afrocentric leadership.

Prime (1999) however has illustrated that there are three approaches to leadership which best define the leadership adopted by individuals in South Africa. Firstly Western leadership, which is consistent with the western value systems, is based on individualism, self-centredness and competition (Prime, 1999).

Secondly, Afrocentric leadership is founded on the belief that the authority of the leader is assumed to be right, which results in subordinates having to show respect and obedience to their superiors (Mellahi, 2000). It is guided by certain basic, traditional values and principles and emphasises traditionalism, communalism and cooperative teamwork (Nzelibe, 1986). Up until now, Ubuntu has played a critical part in Afrocentric leadership, which is categorised by five core competencies, specifically survival, solidarity, spirit, respect and dignity (Mbigi, 1993; Khoza, 1994; Mbigi, 1997; Booyesen, 1999a; Bekker, 2006).

The last approach is synergistic inspirational leadership, more commonly known as dualistic leadership whereby traditional African leadership practices, values and philosophies are integrated with Western leadership practices, values and philosophies.

4.4.1 The Specific Competencies Valued by Different Cultures

Even though there are many different cultures that exist in South Africa, for simplicity reasons, the cultural groups have been categorised as African (black), Coloured,

White, Indian and Other (for example Chinese) and will be analysed respectfully according to the competencies valued by each cultural group.

Hofstede (1991) states that individuals from a Western culture (White) focus on themselves and are often described as self-centered in nature. Additionally, the decreased hierarchical nature of the Western culture is founded on a belief that all persons are equal, and hence entitled to equal opportunities to achieve and advance in society (Badawy, 1980; Reading, 1990; Hofstede, 1991). The Western culture additionally views too many rules as limiting and prefers to be more forward looking (Hofstede 1991). This specific culture is extremely achievement-orientated in nature and values materialistic rewards (Lesch, 2000).

In complete contrast to the above, African (Black) cultures tend to view each other as a collective whole and tend to value collectiveness and human orientation (Hofstede, 1991; Boon 1996, in Lesch, 2000). Additionally African individuals are not as results-driven as those from a Western culture and are distinguished by clear status lines (Hofstede, 1991). African cultures are furthermore characterised by strict codes of behaviour and numerous rules in order to decrease uncertainty about the future by ensuring everyone behaves according to certain guidelines (Hofstede 1991, in Lesch, 2000).

Tayeb (1987) and Singh (1990) state that individuals of an Indian culture value loyalty and belongingness as well as family, networks and a heuristic approach to decision making. African and Indian cultures have reported that the authority of their leaders is accepted as right and proper and subordinates must show respect and obedience (Badawy, 1980; Hofstede, 1984; Dia, 1994). Singh (1990) additionally illustrates however, that in some cases, individuals of an Indian culture have been found to follow Western corporate values resulting in the individuals having to suppress their own.

The core values in the Chinese culture for example, which is classified as 'other', in contrast, is shaped by many years of history and tradition of which there is only one set of core values. This set of core values is largely influenced by Confucianism, which encompasses values such as humanity, righteousness, propriety, wisdom and

faithfulness (Pye, 1972; Bond and Hwang, 1986; Ch'en, 1986). The Chinese culture is seen to value collectivism, tradition and rituals, tolerance of others, harmony, loyalty, conformity and solidarity (The Chinese Culture Collection, 1987).

The above cultural groups evidently indicate that there is a distinct difference in the competencies that they value in a leader. Some of the competencies overlap, however it is apparent that culture has an influence on what is valued in a leader.

4.5 Conclusion

It is evident from the above that one's culture can have an immense influence on what individuals value in a leader. Even though the categorisation of the cultural groups is broadly defined, as there are many cultures which exist in South Africa, there is still an indication that culture has an effect on the competencies valued by subordinates.

The core concepts of this research, namely leadership and the competencies valued in a leader, have up until now been discussed in great depth. It is clear that to be effective, the specific competencies valued by subordinates must be known so that leaders are able to lead appropriately according to their subordinates' gender and culture. With the foundation of the literature established, it is now necessary to analyse the methodology of the study.

CHAPTER 5

METHODOLOGY

5.1 Introduction

Now that the relevant literature has been reviewed it is important to analyse the methodology of the research. This chapter begins by stating the importance of the research as well as the aims and goals of the research. Following this, specific information pertaining to the methodology will be discussed and analysed.

Firstly, the population of the study will be defined, followed by the sample of the study, which comprises of third year and postgraduate students from two South African Universities, in particular RU and NMMU in the Eastern Cape Province. Secondly, the research method and instrument will be discussed in terms of the reasoning behind considering and utilising each.

Thirdly, the data collection process utilised in the study will be examined, focusing on the steps that were followed for each university. Fourthly, the statistical methods used to analyse the data will be discussed so as to determine the validity of the research instrument and results generated and the statistical relationship between what one values in a leader according to one's gender and culture. Lastly, the ethical considerations that were considered and applied during the data collection sessions will be highlighted as well as the limitations to this study.

5.2 Aims, Goals and Questions

The importance of this study stems from its attempt to understand whether the competencies valued by subordinates are influenced by their gender and culture and whether or not there are leadership competencies that are universally endorsed across gender and cultural groups. The focus of the research is on South African University students, particularly students from the Eastern Cape. Third year and postgraduate students were targeted as the population for this study as these students are most likely to enter the workforce within the next few years and should by now have expectations of their future leaders. These students will contribute to defining what the future South African graduate workforce will value in their leaders.

Therefore, the primary aim of this research study is to determine whether there is a significant difference in what students value in their leaders with regards to their gender and culture. This is further broken down into the following set of research questions:

- i) What do students value in their leaders?
- ii) Does gender and culture influence what students will value in their leaders?
- iii) Are there leadership values that are universally endorsed across both gender and culture?

This study is then further expanded into five secondary goals:

- i) To determine which competencies are considered the least and most important across gender;
- ii) To determine which competencies are universally endorsed across gender;
- iii) To determine which competencies are considered the least and most important across culture;
- iv) To determine which competencies are universally endorsed across culture and
- v) To determine the validity of the research instrument.

5.3 Research Hypotheses

Ho1: There is no statistically significant relationship between what students value in their leaders and gender

Ha1: There is a statistically significant relationship between what students value in their leaders and gender

Ho2: There is no statistically significant relationship between what students value in their leaders and culture

Ha2: There is a statistically significant relationship between what students value in their leaders and culture

5.4 Population and Sample

The population of a study is defined as the “entire group of ... measurements which the researcher wishes to study, and about which one intends to make inferences” (Hawkins and Webber, 1980:294). The population of this study included all third year and postgraduate students registered at two South African universities in the Eastern Cape, namely Rhodes University (RU) in Grahamstown and Nelson Mandela Metropolitan University (NMMU) in Port Elizabeth. Third year and postgraduate students were selected for this study, as they are most likely to enter the workforce sooner than undergraduate students will enter the workforce. Postgraduate students consisted of fourth year, postgraduate diplomas, honours, masters and PhD students.

Subsequently, the sample of this study comprised of all the Commerce third year and postgraduate students from RU and one management class from NMMU. A sample is usually referred to as the “selection of a proportion of the total number of units of interest for the ultimate purpose of being able to draw general conclusions about the total number of units” (Parasuraman, 1986:446). For the purpose of this study, convenience sampling was used to identify the sample. Leedy (1993:200) stipulates that convenience sampling “makes no pretence of being representative of a population”. He (1993:200) further states that convenience sampling “takes the units as they arrive on the scene or as they are presented to the researcher by mere

happenstance". The Commerce students at RU and the Strategic Management third year class from NMMU were therefore selected for convenience reasons as they were easily accessible and the researcher was more familiar with the departments.

As a result, the departments involved in the study were the Accounting, Computer Science, Economics, Information Systems, Management and Statistics Departments from RU and the Department of Business Management from NMMU. Table 5.1 and Table 5.2 below illustrate the total number of third year and postgraduate students in each department from each university. As mentioned above, only one class was utilised from NMMU, which was due to ease of access, convenience factors and time constraints.

Table 5.1. The number of Third year and Postgraduate Commerce Students at RU

Department	Third Year Students	Postgraduate Students
Accounting	188	82
Computer Science	39	48
Economics	202	75
Information Systems	97	27
Management	135	53
Statistics	20	18
Total	681	303

Table 5.2. The number of Third year Students in the Business Management Department at NMMU

Department	Third Year Students	Postgraduate Students
Business Management	310	53

It is important to note that the respondents utilised in this particular study were categorised into the following cultural groups: African (black), Coloured, White, Indian and Other (for example Chinese). This categorisation is broad, but due to the multiplicity of cultures and subcultures that exist in South Africa, these five groups were utilised in the study for simplicity reasons.

5.5 Research Paradigm

The research is conducted within the positivist paradigm as it is deductive in nature and takes a reductionist approach to exploring the relationships between the variables being studied (Remenyi, 1996). The emphasis of positivism is on “quantifiable observations, which lend themselves to statistical analysis” (Remenyi, 1996:29). In order to determine whether there is a statistically significant difference between what subordinates value in their leaders, the methodology needs to be quantitative in nature (Creswell, 2002). The data was thus collected using the survey method (Van der Stede, Young and Chen, 2005), through the application of a questionnaire to a number of final year and postgraduate students.

5.6 Research Method

The research method identified as most appropriate for this study is the survey method. The survey method is a powerful and useful tool utilised for collecting data regarding human characteristics, attitudes, thoughts, and behaviour (Agresti, 1997). Although, the survey method can have several inherent limitations for this particular study it was found to be the most suitable method. The following limitations have been recorded as the core problems with this research method (McDonald and Adam, 2003):

- i) Survey studies rely on data that is truthful and accurate, yet this does not always happen. Some respondents may answer questions incorrectly or make mistakes due to confusion.
- ii) Survey studies are subjected largely to bias. Since respondents know they are being studied, they may change their answers to conform to the expectations of the researcher.

- iii) Surveys require careful research and planning, are labour intensive, and can take weeks to implement and analyse.

The survey method is usually divided into two categories, namely questionnaires and interviews. Melville (1996) proposes that the survey method requires the active participation of the respondents, through the completion of questionnaires. Questionnaires are more than likely paper-and-pencil instruments whereby respondents are brought together in a group setting, usually for convenience and are asked to respond to a structured sequence of questions (Dillman, 1978). Consequently, questionnaires were utilised for this study, due to its practicality, convenience and simplicity (Leedy, 1993). As mentioned below, making use of questionnaires can nevertheless have drawbacks all of which were considered during the data collection process:

i) **Impersonal:**

A questionnaire can be impersonal, as a respondent does not have the opportunity to qualify answers (Dixon, Schnetler, Stoker and Geldenhuys, 1989).

To address this issue, for each data collection session that took place, the researcher or an assistant of the researcher was present at each venue. Having the researcher present eliminated the impersonal aspect of the questionnaire, as the respondents could meet the researcher as well as ask questions about the study, or query any misunderstandings or uncertainties they had about the questionnaire.

ii) **Negative attitudes to questionnaires:**

Questionnaires can sometimes be seen as a nuisance and a waste of time (Dixon, et al., 1989).

To address this, at the start of each data collection session the importance of the study and the importance of the respondents participating in the study was conveyed. This demonstrated how valuable the respondent's participation was to the study. The only problem that a few of the respondents expressed to the researcher was that the questionnaire was too long.

iii) **Lack of control:**

There is no control over the correctness of the responses and the lack of incomplete questionnaires (Dixon, et al., 1989).

The degree of control was a little more difficult to monitor with regards to the number of respondents present at a data collection session. In order to address the problem each questionnaire was checked after it was handed in, to verify that both sides of the questionnaire had been filled in. If the respondents had missed a question, they were given the questionnaire back to complete it. This ensured that questionnaires were not discarded due to respondents not filling in the questionnaire correctly.

5.6.1 Traditional versus Online Data Collection Methods

Previous research (Kehoe and Pitkow, 1996; Forrest, 1999; Jarvis, 2002) reveals that traditional marketing research such as observational research, survey research and experimental research is experiencing declining participation rates and rising costs (Jarvis, 2002). In contrast, using online data collection methods, particularly online survey methods, have overthrown the traditional methods due to the lower costs involved, faster turnaround, higher response levels, lower response errors and flexibility in adapting the questions - resulting in an efficient data collection method (Kehoe and Pitkow, 1996; Forrest, 1999).

The costs of online surveys are often referred to as being lower than traditional survey methods due to the elimination of printing cost, two-way postage cost, data entry, handling and tracking of the data (McDonald and Adam, 2003). Adams and Deans (2000) utilised e-mail and an HTML form survey to gather data and reported that the turnaround times for online surveys are much quicker than the traditional method. They (Adams and Deans, 2000) reported that 40% of their responses were received within the first 24 hours and over 85% of the remaining responses were received within seven days (Adams and Deans, 2000).

In saying this, for the purpose of this study, traditional (hard copy) questionnaires were used to collect the data at both Universities. Although it is evident that there are

more advantages to collecting data online, the traditional questionnaire approach was utilised as the response rate in previous studies was found to be extremely low using online questionnaires (Salomon and Khabisi, 2004; Brownell and Cox, 2005). Although printing costs and travelling costs were incurred using hard copy questionnaires to obtain data, the response rate was high.

5.7 The Research Instrument

The survey instrument is a questionnaire consisting of thirty-three terms that describe leadership values, as seen in Appendix A.2. Respondents were asked to rate each value on a five-point Likert scale ranging from “no value” to “strong value” in terms of the question:

“Rate the extent to which you will value each term in your leader, once you are in the workplace?”

The terms used in the questionnaire are based on previous research done in the United Kingdom where Western and Indigenous (Asian, Arab and African) values were identified (Mellahi, 2000). For use in South Africa, Salomon and Khabisi (2004) developed the instrument further by including items from a questionnaire used in a similar European study (Brodbeck, 2000), as well as items relevant to African values derived from a review of relevant African leadership literature. This revised instrument, seen in Appendix A.3, has been used in two South African studies (Salomon and Khabisi, 2004; Brownell and Cox, 2005).

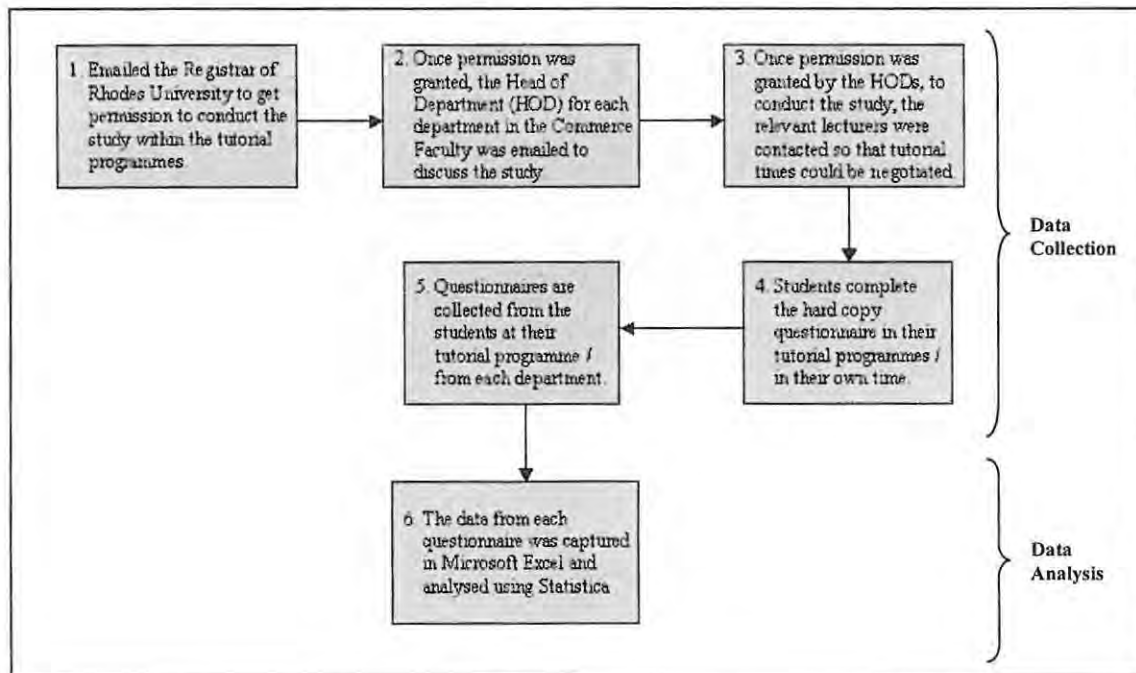
To assess the quality of the research instrument, it is vital to address issues regarding the instrument’s reliability and validity. According to Whitelaw (2001), reliability and validity are the statistical criteria used to assess whether the research provides a good measure. The above factors were addressed to some extent in past studies, as the research instrument, from which the majority of the terms came, was sent to experts with extensive knowledge and experience in the field. Reliability was assessed by repeatedly pilot-testing the research instruments from which the terms came (Mellahi, 2000).

Since previous studies have not fully assessed whether or not the questionnaire is in fact reliable, in terms of Cronbach's alpha coefficient, the researcher considered this as one of the secondary aims to the research, to clarify the questionnaire's dependability. Cronbach is interpreted as a coefficient alpha and its values range from 0 to 1 (Coakes and Steed, 1997). The closer the coefficient is to 1.0, the more reliable the instrument (Sekaran, 1992). When analysing Cronbach's alpha reliability coefficient, reliabilities less than 0.6 are regarded as poor, reliabilities close to 0.7 are regarded as satisfactory and those over 0.8 are regarded as good (Nunally, 1978; Sekaran, 1992).

5.8 Data Collection and Analysis

To demonstrate the process of data collection and analysis for this study more clearly, a concise flowchart is illustrated, in Figure 5.1 below. It must be noted that the data collection process for NMMU was slightly different to the data collection process at RU, but this will be discussed in further detail below.

Figure 5.1. Diagram illustrating the process of Data Collection and Analysis



The data collection process began by gaining permission from the Registrar of RU to hold data collecting sessions during either the student's tutorials/practicals or lectures. The Registrar granted permission but did state that permission was needed from each of the Heads of Department (HOD) to conduct the study. The HOD for each Commerce department was then emailed to gain permission to conduct the study within that department. An example of the email that was sent to each HOD is seen in Appendix A.4. Once the HODs gave the researcher permission to hold the data collection sessions in their department, the relevant lecturers were emailed (a similar email to that of the HOD) so that arrangements could be made, in terms of tutorial/ practical times and dates.

Over a period of five weeks, the researcher, with the help of an assistant, attended approximately 23 tutorial / lecture sessions, whereby a 10 to 15 minute time period was allocated by the relevant lecturer to hold the data collection sessions. The respondents were then given the opportunity to complete the questionnaire during that time period. If there were any questions or uncertainties, the researcher was available to answer any queries. If the respondent had already filled out the questionnaire, in a previous session, they were told not to complete the questionnaire, as this would distort any statistical observations. The questionnaires were then collected immediately from each respondent once the questionnaire was completed. With regard to some of the postgraduate students, the respondents were given questionnaires to do in their own time and not in a controlled tutorial / lecture session. The researcher made arrangements to collect the questionnaires, at a suitable time and place for the respondents.

The data collection process for NMMU was slightly different as only one class filled out the questionnaire. However the researcher still asked permission from the HOD of the Department of Business Management to conduct the data session. Once permission was granted, again, the relevant lecturer was contacted and the arrangements were made. The researcher was present at the session so that the respondents were able to ask any questions or queries that they might have had.

Once the data was collected, each questionnaire was numbered and immediately captured in an excel document, using Microsoft Excel. Each questionnaire was

numbered so that if there were any discrepancies or problems regarding any of the answers that were entered in Excel, the researcher could go back to the specific questionnaire. Once all the data had been captured, it was imported into Statistica Version 7 (Statsoft, 2004), a statistical data analysis software programme. Statistica was the only software programme that was used to analyse the data. This software programme allowed the researcher to describe the data through frequency tables and histograms, test the reliability and validity of the instrument using Cronbach's alpha coefficient and finally to test the statistical significance of the relationships between the variables, using Pearson's chi-square test (Statsoft, 2004).

The demographic information was analysed statistically using both frequency tables and histograms (Refer to Appendix A.5). The demographic information that was statistically analysed was the age, gender, culture and university of the respondent. The demographic information was accessed from the questionnaire that was handed out to the respondents, as seen in Figure 5.2 below.

Figure 5.2. The Demographic Information obtained from the Questionnaire

Leadership Values Questionnaire

- All participants taking part in the questionnaire are anonymous.
- The information will only be used for the stated purpose of the research.
- * Please mark the appropriate answer with a (x) in the shaded area

Demographic Information

1. Age: 20 and under 21 22 23 24 25 and over

2. Gender: Male Female

3. Race: African Coloured Indian White Other

4. Majors: Accounting Comp Sci Economics Info Systems Management Statistics Other If other, please specify _____

5. Year of Study 3rd Year 4th Year / Postgrad

Analysing this data statistically provided relevant information regarding the demographical information of the respondent group, whereby the number of respondents for each factor (age, gender, culture and university) was

established. The next step in analysing the data was to create frequency tables (Refer to Appendix B.3 and Appendix C.3) and categorised histograms (Refer to Appendix B.4 and C.4) to assess the strength of the relationship between the variables (specifically culture and gender) and the categories (the value terms that were ranked by the respondents), as well as determine whether there was a significant relationship between the relevant variables and categories.

Pearson's chi-square test was utilised to test whether there is a relationship between the dependent variable (leadership value terms) and independent variables (gender and culture) that were rated by the respondents. Pearson's chi-square test is used to "determine if there is enough evidence to infer that two qualitative variables are related and to infer that differences exist among two or more populations of qualitative variables" (Keller and Warrack, 1999:551). A statistical significant difference is observed when the p-value is less than 0.05 (Sekaran, 2000). To further analyse the data, Sekaran (2000) specifies specific criteria to be used to categorise the statistical significance of the data, specifically High (2.5 - 4.0), Medium, (1.5 - 2.5) and Low (0.0 - 1.5).

5.9 Ethical Considerations

Researchers have a responsibility and commitment to conduct and document their research and data ethically. Ethical standards were in place, throughout the data collection and analysis phases of the research, whereby simple considerations of fairness, honesty, openness of intention of the study, the respect for the integrity of the respondents and informed willingness of the respondents to participate voluntarily were all considered (Leedy, 1993).

Confidential information, such as the demographic information as well as the respondents answers were held in strict confidentiality by the researcher, whereby the respondent was guaranteed anonymity at all times, as there is no authentication attached to the questionnaire (Leedy, 1993). The research findings were presented honestly and without any distortion, as there were no incomplete questionnaires that had to be discarded. Additionally, the data collected and analysed were used for research purposes only (Leedy, 1993).

5.10 Limitations to the Study

The number of limitations in this study was reduced drastically due to the researcher having previous experience with a similar study. One of the biggest concerns with research is whether or not one will have a well-represented response rate. In previous studies (Salamon and Khabisi, 2004; Brownell and Cox, 2005), the lack of responses limited the researchers in contributing additional knowledge to the existing literature. Therefore, to insure that this study achieved a high response rate, traditional questionnaires were used, instead of online questionnaires, and the researcher held controlled data collection sessions whereby the majority of the students would be available. This method was extremely effective and resulted in a well-represented response rate of 63%.

Other limitations mentioned in previous studies, stated that the incompleteness of data returned was a drawback, whereby respondents did not fully complete the questionnaire provided to them, which resulted in that questionnaire being disregarded. This limitation did not feature in this particular study as the questionnaires were checked as soon as they were collected from the respondents. If there were questions that the respondent had missed out, the questionnaire was given back to the respondent to complete. This method erased all possibilities of receiving incomplete questionnaires.

One of the limitations to this study however is the sample, as the respondents were not randomly selected and were rather conveniently selected. The majority of the respondents were Commerce students. This resulted in only one faculty being utilised. It is therefore reasonable to expect that these results may differ if respondents from other faculties are asked to participate in the same study.

The main limitation to this study is the grouping of the cultures into African (black), Coloured, Indian, White and Other. The results of the study therefore need to be interpreted with caution, as large within-group variations may exist between less narrowly defined cultures. On the other hand, the biggest concern of this grouping is the cultural group defined as 'Other'. This group includes the remaining cultures, which do not classify themselves as African, White, Coloured or Indian. The results

of this cultural group will therefore be distorted due to so many remaining cultures having to categorise themselves into this group.

5.11 Conclusion

This chapter clearly presents the methodology of the research and specifies the primary aim and goals of this particular study. Firstly the population and sample of the study was defined and subsequently the research instrument was described in great depth. A step-by-step data collection and analysis process was then revealed specifying the steps that were taken when collecting the data and following this, the analysis of the data was described which included ranking the data according to its means and standard deviations, as well as determining whether there was a statistical significance between the leadership values and one's gender and culture.

Lastly, the ethical considerations that were taken into account by the researcher were mentioned, as well as some of the limitations to this particular study.

The next chapter provides an overview of the results of this study. The response rate, analysis of the respondents, the reliability of the data and hypotheses are analysed and are consequently discussed in further detail in the following chapter, chapter seven.

CHAPTER 6

RESULTS

6.1 Introduction

The previous chapter outlined the methodology of this study, providing specific information regarding the aims, goals and questions, the population and sample, the research instrument utilised, the data collection and analysis process, ethical considerations and limitations to the study. This chapter discusses the results of the study and focuses on the demographic information of the respondents, the reliability of the instrument and the outcome of the hypotheses.

The reliability of the instrument is discussed with reference to Cronbach's alpha coefficient and the aims, goals and hypotheses of the study are evaluated using Pearson's chi-square tests to determine whether there are certain leadership values that are significant with regards to one gender and culture. The results of the Pearson's chi-square tests are provided and examined briefly. Lastly the means and standard deviations for each leadership value were calculated to establish the most important and least important of such leadership values according to one's gender and culture. The rankings for gender and culture are provided to visualise the differences and similarities of each.

6.2 Response Rate

The total number of respondents in this study was 683, 533 from RU and 150 from NMMU. Table 6.1 and Table 6.2 illustrate the response rate in accordance to the number of respondents who completed the questionnaire. In total, the overall response rate was 63% (the total number of respondents / the sample of the study). For additional information regarding the demographics of the respondents, refer to Appendix A.5.

Table 6.1. 3rd Year and Postgraduate Responses from RU

	3 rd Year Responses	3 rd Year Sample	3 rd Year Response Rate
Commerce Departments	406	621	65.38%
	Post Grad Responses	Postgraduate Sample	Postgraduate Response Rate
Commerce Departments	127	244	52.05%
Total	533	865	62%

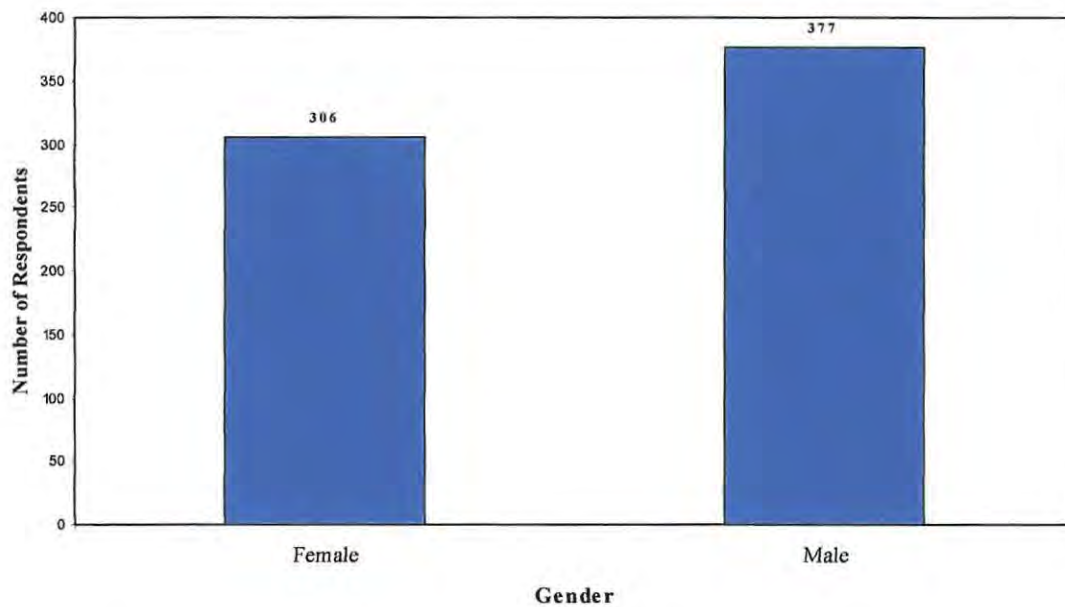
Table 6.2. 3rd Year Responses from NMMU

DEPARTMENT	3 rd Year Responses	3 rd Year Sample	3 rd Year Response Rate
Business Management	150	220	68.18 %
Total	150	220	68.18 %

6.3 Descriptive Statistics

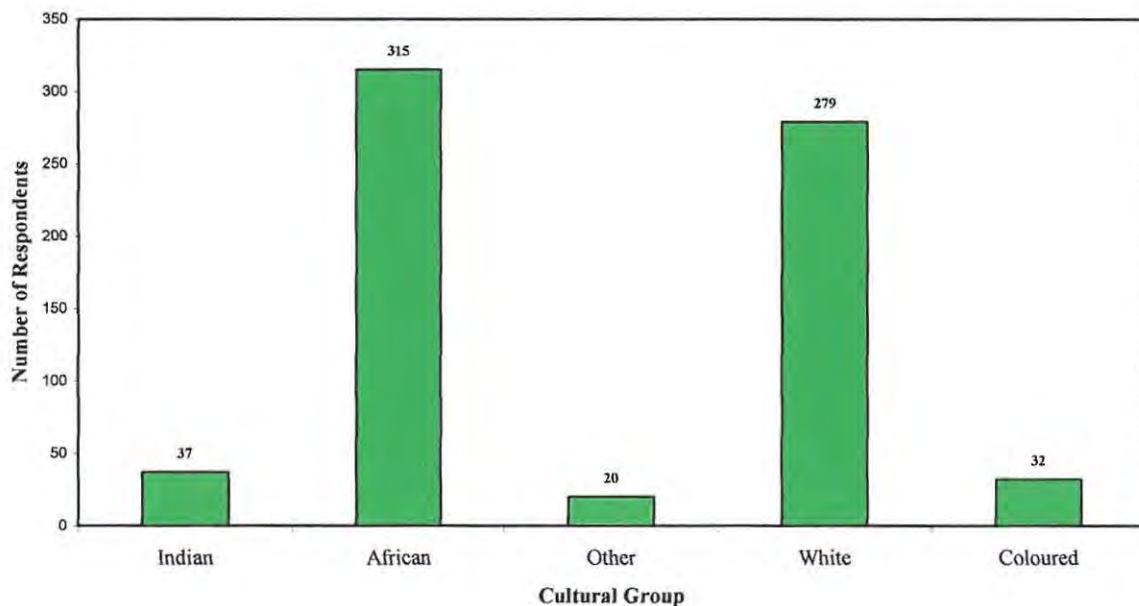
As mentioned above, 683 respondents participated in study. 306 (45%) of the respondents were female and 377 (55%) of the respondents were male. This is illustrated more clearly in Figure 6.1 below.

Figure 6.1. The number of Female and Male Respondents



Of the 683 respondents, 73 (10%) of the respondents were 20 years old or under, 554 (80%) of the respondents were between the ages of 21 and 24 years old and lastly, 56 (10%) of the respondents were 25 years old and older. Similarly, 37 (5%) of the respondents were Indian, 315 (46%) were African, 20 (3%) were classified as Other, 279 (41%) were White and 32 (5%) respondents were Coloured, as illustrated in Figure 6.2.

Figure 6.2. The number of Respondents from each Cultural Group



6.4 Reliability

Cronbach's alpha coefficient was used to estimate the reliability of the instrument utilised in the study. As mentioned in the section 5.7 (p. #), the reliability of the questionnaire had not been appropriately verified in previous studies, apart from a few pilot studies that were performed. Since the research instrument is categorised into African and Western Leadership values, Cronbach's alpha coefficient was used so to verify the reliability of the instrument by dividing the leadership values into Western and African values (Refer to Appendix A.3) and calculating Cronbach's alpha coefficient to each scale. The Cronbach's alpha coefficient scores for Western values was 0.691726, which is considered as satisfactory and the scores for African values was 0.757040, which is considered as good. This indicates that the research instrument is reliable in terms of categorising the specific values to the particular leadership styles. Each scale is broken down in Table 6.3 and 6.4.

Table 6.3. Cronbach's alpha scores for Western Values

WESTERN VALUES	Mean	Standard Deviation	Cronbach's Alpha Coefficient	Evaluation
Forgiveness	63.15227	7.075846	0.676461	Satisfactory
Religious	63.91508	7.076147	0.692791	Satisfactory
Visionary	62.02050	7.166879	0.677086	Satisfactory
Kindness	62.79210	6.938390	0.662143	Satisfactory
Delegate	62.39239	7.150427	0.678739	Satisfactory
Solidarity	62.56369	6.950987	0.661945	Satisfactory
Perceived Internal Control	62.84627	6.998730	0.665508	Satisfactory
Traditional	63.27672	7.069691	0.677681	Satisfactory
Technical Capability	62.21083	7.089022	0.673574	Satisfactory
Perceived External Control	64.06442	7.171928	0.697822	Satisfactory
Logical	62.35286	7.119762	0.676308	Satisfactory
Consensus	63.20498	6.925593	0.665918	Satisfactory
Personal Communication	62.93704	7.003899	0.675177	Satisfactory
Strict	64.09517	7.240161	0.702241	Satisfactory
Self Sacrificial	63.01611	7.074672	0.680566	Satisfactory
Performance	62.31186	7.040208	0.667623	Satisfactory
Individualistic	63.30454	7.239943	0.728514	Satisfactory
Share Power	62.37043	6.983277	0.662679	Satisfactory
Total	66.6369	7.42824	0.691726	Satisfactory

Table 6.4. Cronbach's alpha scores for African Values

AFRICAN VALUES	Mean	Standard Deviation	Cronbach's Alpha Coefficient	Evaluation
Loyalty	55.09663	6.380518	0.739582	Satisfactory
Survival	55.49195	6.415426	0.749735	Satisfactory
Tolerance	55.87115	6.248005	0.739606	Satisfactory
Politeness	55.48463	6.216281	0.730271	Satisfactory
Inspirational	55.07760	6.395561	0.739985	Satisfactory
Integrity	55.24305	6.287366	0.736530	Satisfactory
Collective	55.60908	6.279090	0.735943	Satisfactory
Harmony	55.80674	6.225213	0.736364	Satisfactory
Conformity	55.79210	6.309081	0.744574	Satisfactory
Face-Savings	55.65300	6.200973	0.732772	Satisfactory
Openness	55.28550	6.257684	0.733763	Satisfactory
Consistent	55.46267	6.286451	0.737908	Satisfactory
Emotional	55.91655	6.151842	0.731492	Satisfactory
Autocratic	57.50659	6.852848	0.808497	Good
Ritualistic	56.35725	6.348912	0.751185	Satisfactory
Total	59.6896	6.72438	0.757040	Satisfactory

The results in Table 6.3 and 6.4 indicate that this particular instrument is a reliable measure for Western and African Values.

6.5 Hypotheses

In the previous chapter, the aim and goals of the study were postulated and a set of research questions were generated. As specified, the primary aim of this study is to observe whether the competencies valued by a student in a leader are significantly related to gender and culture. Additionally, the secondary aim of this study is to identify the leadership values ranked as most important and least important by the respondents in accordance to their gender and culture.

The application of the Pearson's chi-square test to this data indicates that there are certain competencies that are significantly related to gender (Refer to Table 6.6) and culture (Refer to Table 6.8), yet it also illustrates that there are competencies that are not significantly related by gender (Refer to Table 6.5) and culture (Refer to Table 6.7). These results are discussed in further detail in section 7.3 (p. #). The ranked leadership values

indicate which competencies are valued as the most and least important according to gender (Refer to Appendix B.1) and culture (Refer to Appendix C.1). To gain more insight into the outcomes of the study, each hypothesis will be discussed in detail below.

6.5.1 Hypothesis One

Ho1: There is no statistically significant relationship between what students value in their leaders and gender

Ha1: There is a statistically significant relationship between what students value in their leaders and gender

The results of the Pearson's chi-square tests (Refer to Appendix B.2 for overall Pearson's chi-square results) indicate that 19 out of the 33 leadership values signify that there is no statistically significant relationship regarding an individual's gender and the specific leadership values, in other words, there is no significant relationship between gender and leadership values, indicated in Table 6.5 below.

Table 6.5. No significant relationship between Gender and the following Values

Values	Pearson's Chi Square	df	p
Individualistic	1.48274	4	0.829694
Survival	2.21339	4	0.696579
Visionary	6.00245	4	0.198974
Solidarity	3.49109	4	0.479239
Perceived Internal Control	8.70290	4	0.068978
Integrity	5.58734	4	0.232167
Collective	8.16129	4	0.085854
Harmony	2.12657	4	0.712492
Face-Savings	8.53998	4	0.073693
Perceived External Control	2.08860	4	0.719467
Logical	1.00809	4	0.908567
Ritualistic	4.02042	4	0.403255
Personal Communication	3.79679	4	0.434210
Openness	8.20877	4	0.084232
Consistent	5.91243	4	0.205793
Strict	3.85629	4	0.425809
Self Sacrificial	4.20324	4	0.379204
Performance	6.23343	4	0.182390
Autocratic	2.22470	4	0.694510

However the application of Pearson's chi-square test to the data indicates that there are leadership values, which have a significant relationship with gender, in other words, there is a significant relationship between gender and the leadership values indicated in Table 6.6 below.

Table 6.6. Significant relationship between Gender and the following Values

Values	Pearson Chi Square	df	p
Loyalty	8.03889	3	0.045221
Forgiveness	9.50680	4	0.049615
Religious	15.4128	4	0.003919
Tolerance	12.9218	4	0.011668
Politeness	20.6160	4	0.000378
Kindness	26.1885	4	0.000029
Inspirational	11.4546	3	0.009508
Delegate	13.4670	3	0.003730
Share Power	16.9093	4	0.002014
Traditional	13.8565	4	0.007770
Conformity	13.0488	4	0.011043
Technical Capability	10.5681	4	0.031878
Consensus	11.9412	4	0.017798
Emotional	14.2924	4	0.006421

It is evident from the above that there are only a few leadership values, which are significantly related to an individual's gender. Only 42.2% of the leadership values have a significant relationship to gender.

6.5.2 Hypothesis Two

Ho2: There is no statistically significant relationship between what students value in their leaders and culture

Ha2: There is a statistically significant relationship between what students value in their leaders and culture

The results of the Pearson's chi-square tests (Refer to Appendix C.2 for overall Pearson's chi-square results) indicate that 14 out of the 33 leadership terms signify that there is no statistically significant relationship regarding an individual's culture and the specific leadership values. In other words, there is no significant relationship between culture and the leadership values indicated in Table 6.7 below.

Table 6.7. No significant relationship between Culture and the following Values

Values	Pearson's Chi Square	df	p
Loyalty	15.2362	12	0.228792
Tolerance	25.8413	16	0.056325
Politeness	24.4507	16	0.080137
Perceived Internal Control	20.2706	16	0.208307
Share Power	19.4512	16	0.245986
Collective	16.7636	16	0.401066
Face-Savings	22.4951	16	0.127942
Consensus	21.8277	16	0.148872
Personal Communication	22.3209	16	0.133157
Openness	25.2375	16	0.065770
Consistent	16.8964	16	0.392346
Strict	22.4822	16	0.128322
Emotional	12.6767	16	0.696228
Individualistic	43.0030	20	0.055813

However the application of Pearson's chi-square test to the data indicates that there are leadership which have a with culture, in other words, there is a significant relationship between culture and the leadership values indicated in Table 6.8 below. It is evident in Table 6.8 that there are a few values, which are significantly related to an individual's culture. Only 58% of the leadership values have a significant relationship to culture.

Table 6.8. Significant relationship between Culture and the following Values

Values	Pearson Chi Square	df	p
Survival	44.0347	16	0.000195
Forgiveness	32.4536	16	0.008732
Religious	53.3017	16	0.000007
Visionary	26.9134	16	0.042475
Kindness	34.6885	16	0.004388
Inspirational	25.7923	12	0.011491
Delegate	22.4424	12	0.032865
Solidarity	30.2307	16	0.016854
Integrity	35.8455	16	0.003044
Traditional	31.0484	16	0.010164
Harmony	26.8507	16	0.043192
Conformity	36.3833	16	0.002562
Technical Capability	36.7910	16	0.002247
Perceived External Control	50.8772	16	0.000017
Logical	36.7315	16	0.002290
Ritualistic	45.9365	16	0.000100
Self Sacrificial	28.5074	16	0.027493
Performance	31.7697	16	0.010722
Autocratic	60.7901	16	0.00000

6.6 Research Goals

The above Pearson chi-square tests indicate the significant ($p < 0.5$) and non-significant ($p > 0.5$) relationships that exist between leadership values, gender and culture. The significant and non-significant relationships provide an indication to the least and most important leadership values ranked by the respondents, according to the competencies that they value in a leader.

With regards to gender, the overall mean scores and ranking of leadership values specifically identified the values that are considered as the most and least important by the respondents (Refer to Appendix B.1). The ten most important and ten least important leadership values ranked by males and females are shown in Table 6.9 and Table 6.10 below.



Table 6.9 clearly illustrates that there are a few leadership values, which are similarly valued by both female and male students. These values are inspirational, visionary, loyalty, integrity, openness, technical capability, performance and share power.

Table 6.9. Top 10 Most Important Values ranked by Males and Females

Most Important Male Values				Most Important Female Values			
Leadership Values	Rank	Mean	Standard Deviation	Leadership Values	Rank	Mean	Standard Deviation
Visionary	1	4.56	0.73	Inspirational	1	4.69	0.61
Loyalty	2	4.55	0.72	Visionary	2	4.68	0.62
Inspirational	3	4.55	0.71	Loyalty	3	4.65	0.68
Integrity	4	4.38	0.91	Integrity	4	4.53	0.80
Technical Capability	5	4.36	0.89	Openness	5	4.51	0.79
Openness	6	4.32	0.94	Technical Capability	6	4.50	0.77
Logical	7	4.28	0.84	Performance	7	4.40	0.79
Performance	8	4.26	0.85	Share Power	8	4.39	0.83
Survival	9	4.23	0.84	Politeness	9	4.36	0.82
Share Power	10	4.16	0.88	Delegate	10	4.35	0.76

Table 6.10. Least Important Values ranked by Males and Females

Least Important Males Values				Least Important Female Values			
Leadership Values	Rank	Mean	Standard Deviation	Leadership Values	Rank	Mean	Standard Deviation
Emotional	24	3.64	1.09	Forgiveness	24	3.59	0.92
Forgiveness	25	3.40	0.98	Consensus	25	3.59	1.06
Individualistic	26	3.33	1.93	Self Sacrificial	26	3.56	1.04
Consensus	27	3.31	1.11	Traditional	27	3.49	0.92
Ritualistic	28	3.26	1.04	Ritualistic	28	3.42	1.01
Traditional	29	3.25	1.05	Individualistic	29	3.34	1.14
Strict	30	2.59	1.19	Religious	30	2.89	1.24
Religious	31	2.59	1.33	Perceived External Control	31	2.63	1.20
Perceived External Control	32	2.53	1.21	Strict	32	2.48	1.11
Autocratic	33	2.20	1.22	Autocratic	33	2.16	1.27

Table 6.10 clearly illustrates that there are a few leadership values, which are similarly ranked as the least important values for both female and male students. These values are forgiveness, individualistic, consensus, ritualistic, traditional, strict, religious, perceived external control and autocratic. The students seem to rank similar values as their most important and least important values. These results will be discussed in more detail in section 7.2 (p. #).

With regards to culture, the overall mean scores and ranking of leadership values specifically identified the values that are considered the most and least important by the respondents (Refer to Appendix C.1). The ten most important and ten least important leadership values ranked by males and females are shown in Table 6.11 and Table 6.12 below.

Table 6.11. Top 10 Most Important Values ranked by Culture

African Values		Coloured Values		Indian Values	
Leadership Values	Rank	Leadership Values	Rank	Leadership Values	Rank
Visionary	1	Performance	1	Loyalty	1
Inspirational	2	Loyalty	2	Inspirational	2
Loyalty	3	Inspirational	3	Visionary	3
Integrity	4	Visionary	4	Openness	4
Technical Capability	5	Integrity	5	Politeness	5
Survival	6	Openness	6	Integrity	6
Openness	7	Delegate	7	Technical Capability	7
Share Power	8	Share Power	8	Individualistic	8
Performance	9	Technical Capability	9	Share Power	9
Delegate	10	Survival	10	Solidarity	10

White Values		Other Values	
Leadership Values	Rank	Leadership Values	Rank
Loyalty	1	Delegate	1
Inspirational	2	Integrity	2
Visionary	3	Openness	3
Technical Capability	4	Inspirational	4
Integrity	5	Loyalty	5
Openness	6	Visionary	6
Logical	7	Performance	7
Consistent	8	Survival	8
Performance	9	Tolerance	9
Share Power	10	Politeness	10

Table 6.11 clearly illustrates that there are a few leadership values, which are similarly ranked as the most important values for all of the cultural groups. These values are visionary, inspirational, loyalty, integrity and openness.

Table 6.12. Least Important Values ranked by Culture

African Values		Coloured Values		Indian Values	
Leadership Values	Rank	Leadership Values	Rank	Leadership Values	Rank
Self Sacrificial	24	Individualistic	24	Personal Communication	24
Consensus	25	Harmony	25	Self Sacrificial	25
Forgiveness	26	Forgiveness	26	Forgiveness	26
Traditional	27	Consensus	27	Ritualistic	27
Ritualistic	28	Traditional	28	Traditional	28
Individualistic	29	Ritualistic	29	Consensus	29
Religious	30	Religious	30	Religious	30
Perceived External Control	31	Strict	31	Perceived External Control	31
Strict	32	Perceived External Control	32	Strict	32
Autocratic	33	Autocratic	33	Autocratic	33

White Values		Other Values	
Leadership Values	Rank	Leadership Values	Rank
Self Sacrificial	24	Self Sacrificial	24
Forgiveness	25	Ritualistic	25
Individualistic	26	Emotional	26
Consensus	27	Consensus	27
Traditional	28	Individualistic	28
Ritualistic	29	Autocratic	29
Strict	30	Traditional	30
Religious	31	Strict	31
Perceived External Control	32	Religious	32
Autocratic	33	Perceived External Control	33

Table 6.12 clearly illustrates that there are a few leadership values, which are similarly ranked as the least important values for all cultural groups. These values are consensus, traditional, ritualistic, religious, perceived external control, strict and autocratic. The students seem to rank similar values as their most important and least important values and the literature seems to be consistent with what both the females and males value in a leader. These results will be discussed in more detail in section 7.2 (p. #).

6.7 Conclusion

The empirical results of the research were clearly presented in this chapter. Firstly, the research sample was discussed according their age, gender and culture. The Cronbach's alpha coefficient scores for both Western and African leadership values were evaluated and were found to be satisfactory in accordance to reliability evaluation. Following this, the

results of hypothesis one, regarding gender, indicate that there are specific values that represent a significant relationship in what students value in their leaders. Yet on the other hand, the results do indicate that there are some values that represents no significant relationship in what students value in their leaders according to their gender. Similarly, hypothesis two, regarding culture, indicates that there are specific values that represents a significant relationship in what students value in their leaders, yet it indicates that there are some values that represents no significant relationship in what students value in their leaders according to their culture.

Pearson's chi-square tests revealed what students specifically value in their leaders. By ranking the leadership values according to their mean and standard deviations it was established what the respondents regarded as the most and least important values as well as the values that are universally endorsed across the respondent's gender and culture. The following chapter, chapter seven, will discuss the above results in more detail, particularly referring to the literature discussed in the past few chapters. Future research ideas and implications to leaders will be additionally provided.

CHAPTER 7

DISCUSSION

7.1 Introduction

After illustrating the results of this study in chapter six, it is now important to discuss the results in accordance to the literature review presented in chapters two, three and four. This chapter clarifies what competencies subordinate's value in their leader according to their gender and culture and whether or not there are differences between the competencies valued based on an individual's gender and culture. These results will be compared to those of similar studies regarding gender, culture and leadership.

It seems evident from chapter six that the respondents of this study seem to stress similar values, despite differences in gender and culture. Once the results have been discussed, implications for leaders and future research will be discussed.

7.2 The Competencies Valued in a Leader

The purpose of this study is to discover whether or not there are specific leadership competencies that are valued by subordinates and which of these competencies are influenced by an individual's gender and culture. To determine these outcomes, two hypotheses were investigated the first focusing on gender and the second on culture.

The first hypothesis investigated whether or not there is a significant relationship between a student's gender and the competencies that they value in a leader. Pearson's chi-square tests demonstrated that there are values, which are significantly related to the respondent's gender (Refer to Table 6.6 on p#) yet there are values that are not significantly related to one's gender (Refer to Table 6.5 on p#). 19 of the 33 leadership values indicate no significant relationship between the respondent's gender and what the respondent values (Refer to Table 6.5 on p#). 14 leadership values on the other hand were found to have a significant relationship with the respondent's gender (Refer to Table 6.6 on p#).

The second hypothesis investigated whether or not there is a significant relationship between a student's culture and the competencies that they value in a leader. Pearson's chi-square tests indicated that there are values, which are significantly related to the respondent's culture (Refer to Table 6.8 on p#) yet there are values that are not significantly related to one's culture (Refer to Table 6.7 on p#). 13 of the 33 leadership values indicates no significant relationship between the respondents culture and what the respondent values in a leader (Refer to Table 6.7 on p#). 20 leadership values on the other hand were found to have a significant relationship with the respondent's culture (Refer to Table 6.8 on p#).

It can be concluded, that there are indeed leadership competencies that have significant relationships with the respondent's gender and culture, yet there are leadership values, which have no significant relationships with the respondent's gender and culture. There are only eight values, which are significantly related to both gender and culture, which are seen in Table 7.1.

Table 7.1. Leadership Values that are influenced by Gender and Culture

Leadership Values	Gender (X ² obs ,df, p-value)	Culture (X ² obs ,df, p-value)
Conformity	13.0488, 4, 0.011043	36.3833, 16, 0.002562
Delegate	13.4670, 3, 0.003730	22.4424, 12, 0.032865
Forgiveness	9.50680, 4, 0.049615	32.4536, 16, 0.008732
Inspirational	11.4546, 3, 0.009508	25.7923, 12, 0.011491
Kindness	26.1885, 4, 0.000029	34.6885, 16, 0.004388
Religious	15.4128, 4, 0.003919	53.3017, 16, 0.000007
Technical Capability	10.5681, 4, 0.031878	36.7910, 16, 0.002247
Traditional	13.8565, 4, 0.007770	31.0484, 16, 0.010164

To further investigate the hypotheses it is imperative to discuss the values ranked as the most and least important according to the respondent's gender and culture as well as those values, which are similar across the respondent's gender and culture.

The leadership values listed as the most and least important according to males and females clearly indicate that the rankings are extremely similar for both. According to the results mentioned in Table 6.9 and Table 6.10 on p#, males and females seem to value similar competencies in a leader.

The values, which are not valued as the most important for both males and females are logical, survival, politeness and delegate. Females rank logical and survival as their 12th and 13th most important leadership values respectively, whereas males rank these two leadership values as their 7th and 9th most important values. Conversely, males rank politeness and delegate as their 13th and 11th most important values, where as females value these two leadership values as their 9th and 10th most important leadership values (Refer to Appendix B.1). The above most important values are similar to those mentioned in chapter three, section 3.5, which states that men value integrity and loyalty (Brownell, 1994; Claes, 1999;

Kawakami, et al., 2000) and women value loyalty, vision and openness (Brownell, 1994; Claes, 1999)

Table 6.10 provides the least important values ranked by both males and females. The only values that are not ranked by both males and females, as their least important values (ranked under ten least important values), are self-sacrificial and emotional. Females rank self-sacrificial as their 23rd least important whereby males rank this value as their 26th least important value. Similarly males rank emotional as their 24th least important value whereas females rank emotional as their 20th least important value (Refer to Appendix B.1). This is consistent with the literature mentioned in section 3.5 (p. #), whereby Moxon, et al. (1993) and Chang and Chang-McBride (1997) state that subordinates do not value leaders that are emotional as this indicates indecisiveness.

Brownell (1994), Claes (1999) and Kawakami, et al. (2000), state that males usually value leaders that are business-oriented. Some values that are described as business oriented are individualistic, conformity and autocratic. However, from Table 6.10 it can be seen that this research does not support the literature, as males rank both individualistic and autocratic as their least important leadership values, whereby autocratic is in fact ranked as the bottom least important value. Similarly, Claes (1999) states that females do value leaders that display collective, individualistic, and personal communication values. However, the results from this research clearly demonstrate that females rank these values as their least important values.

According to Cann and Siegfried (1987), subordinates are inclined to prefer male leadership, which is categorised by authority, power, aggression and competition. The results illustrated in Table 6.9 and 6.10 however illustrate that the respondent's value openness, share power, performance, loyalty and vision, which are competencies usually associated with female leadership (Valentine and Godkin, 2000).

Even though it seems that the results of this study are in align with the existing literature, there are in fact only a few competencies, which are similar to those stated

in the existing literature, namely male subordinates valuing integrity and loyalty (Brownell, 1994; Claes, 1999; Kawakami, et al., 2000) and female subordinates valuing loyalty, vision and openness (Brownell, 1994; Claes, 1999). The overall results of this study however are relatively different to those stated in previous research studies. Individualistic, collective, conformity, personal communication and autocratic are just some of the competencies which have been regarded as crucial for an effective leader/subordinate relationship (Brownell (1994), Claes (1999) and Kawakami, et al. (2000)), however these competencies were not valued by the respondents in this study.

When analysing the leadership competencies valued by subordinates in accordance to gender, visionary, integrity, openness and performance are listed in the top ten most important leadership values yet these values are not significantly ($p > 0.5$) related to the respondent's gender (Refer to Table 6.5). This demonstrates that students, regardless of their gender, value these leadership values in their leaders. These leadership values, in other words, are endorsed across gender. Competencies which are additionally endorsed across gender are consistent, solidarity, collective, face-savings, self-sacrificial, individualistic, ritualistic, strict, perceived external control and autocratic. Overall, the results of this study indicate that males and females rank 70% of their leadership values the same, indicating that one's gender does not truly determine what one values in a leader.

The leadership values listed as the most (Refer to Table 6.11) and least (Refer to Table 6.12) important according to culture clearly indicate that the rankings are fairly similar for all the cultural groups, specifically the least important values. It is evident from the Table 6.11, that five out of the ten values ranked as the most important are the same for all cultural groups. These values are visionary, inspirational, loyalty, integrity and openness. Technical capability and share power were additionally ranked in the top ten most important values for all cultural groups besides the cultural group categorised as other, where technical capability was ranked as 19th and share power ranked as 17th on the ranked list of importance. The cultural group classified as 'Other', produces different results due to their being so many different cultures that constitute this group. Performance too was ranked in the top ten most important values for all cultural groups besides those respondents

that were Indian. The Indian respondents ranked performance as 11th on their list of importance.

The most important values seen in Table 6.11 above are relatively different to those discussed in chapter four, section 4.4.2, namely what the different cultural groups should value in their leader. For instance, Hofstede (1991), Mbigi (1993), Mbigi and Maree (1995) and Bekker (2006) found that Africans should value leaders that exhibit the following values: solidarity, collective, conformity and ritualistic. Yet, the results of this research study clearly illustrate that solidarity is ranked as 13th, collective as 15th, conformity as 17th and ritualistic only 28th on the ranked list of importance (Refer to Appendix C.1). Previous studies (Badawy, 1980; Reading, 1990; Hofstede, 1991; Lesch, 2000) have concluded that Whites should value leaders that exhibit competencies such as perceived internal control, personal communication, individualistic and strict - yet these values are ranked accordingly: perceived internal control as 20th, personal communication as 22nd, individualistic as 26th and strict as 30th on the ranked list of importance (Refer to Appendix C.1).

Coloureds are said to value solidarity, conformity, face-savings and personal communication (Mbigi, 1993). Yet the coloured respondents ranked solidarity as 14th, conformity as 16th, face-savings as 17th and personal communication as 23rd on their ranked list of importance (Refer to Appendix C.1). Research on Indian cultures (Badawy, 1980; Hofstede, 1984; Tayeb 1987; Singh, 1990; Dia, 1994) found that Indians should value harmony, conformity, personal communication and autocratic values in a leader, yet results illustrate that harmony is ranked as 19th, conformity as 22nd, personal communication as 24th and autocratic as 33rd on the ranked list of importance (Refer to Appendix C.1).

It is evident in Table 6.12 that seven out of the ten values ranked, as the least important to all cultures are the same. These values are consensus, traditional, ritualistic, religious, perceived external control, strict and autocratic. Forgiveness was ranked in the top ten most important values for all cultural groups besides the cultural group categorised as 'Other', were ranked as 18th on the ranked list of importance. Self-sacrificial was ranked in the top ten least important values for all cultural groups besides those respondents that were Coloured, where it was ranked 20th on their list of

importance. Individualistic was ranked in the top ten most important for all cultures except the Indian respondents who ranked individualistic as 8th.

The results of this study are somewhat different to the existing literature on what the specific cultural groups value in their leaders. Some of the values mentioned in the literature such as individualistic (Hofstede, 1991) which is said to be valued by Whites and ritualistic and harmony (Mbigi, 1993; Bekker, 2006) valued by Africans, were found not to be valued by the individuals. This is in align with Prime (1999) who states that there are three types of leadership styles adopted by South African organisations. The respondents in this particular study follow the synergistic inspirational approach, whereby traditional African leadership practices, values and philosophies are integrated with Western leadership techniques.

When analysing the leadership competencies valued by subordinates in accordance to culture, loyalty and openness are listed in the top ten most important leadership values across all the cultural groups yet these values are not significantly ($p > 0.5$) related to the respondent's culture (Refer to Table 6.7). This demonstrates that these leadership values are endorsed regardless of the students' culture. Other values which are endorsed across culture are collective, consensus and strict. Overall, the results of this study indicate that 40% of the leadership values are universally endorsed across culture. This is in accordance with the research by GLOBE (2001) and Lord and Maher (1991), which specifies that aspects of transformational leadership (collective, loyalty, openness) are strongly endorsed across cultures.

Even though studies (Choudhry, 1986) have indicated that South Africa follows a Westernised approach to leadership the results of this study prove otherwise, illustrating that the respondents in fact combine both African and Western leadership practices, and take into account a mixture of both leadership values. The future workforce of South Africa will instead value a blend of leadership competencies, combined of all the cultures in South Africa, and will be valued similarly by all.

As discussed above, one's gender is not an influential factor in determining what subordinate's value in a leader. This is apparent as the female and male respondents

in this study had similar ranked most important and least important leadership values. This is in accordance with Shimanoff and Jenkins (1991), Kolb (1999) and Littrell and Nkomo (2005) who state that there are more similarities in what females and males value in their leader, than there are differences. Even though Lewis and Fagenson-Eland (1998), Cann and Siegfried (1987), Keenan and Hine (1993), Brownell (1994) and Jeanquart-Barone and Sekaran (1994) draw attention to the fact that men and women value different leadership competencies, it is clear that this statement is not supported in this study.

Conversely, the results of this study indicate that culture is an influential factor in determining the competencies valued in a leader, more so than gender is. House and Aditya (1997), House, et al. (1997) and Booyesen (2001) illustrate that there should be a difference in what individuals value in a leader according to their culture. This statement proves to be somewhat true in that there are values that are ranked differently according to the cultural groups, yet it must be noted that the rankings were not severe. There were in fact some leadership values ranked very similarly by all the cultural groups as mentioned and discussed above, which is in agreement with Globe (2001) and Lord and Maher (2001) who state that there are leadership values endorsed across culture.

7.3 Implications to Leaders

Although there are some values, which are ranked differently in terms of importance according to one's gender and culture, the overwhelming majority of the values identified in the study were observed to be quite similar for gender and culture. The top eight most important and the bottom nine least important values ranked according to one's gender are the same, and similarly five of the most important and seven of the bottom least important values ranked according to one's culture are the same. The above findings seem to suggest that leaders that are loyal, have integrity, show openness and are visionary and inspirational will be effective, regardless of the gender and culture of their subordinates. A loyal leader is one who is faithful, devoted, trustworthy and reliable (Appendix A.3) and a leader who has integrity is honest, upright and principled (Appendix A.3). Leaders that are open are willing to hear the opinions suggested by their subordinates (Appendix A.3) and leaders that have vision

are able formulate clear goals about the future of the organisation (Appendix A.3). Additionally, leaders that are inspirational have the ability to motivate and inspire organisational spirit among their subordinates (Appendix. A.3)

Alternatively, leaders that are autocratic and strict, use consensus and perceived external control and are religious, ritualistic and traditional will be regarded as ineffective. A leader that is autocratic is domineering and controlling (Appendix A.3) and those that are strict have been found to be inflexible regarding exact performance (Appendix A.3). Leaders that consider consensus and perceive external control take the majority view suggested by the subordinates and believe that subordinates are not in control as their lives are controlled by external factors (Appendix A.3). Additionally, leaders that are religious, ritualistic and traditional place high value on their own beliefs, organisational procedures, rituals, traditions, customs and practices (Appendix A.3)

This study demonstrates that even though South African organisations are diverse in terms of their subordinates comprising of a mixed gender and diverse culture, if a leader possesses a certain set of values, as discussed in this study, they will be recognised as a highly effective South African leader. The results of this study indicate the competencies that the future workforce will value in their leaders, and is typically relevant as leadership is forced to compete with an increasingly diverse workforce. This diversity has lead to importance of leaders knowing what their subordinates value and thus aligning their values to those of their subordinates.

7.4 Future Research

Gender and cross-cultural studies are a popular form of research, yet the studies pertaining to the relationship between gender, culture, values and leadership in South Africa are very limited and mostly outdated (Blunt and Jones, 1992). Extensive research into what subordinates value in a leader and the actual values espoused by leaders would be of great use to organisations across South Africa.

There is an additional need for gender and cross-cultural research to be carried out within a particular organisation. This will evaluate the difference in the organisational

culture that is present in the organisation according to what is in fact valued by the subordinates. On a larger scale, gender and cultural research can be performed on a national basis, so to evaluate whether subordinates of a different nationality have similar or different values, which they exhibit in a leader.

The sample of this study was broadly defined into five cultural groups, which is not a true reflection of all the cultures that exist in South Africa. Future studies should include all the cultures that exist within South Africa to determine whether this will make a difference to what individuals will value in their leaders in a South African context. Additionally, only students from two South African Universities were used in this study, therefore future research should include Universities all around South Africa, to possibly get more reliable results.

Lastly, the teaching of Western leadership theories and models in a South African context has been criticised in many studies (Khoza, 1993; Mellahi, 2000; Jackson, 2004) yet the results from this study clearly demonstrates that both African and Western competencies are valued in a leader. This indicates that a mixture of African and Western leadership competencies are in fact valued. Further research should be performed to further validate this statement.

7.5 Conclusion

It is evident that the results of this study are in some way similar to the results of previous studies, however as a whole the results of this study indicate a misalignment with the competencies valued by respondent's in this study and those stated by the results of existing literature. South African leaders are operating in an extremely diverse workforce and therefore it is vital that they are aware of what their subordinates value, and whether this is influenced by gender and culture.

It is clear from this study, which focuses on the competencies graduates will value in a leader that gender and culture are not influential factors in determining what subordinates value in their leaders. There are in fact a few competencies that are quite similar with respect to one's gender and culture. The results conclude that to be

effective in the 21st century, leaders need to be loyal, have integrity, show openness and are visionary and inspirational.

Even though existing studies have indicated that gender and culture should influence what subordinates value in a leader, it is evident from this study that this is not the case. It is for this purpose that future research focuses on more studies of this nature so to fully understand what is valued in a leader.

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APPENDIX A

A.1. Taxonomy of Leadership Competencies and Meta-Competencies

Metacompetency I: Understanding the Big Picture

1. Demonstrating knowledge of the entire organisation
2. Using systems theory
3. Effectively utilising technology
4. Demonstrating global sensitivity
5. Utilising effective compensation
6. Demonstrating ethical practices

Metacompetency II: Attitudes are Everything

7. Demonstrating a vision
8. Showing inclusiveness and respect for diversity
9. Overcoming adversity
10. Demonstrating appropriate confidence in self and others

Metacompetency III: Leadership, The Driving Force

11. Inspiring others
12. Going against outdated or ineffective practices
13. Building trust
14. Varying leadership to the demands of the situation
15. Delegating
16. Evaluating others
17. Mentoring others
18. Demonstrating sensitivity and empathy
19. Seeing nuances of alternatives, not just either/or extremes
20. Serving as an appropriate role model

Metacompetency IV: Communication, The Leader's Voice

21. Demonstrating appropriate emotional intelligence
22. Using active listening
23. Demonstrating non-defensiveness
24. Skillfully using language
25. Skillfully using body language
26. Effective interviewing
27. Effective negotiation
28. Effectively giving oral presentations

Metacompetency V: Innovation and Creativity

29. Developing and innovative organisational climate
30. Improving creative decision-making
31. Using weird ideas that work
32. Avoiding indecision based on old paradigms
33. Learning reframing
34. Encouraging people to use and develop their creative abilities

Metacompetency VI: Leading Change

35. Creating transformational change
36. Developing a continuous learning culture
37. Building support mechanisms to create and sustain change efforts
38. Managing the change process
39. Developing change agents
40. Encouraging individual change
41. Encouraging structural change

Metacompetency VII: Teamwork and Followership

42. Learning to focus
43. Employing no-fault problem solving
44. Developing a team oriented culture
45. Developing a team based incentive and reward systems
46. Managing your boss
47. Navigating organisational politics
48. Supporting others on the team
49. Utilising empowerment
50. Developing self-directed work teams

(Tubbs and Schulz, 2006)

A.2 Leadership Values Questionnaire

- All participants taking part in the questionnaire are anonymous.
- The information will only be used for the stated purpose of the research.
- * Please mark the appropriate answer with a (x) in the shaded area

Demographic Information

1. Age:

20 and under	21	22	23	24	25 and over
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2. Gender:

Male	Female
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3. Cultural Group:

African	Coloured	Indian	White	Other
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4. Majors:

Accounting	Comp Sci	Economics	Info Systems
Management	Statistics	Other	If other, please specify _____
5. Year of Study:

3rd Year	4th Year / Postgrad
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For each term listed, rate the extent you will value this term in your leader once you are in the workplace. Please mark the appropriate answer with a (x) in the shaded area

1. **Loyalty:** *Leaders are faithful, devoted, trustworthy, dependent and reliable.*

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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2. **Self-Centred (Individualistic):** *Leaders have individual goals and reward individual action and performance by promoting individuals to higher positions*

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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3. **Survival:** *Leaders emphasise the importance of the organisation's survival in the industry*

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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4. **Forgiveness:** *Leaders are inclined to readily forgive employee mistakes and errors.*

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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5. **Religious:** *Leaders act accordingly and place high value on their own religious beliefs.*

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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6. **Tolerance:** *Leaders are lenient, accepting, patient and open-minded.*

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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7. **Visionary:** *Leaders create a powerful vision by formulating clear goals about the future of the organization*

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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8. **Politeness:** *Leaders are courteous, polite, well mannered and respectful.*

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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9. **Kindness:** *Leaders are gentle, compassionate and considerate in their conduct towards other employees.*

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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10. **Inspirational:** *Leaders motivate, inspire and encourage organisational spirit.*

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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11. **Delegate:** *Leaders entrust decision-making to an employee or group of employees, although the leaders are still responsible for their decisions.*

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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12. **Solidarity:** *Leaders emphasise the unity, entirety, togetherness and oneness of employees in the organisation and their importance for their role in the country*

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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13. **Perceived Internal Control:** *Leaders believe that employees of the organisation control their own ability to perform expected organisational tasks.*

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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14. **Empowering (Share Power):** Leaders believe in employee's potential and ability to contribute towards accomplishing organisational goals and therefore act as coaches.

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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15. **Integrity:** Leaders are honest, upright and principled, placing a high value on moral behaviour.

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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16. **Traditional:** Leaders place importance on personal and organisational traditions, customs and practices.

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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17. **Team Collaborative (Collective):** Leaders place importance in group belonging and teamwork. They reward or promote an entire group or team for good performance.

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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18. **Harmony:** Leaders place importance on the organisation functioning peacefully with little employee and inter-departmental conflict.

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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19. **Conformity:** Leaders expect employees to comply by the organisation's rules, norms, ideas and established practice.

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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20. **Face-Savings:** Leaders and managers attach great importance on maintaining the dignity, status and respect of employees.

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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21. **Technical Capability:** Leaders have the necessary abilities and are competent in the work they perform.

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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22. **Perceived External Control:** Leaders believe that employees are not in control of their ability to perform expected tasks and that their lives are instead controlled by outside forces.

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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23. **Logical:** Leaders use logical, capable and rational reasoning in decision making.

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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24. **Procedural (Ritualistic):** Leaders attach great importance to organisational procedures and rituals, celebrating the achievements of the organisation or mourning the bad times that the organisation experiences.

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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25. **Consensus:** Leaders make organisational decisions that are usually in agreement with the employee or majority view.

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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26. **Personal Communication:** Leaders usually communicate to employees personally rather than using technological methods like email, memo's and notice boards.

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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27. **Openness:** Leaders are open and willing to hear the opinions and suggestions of employees.

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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28. **Consistent:** *The actions and measures of leaders are regular, constant and reliable.*

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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29. **Strict:** *Leaders are inflexible and require exact performance.*

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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30. **Self-Sacrificial:** *Leaders place importance on organisational needs and employee needs before their own needs.*

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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31. **Performance:** *Leaders manage employee performance as an ongoing process that involves planning, managing, reviewing, rewarding and developing performance.*

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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32. **Emotional:** *Leaders in the organisation are passionate, expressive and sensitive to other employees.*

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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33. **Autocratic:** *Leaders place importance on their power and hierarchy. They are often domineering, controlling, overbearing and oppressive.*

No Value	Minor Value	Some Value	Moderate Value	Strong Value	
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A.3. Revised Leadership Instrument – African and Western Values

TERM	DEFINITION
1. <i>*Loyalty:</i>	Leaders are faithful, devoted, trustworthy, dependent and reliable.
2. <i>Self-centred (Individualistic):</i>	Leaders have individual goals and reward individual action and performance by promoting individuals to higher positions.
3. <i>Survival:</i>	Leaders emphasise the importance of the organisation's survival in the industry.
4. <i>Forgiveness:</i>	Leaders are inclined to readily forgive employee mistakes and errors
5. <i>Religious:</i>	Leaders act in accordance to and place high value on their own religious beliefs,
6. <i>*Tolerance:</i>	Leaders are lenient, accepting, patient and open-minded.
7. <i>Visionary:</i>	Leaders create a powerful vision by formulating clear goals about the future of the organisation.
8. <i>*Politeness:</i>	Leaders are courteous, polite, well mannered and respectful.
9. <i>Kindness:</i>	Leaders are gentle, compassionate and considerate in their conduct towards other employees.
10. <i>*Inspirational:</i>	Leaders motivate, inspire and encourage organisational spirit.
11. <i>Delegate:</i>	Leaders entrust decision-making to an employee or group of employees, although the leaders are still responsible for their decisions.
12. <i>Solidarity:</i>	Leaders emphasise the unity, entirety, togetherness and oneness of employees in the organisation and their importance for their role in the country.
13. <i>Perceived Internal Control:</i>	Leaders believe that employees of the organisation control their own ability to perform expected organisational tasks
14. <i>Empowering (Share Power):</i>	Leaders believe in employee's potential and ability to contribute towards accomplishing organisational goals, so leaders act as coaches instead of using the power of their position to exert influence.
15. <i>*Integrity:</i>	Leaders are honest, upright and principled, placing a high value on moral behaviour.
16. <i>Traditional:</i>	Leaders place importance on personal and organisational traditions, customs and practices.
17. <i>*Team Collaborative (Collective):</i>	Leaders place importance in group belonging and teamwork. They reward or promote an entire group or team for good performance.
18. <i>Harmony:</i>	Leaders place importance on the organisation functioning peacefully with little employee and inter-departmental conflict.

* Represents African Values

19. <i>*Conformity:</i>	Leaders expect employees to comply the organisation's rules, norms, ideas and established practice.
20. <i>*Face-Savings:</i>	Leaders and managers attach great importance to maintaining the dignity, status and respect of employees.
21. <i>Technical capability</i>	Leaders have the necessary abilities and are competent in the work they perform
22. <i>Perceived External Control:</i>	Leaders believe that employees are not in control of their ability to perform expected tasks and that their lives are instead controlled by outside forces.
23. <i>Logical:</i>	Leaders use logical, capable and rational reasoning in decision-making.
24. <i>*Procedural (ritualistic):</i>	Leaders attach great importance to organisational procedures and rituals, celebrating the achievements of the organisation or mourning the bad times that the organisation experiences.
25. <i>Consensus:</i>	Leaders make organisational decisions that are usually in agreement with the employee or majority view.
26. <i>Personal Communication:</i>	Leaders usually communicate to employees personally rather than using technological methods like email, memo's and notice boards.
27. <i>*Openness:</i>	Leaders are open and willing to hear the opinions and suggestions of employees.
28. <i>*Consistent:</i>	The actions and measures of leaders are regular, constant and reliable.
29. <i>Strict:</i>	Leaders are inflexible and require exact performance.
30. <i>Self-sacrificial</i>	Leaders place importance on organisational needs and employee needs before their own needs.
31. <i>Performance:</i>	Leaders manage employee performance as an ongoing process that involves planning, managing, reviewing, rewarding and developing performance.
32. <i>*Emotional:</i>	Leaders in the organisation are passionate, expressive and sensitive to other employees.
33. <i>*Autocratic:</i>	Leaders place importance on their power and hierarchy. They are often domineering, controlling, overbearing and oppressive.

* Represents African Values

(Mellahi, 2000; Salomon and Khabisi, 2004)

A.4. HOD's Contact Email

September 2006

Dear Professor _____

Presently, I am doing my Masters in the Management Department. The proposed title of my paper is: "What Commerce students will value in their leaders, once in the work place". The departments that I am interested in are: Economics, Statistics, Accounting, Management, Information Systems and Computer Science.

To increase my response rate, I would like to hold a data collection session during your tutorial programme of which I am only targeting 3rd, 4th year and postgraduate students. The questionnaire (attached) will take 7 minutes (maximum 10 minutes) to fill out and I will be present to collect all the questionnaires, once they are completed. I will be in contact with the lecturers concerned so that I do not waste their time during the tutorial sessions.

Will it be possible to have a meeting with you to discuss my data collection method as well as any concerns you have with the method? When would it be a good time to see you?

Thank you so much for your time

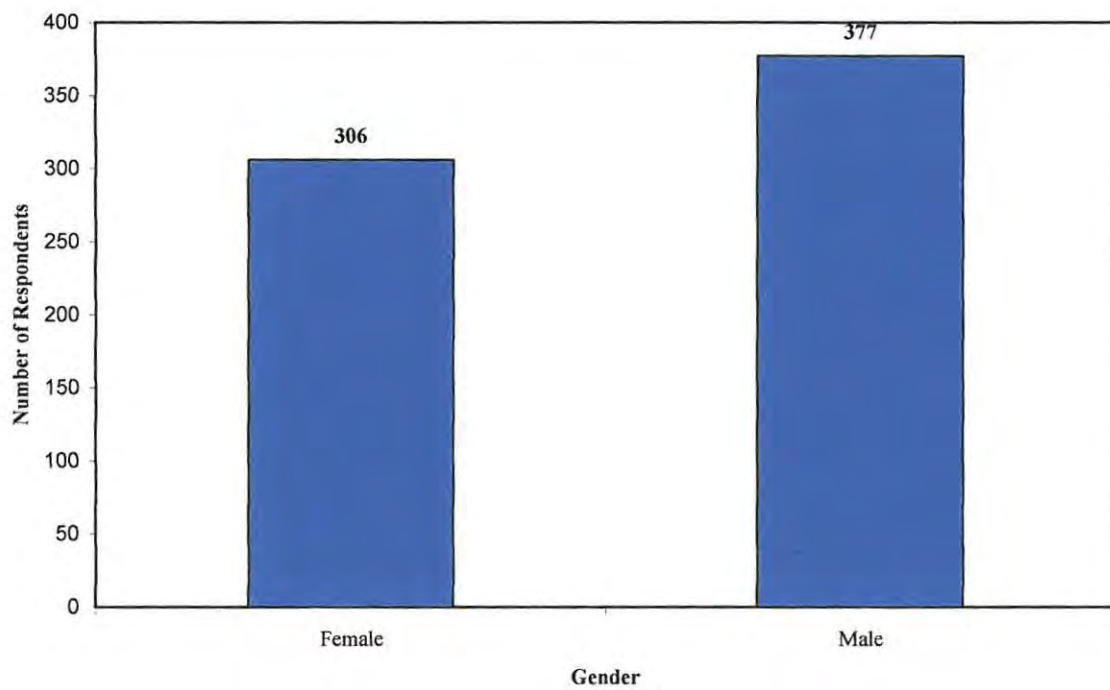
Best Wishes

Andrea Cox

A.5. Demographic Information of the respondents

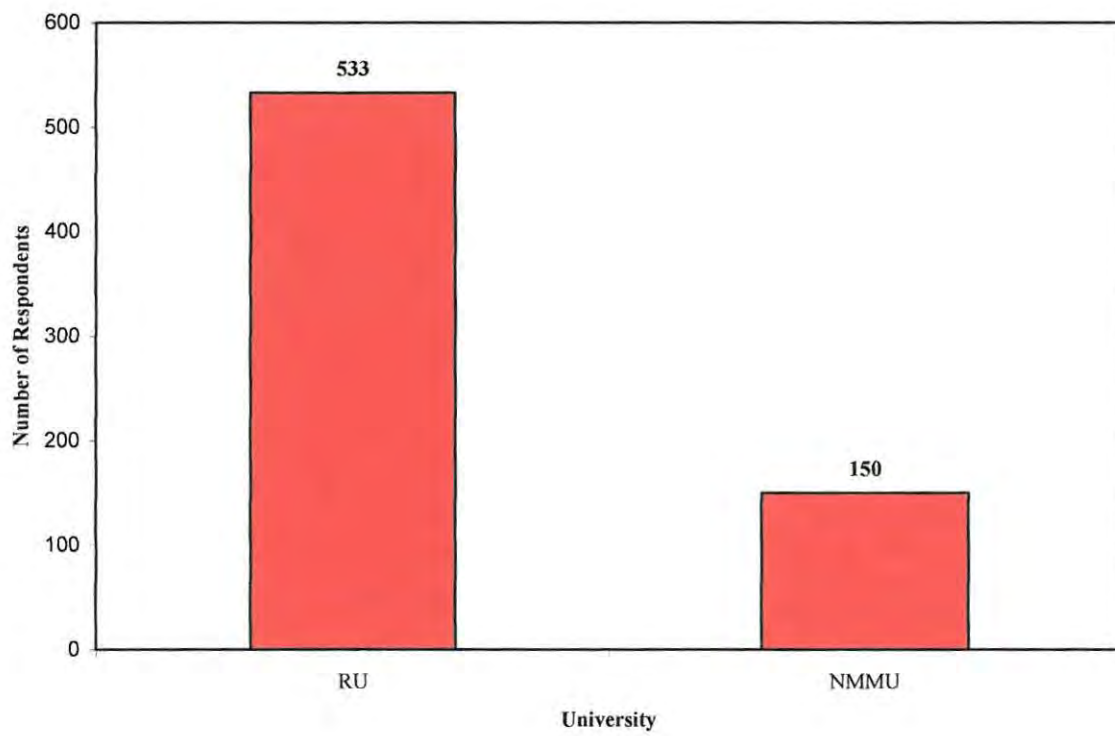
i) The Total number of Female and Male Respondents

	Count	Percent
Female	306	44.8%
Male	377	55.2%
Total	683	100%



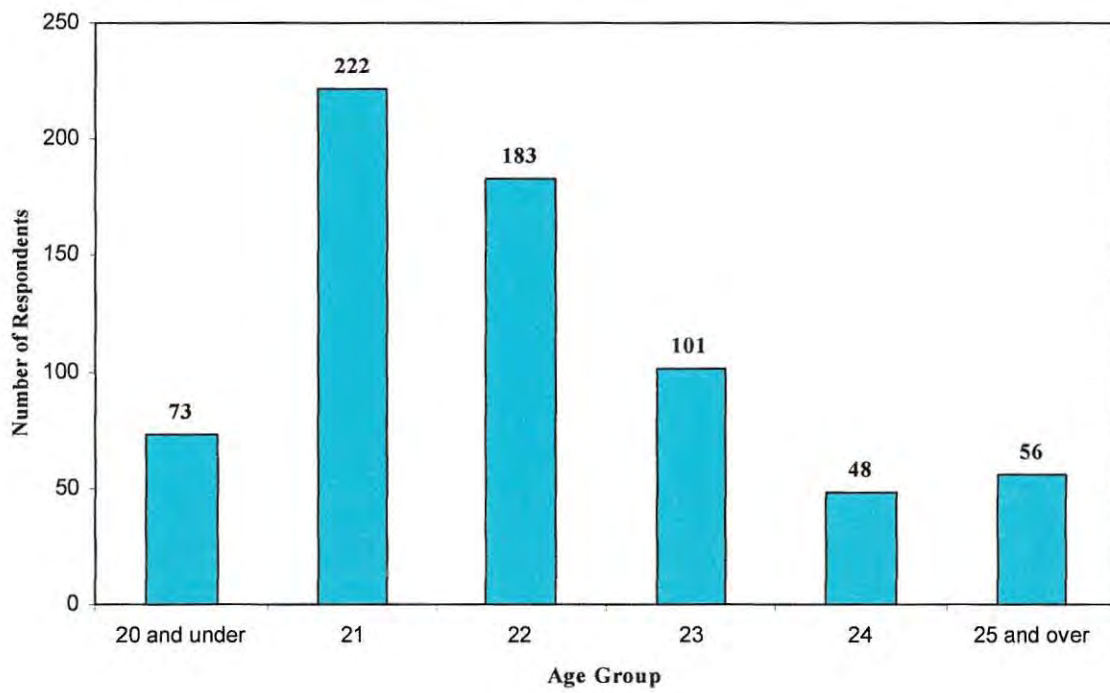
ii) The number of Respondents from Rhodes University and NMMU

	Count	Percent
Rhodes	533	78%
NMMU	150	22%



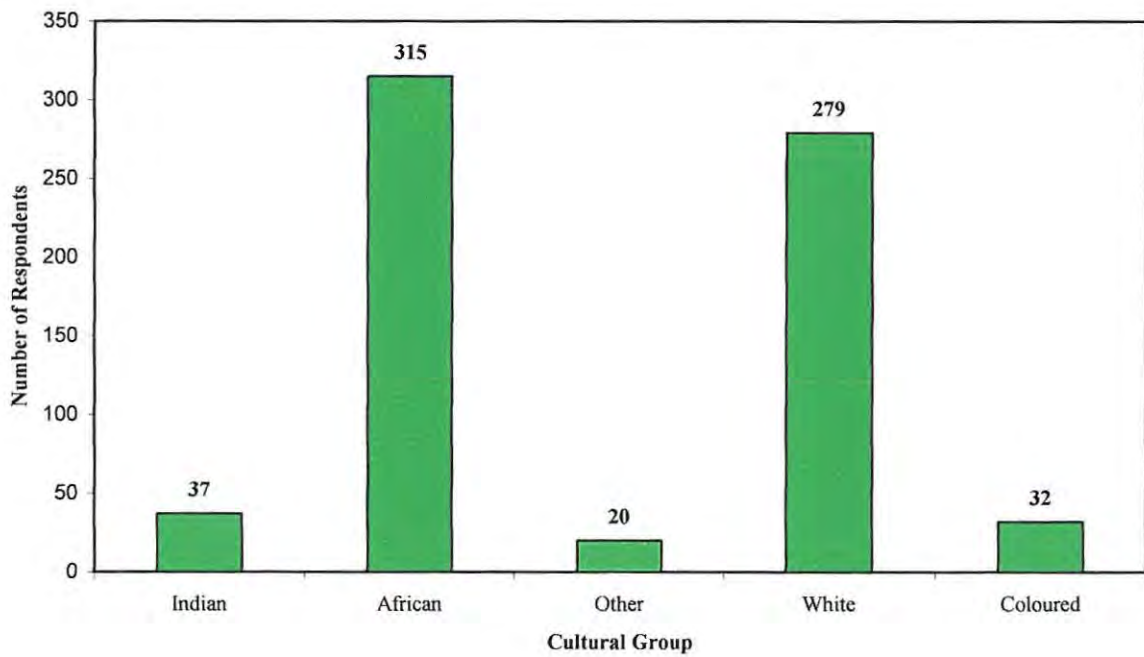
iii) The Age Group of the Respondents

	Count	Cumulative	Percent	Cumulative
20 and under	73	73	10.7%	10.70%
21	222	295	32.5%	43.20%
22	183	478	26.79%	69.99%
23	101	579	14.79%	84.78%
24	48	627	7.02%	91.8%
25 and over	56	683	8.2%	100%



iv) The different Cultural Groups of the Respondents

	Count	Percent
Indian	37	5%
African	315	46%
Other	20	3%
White	279	41%
Coloured	32	5%



APPENDIX B

GENDER

B.1. Leadership Values ranked according to Gender

Male Values

Leadership Values	Rank	Mean	Standard Deviation
Visionary	1	4.56	0.73
Loyalty	2	4.55	0.72
Inspirational	3	4.55	0.71
Integrity	4	4.38	0.91
Technical Capability	5	4.36	0.89
Openness	6	4.32	0.94
Logical	7	4.28	0.84
Performance	8	4.26	0.85
Survival	9	4.23	0.84
Share Power	10	4.16	0.88
Delegate	11	4.16	0.82
Consistent	12	4.16	0.94
Politeness	13	4.08	0.94
Solidarity	14	4.04	0.95
Collective	15	4.04	0.85
Face-Savings	16	3.95	1.02
Harmony	17	3.84	1.00
Conformity	18	3.81	1.06
Perceived Internal Control	19	3.73	0.95
Personal Communication	20	3.72	1.10
Tolerance	21	3.71	1.02
Kindness	22	3.69	1.03
Self Sacrificial	23	3.67	1.06
Emotional	24	3.64	1.09
Forgiveness	25	3.40	0.98
Individualistic	26	3.33	1.93
Consensus	27	3.31	1.11
Ritualistic	28	3.26	1.04
Traditional	29	3.25	1.05
Strict	30	2.59	1.19
Religious	31	2.59	1.33
Perceived External Control	32	2.53	1.21
Autocratic	33	2.20	1.22

Female Values

Leadership Values	Rank	Mean	Standard Deviation
Inspirational	1	4.69	0.61
Visionary	2	4.68	0.62
Loyalty	3	4.65	0.68
Integrity	4	4.53	0.80
Openness	5	4.51	0.79
Technical Capability	6	4.50	0.77
Performance	7	4.40	0.79
Share Power	8	4.39	0.83
Politeness	9	4.36	0.82
Delegate	10	4.35	0.76
Consistent	11	4.31	0.83
Logical	12	4.29	0.80
Survival	13	4.16	0.89
Face-Savings	14	4.14	0.92
Collective	15	4.13	0.90
Solidarity	16	4.11	0.93
Kindness	17	4.04	0.88
Conformity	18	4.00	0.88
Tolerance	19	3.96	0.99
Emotional	20	3.94	0.99
Harmony	21	3.93	1.00
Perceived Internal Control	22	3.87	0.82
Personal Communication	23	3.68	1.12
Forgiveness	24	3.59	0.92
Consensus	25	3.59	1.06
Self Sacrificial	26	3.56	1.04
Traditional	27	3.49	0.92
Ritualistic	28	3.42	1.01
Individualistic	29	3.34	1.14
Religious	30	2.89	1.24
Perceived External Control	31	2.63	1.20
Strict	32	2.48	1.11
Autocratic	33	2.16	1.27

B.2. Pearson Chi-Square: Gender

Leadership Values	Pearson Chi Square	df	p
Loyalty	8.03889	3	0.045221
Individualistic	1.48274	4	0.829694
Survival	2.21339	4	0.696579
Forgiveness	9.50680	4	0.049615
Religious	15.4128	4	0.003919
Tolerance	12.9218	4	0.011668
Visionary	6.00245	4	0.198974
Politeness	20.6160	4	0.000378
Kindness	26.1885	4	0.000029
Inspirational	11.4546	3	0.009508
Delegate	13.4670	3	0.003730
Solidarity	3.49109	4	0.479239
Perceived Internal Control	8.70290	4	0.068978
Share Power	16.9093	4	0.002014
Integrity	5.58734	4	0.232167
Traditional	13.8565	4	0.007770
Collective	8.16129	4	0.085854
Harmony	2.12657	4	0.712492
Conformity	13.0488	4	0.011043
Face-Savings	8.53998	4	0.073693
Technical Capability	10.5681	4	0.031878
Perceived External Control	2.08860	4	0.719467
Logical	1.00809	4	0.908567
Ritualistic	4.02042	4	0.403255
Consensus	11.9412	4	0.017798
Personal Communication	3.79679	4	0.434210
Openness	8.20877	4	0.084232
Consistent	5.91243	4	0.205793
Strict	3.85629	4	0.425809
Self Sacrificial	4.20324	4	0.379204
Performance	6.23343	4	0.182390
Emotional	14.2924	4	0.006421
Autocratic	2.22470	4	0.694510

■ Represents values that show a statistically significant difference

B.3. Frequency Tables illustrating the Gender Responses to the following Leadership Values:

Gender and Loyalty						
	Gender	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	2	29	43	232	306
Row Percent		0.65%	9.48%	14.05%	75.82%	
Count	Male	5	37	82	253	377
Row Percent		1.33%	9.81%	21.75%	67.11%	
Count	All Groups	7	66	125	485	683

Gender and Individualistic							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	20	55	80	103	48	306
Row Percent		6.54%	17.97%	26.14%	33.66%	15.69%	
Count	Male	32	71	102	116	56	377
Row Percent		8.49%	18.83%	27.06%	30.77%	14.85%	
Count	All Groups	52	126	182	219	104	683

Gender and Survival							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	2	12	53	107	132	306
Row Percent		0.65%	3.92%	17.32%	34.97%	43.14%	
Count	Male	1	9	66	128	173	377
Row Percent		0.27%	2.39%	17.51%	33.95%	45.89%	
Count	All Groups	3	21	119	235	305	683

Gender and Forgiveness							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	4	28	107	116	51	306
Row Percent		1.31%	9.15%	34.97%	37.91%	16.67%	
Count	Male	8	57	144	114	54	377
Row Percent		2.12%	15.12%	38.20%	30.24%	14.32%	
Count	All Groups	12	85	251	230	105	683

Gender and Religious							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	48	74	84	64	36	306
Row Percent		15.69%	24.18%	27.45%	20.92%	11.76%	
Count	Male	103	93	77	65	39	377
Row Percent		27.32%	24.67%	20.42%	17.24%	10.34%	
Count	All Groups	151	167	161	129	75	683

Gender and Tolerance							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	6	19	63	112	106	306
Row Percent		1.96%	6.21%	20.59%	36.60%	34.64%	
Count	Male	7	39	107	129	95	377
Row Percent		1.86%	10.34%	28.38%	34.22%	25.20%	
Count	All Groups	13	58	170	241	201	683

Gender and Visionary							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	1	2	14	59	230	306
Row Percent		0.33%	0.65%	4.58%	19.28%	75.16%	
Count	Male	1	7	27	86	256	377
Row Percent		0.27%	1.86%	7.16%	22.81%	67.90%	
Count	All Groups	2	9	41	145	486	683

Gender and Politeness							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	1	5	46	84	170	306
Row Percent		0.33%	1.63%	15.03%	27.45%	55.56%	
Count	Male	2	24	70	128	153	377
Row Percent		0.53%	6.37%	18.57%	33.95%	40.58%	
Count	All Groups	3	29	116	212	323	683

Gender and Kindness							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	2	13	63	122	106	306
Row Percent		0.65%	4.25%	20.59%	39.87%	34.64%	
Count	Male	5	44	114	114	100	377
Row Percent		1.33%	11.67%	30.24%	30.24%	26.53%	
Count	All Groups	7	57	177	236	206	683

Gender and Inspirational							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	1	22	47	236	1	306
Row Percent		0.33%	7.19%	15.36%	77.12%	0.33%	
Count	Male	5	33	90	249	5	377
Row Percent		1.33%	8.75%	23.87%	66.05%	1.33%	
Count	All Groups	6	55	137	485	6	683

Gender and Delegate						
	Gender	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	4	42	104	156	306
Row Percent		1.31%	13.73%	33.99%	50.98%	
Count	Male	15	55	161	146	377
Row Percent		3.98%	14.59%	42.71%	38.73%	
Count	All Groups	19	97	265	302	683

Gender and Solidarity							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	4	15	49	113	125	306
Row Percent		1.31%	4.90%	16.01%	36.93%	40.85%	
Count	Male	4	19	81	126	147	377
Row Percent		1.06%	5.04%	21.49%	33.42%	38.99%	
Count	All Groups	8	34	130	239	272	683

Gender and Perceived Internal Control							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	2	13	75	149	67	306
Row Percent		0.65%	4.25%	24.51%	48.69%	21.90%	
Count	Male	7	35	87	173	75	377
Row Percent		1.86%	9.28%	23.08%	45.89%	19.89%	
Count	All Groups	9	48	162	322	142	683

Gender and Share Power							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	2	10	27	94	173	306
Row Percent		0.65%	3.27%	8.82%	30.72%	56.54%	
Count	Male	3	20	43	157	154	377
Row Percent		0.80%	5.31%	11.41%	41.64%	40.85%	
Count	All Groups	5	30	70	251	327	683

Gender and Integrity							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	2	5	33	55	211	306
Row Percent		0.65%	1.63%	10.78%	17.97%	68.95%	
Count	Male	4	13	50	79	231	377
Row Percent		1.06%	3.45%	13.26%	20.95%	61.27%	
Count	All Groups	6	18	83	134	442	683

Gender and Traditional							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	7	34	104	124	37	306
Row Percent		2.29%	11.11%	33.99%	40.52%	12.09%	
Count	Male	20	67	131	115	44	377
Row Percent		5.31%	17.77%	34.75%	30.50%	11.67%	
Count	All Groups	27	101	235	239	81	683

Gender and Collective							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	3	16	40	125	122	306
Row Percent		0.98%	5.23%	13.07%	40.85%	39.87%	
Count	Male	1	17	73	162	124	377
Row Percent		0.27%	4.51%	19.36%	42.97%	32.89%	
Count	All Groups	4	33	113	287	246	683

Gender and Harmony							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	5	22	66	108	105	306
Row Percent		1.63%	7.19%	21.57%	35.29%	34.31%	
Count	Male	7	31	87	142	110	377
Row Percent		1.86%	8.22%	23.08%	37.67%	29.18%	
Count	All Groups	12	53	153	250	215	683

Gender and Conformity							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	0	19	60	129	98	306
Row Percent		0.00%	6.21%	19.61%	42.16%	32.03%	
Count	Male	11	34	83	135	114	377
Row Percent		2.92%	9.02%	22.02%	35.81%	30.24%	
Count	All Groups	11	53	143	264	212	683

Gender and Face Savings							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	5	10	51	112	128	306
Row Percent		1.63%	3.27%	16.67%	36.60%	41.83%	
Count	Male	7	29	76	127	138	377
Row Percent		1.86%	7.69%	20.16%	33.69%	36.60%	
Count	All Groups	12	39	127	239	266	683

Gender and Technical Capability							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	0	5	38	61	202	306
Row Percent		0.00%	1.63%	12.42%	19.93%	66.01%	
Count	Male	3	15	42	99	218	377
Row Percent		0.80%	3.98%	11.14%	26.26%	57.82%	
Count	All Groups	3	20	80	160	420	683

Gender and Perceived External Control							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	63	87	77	58	21	306
Row Percent		20.59%	28.43%	25.16%	18.95%	6.86%	
Count	Male	93	106	86	71	21	377
Row Percent		24.67%	28.12%	22.81%	18.83%	5.57%	
Count	All Groups	156	193	163	129	42	683

Gender and Logical							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	1	6	42	111	146	306
Row Percent		0.33%	1.96%	13.73%	36.27%	47.71%	
Count	Male	2	10	54	126	185	377
Row Percent		0.53%	2.65%	14.32%	33.42%	49.07%	
Count	All Groups	3	16	96	237	331	683

Gender and Ritualistic							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	11	45	96	113	41	306
Row Percent		3.59%	14.71%	31.37%	36.93%	13.40%	
Count	Male	21	64	126	127	39	377
Row Percent		5.57%	16.98%	33.42%	33.69%	10.34%	
Count	All Groups	32	109	222	240	80	683

Gender and Consensus							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	9	41	84	105	67	306
Row Percent		2.94%	13.40%	27.45%	34.31%	21.90%	
Count	Male	19	73	120	104	61	377
Row Percent		5.04%	19.36%	31.83%	27.59%	16.18%	
Count	All Groups	28	114	204	209	128	683

Gender and Personal Communication							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	13	35	73	102	83	306
Row Percent		4.25%	11.44%	23.86%	33.33%	27.12%	
Count	Male	9	54	78	129	107	377
Row Percent		2.39%	14.32%	20.69%	34.22%	28.38%	
Count	All Groups	22	89	151	231	190	683

Gender and Openness							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	1	8	26	71	200	306
Row Percent		0.33%	2.61%	8.50%	23.20%	65.36%	
Count	Male	6	16	41	102	212	377
Row Percent		1.59%	4.24%	10.88%	27.06%	56.23%	
Count	All Groups	7	24	67	173	412	683

Gender and Consistent							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	1	8	43	96	158	306
Row Percent		0.33%	2.61%	14.05%	31.37%	51.63%	
Count	Male	6	14	65	122	170	377
Row Percent		1.59%	3.71%	17.24%	32.36%	45.09%	
Count	All Groups	7	22	108	218	328	683

Gender and Strict							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	68	93	87	46	12	306
Row Percent		22.22%	30.39%	28.43%	15.03%	3.92%	
Count	Male	78	111	103	57	28	377
Row Percent		20.69%	29.44%	27.32%	15.12%	7.43%	
Count	All Groups	146	204	190	103	40	683

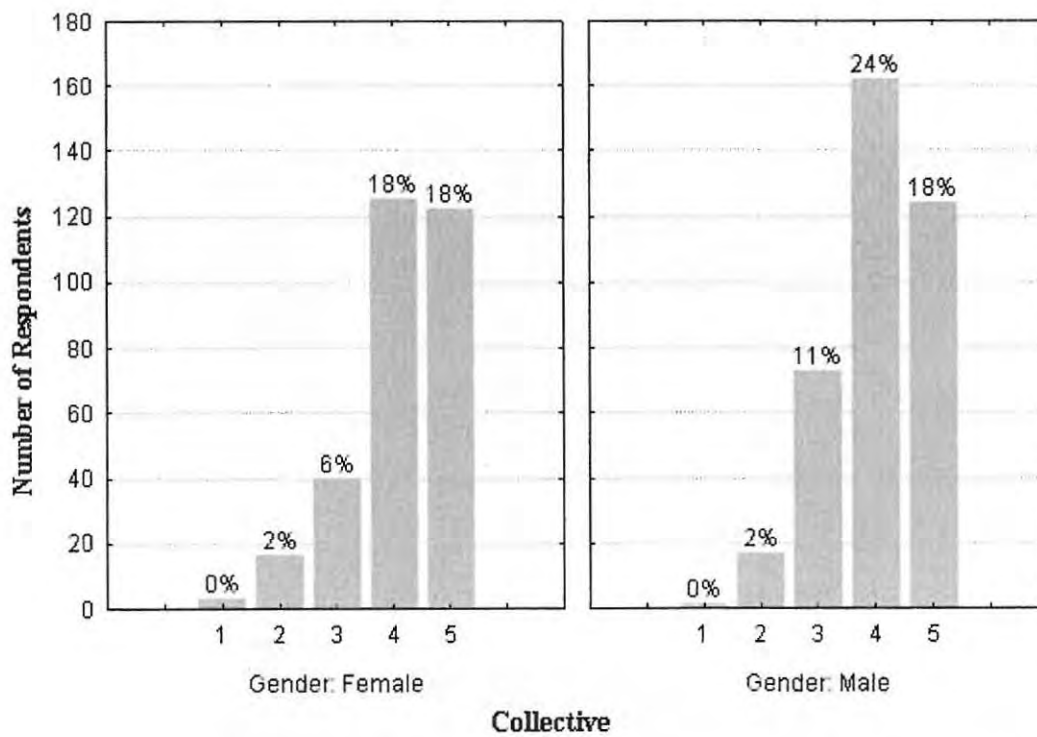
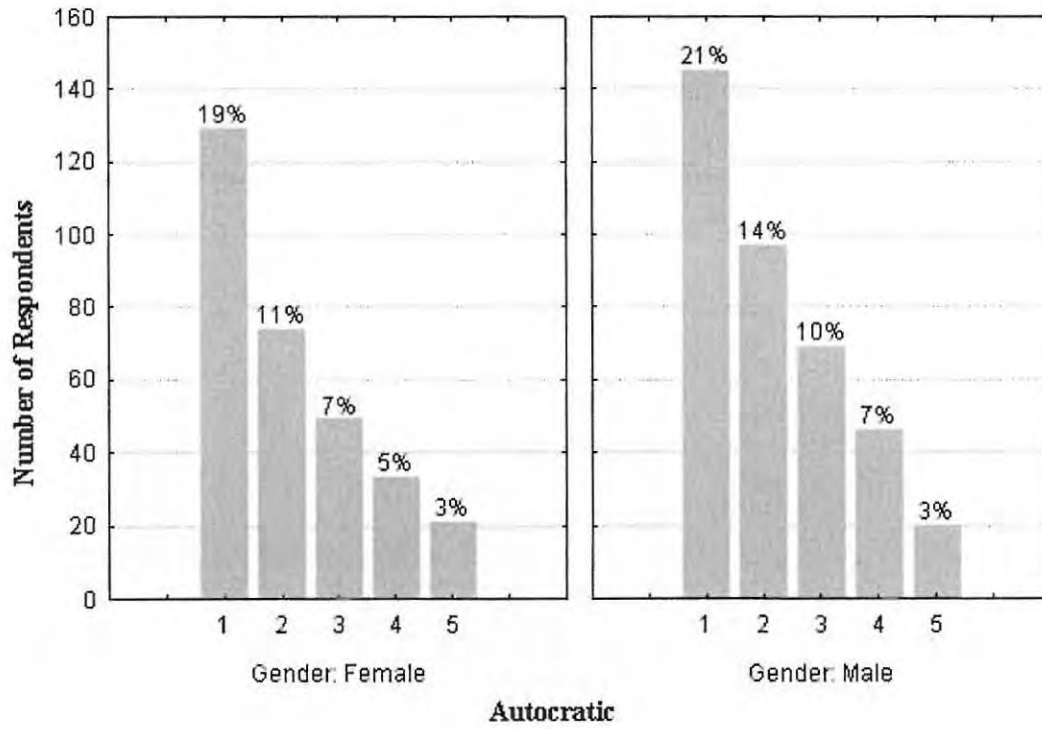
Gender and Self Sacrificial							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	11	36	88	112	59	306
Row Percent		3.59%	11.76%	28.76%	36.60%	19.28%	
Count	Male	17	31	101	139	89	377
Row Percent		4.51%	8.22%	26.79%	36.87%	23.61%	
Count	All Groups	28	67	189	251	148	683

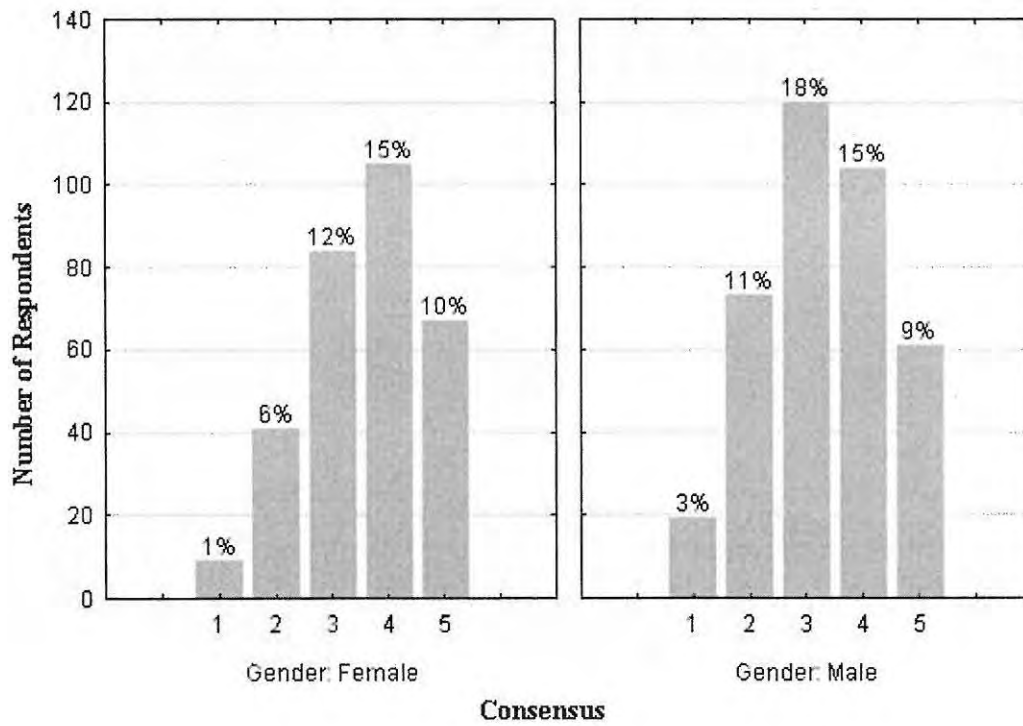
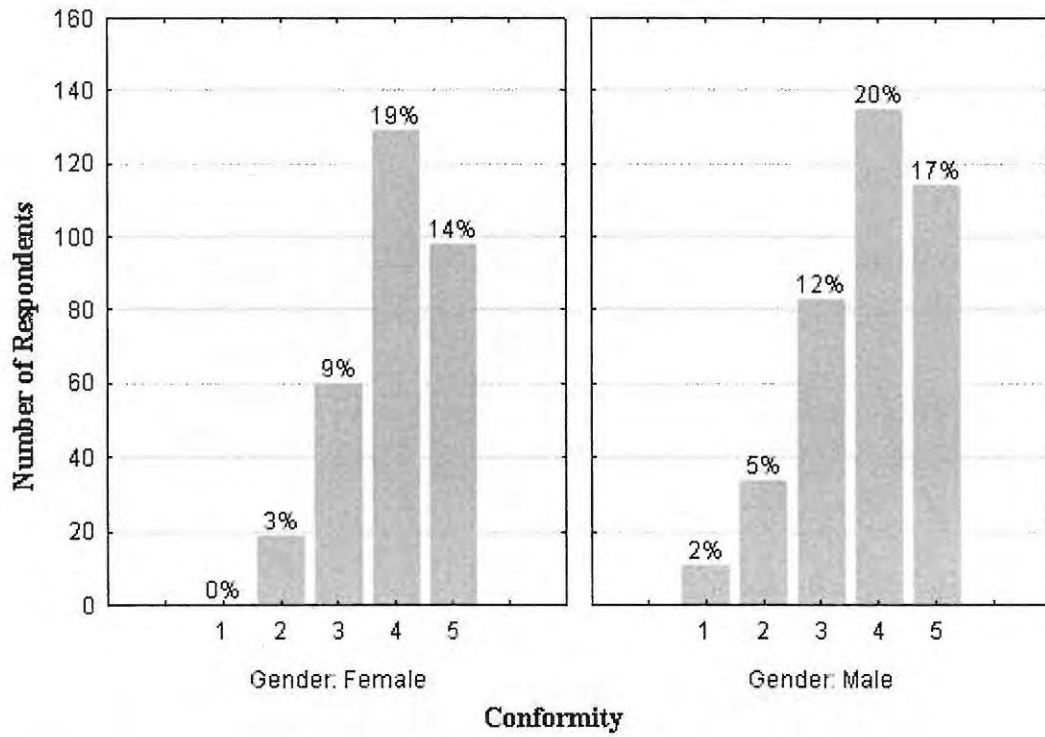
Gender and Performance							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	1	8	28	99	170	306
Row Percent		0.33%	2.61%	9.15%	32.35%	55.56%	
Count	Male	4	11	43	143	176	377
Row Percent		1.06%	2.92%	11.41%	37.93%	46.68%	
Count	All Groups	5	19	71	242	346	683

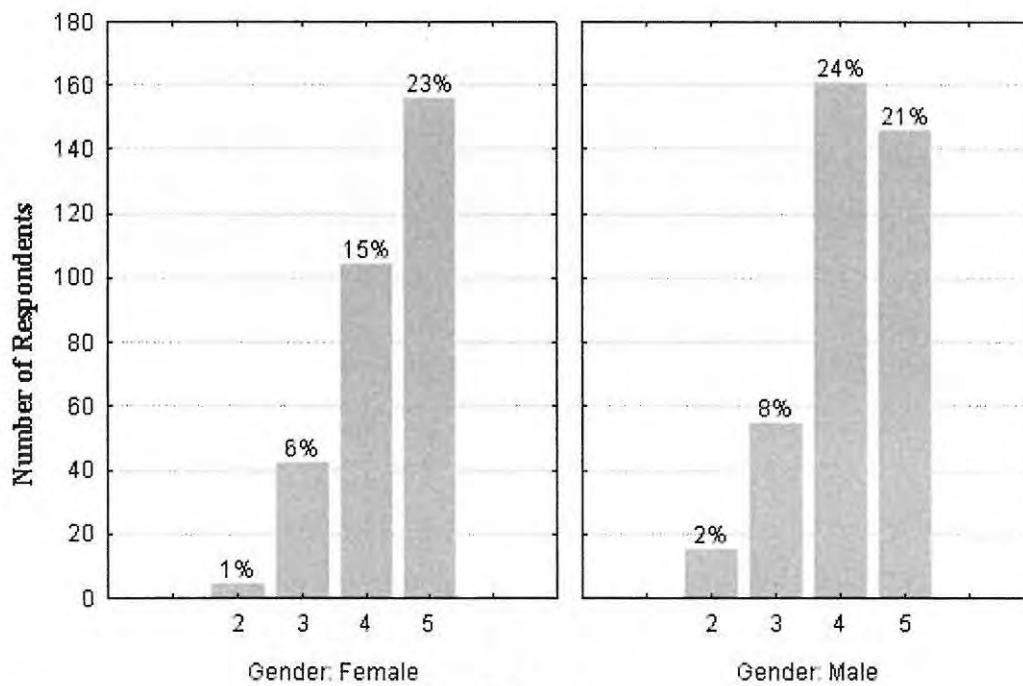
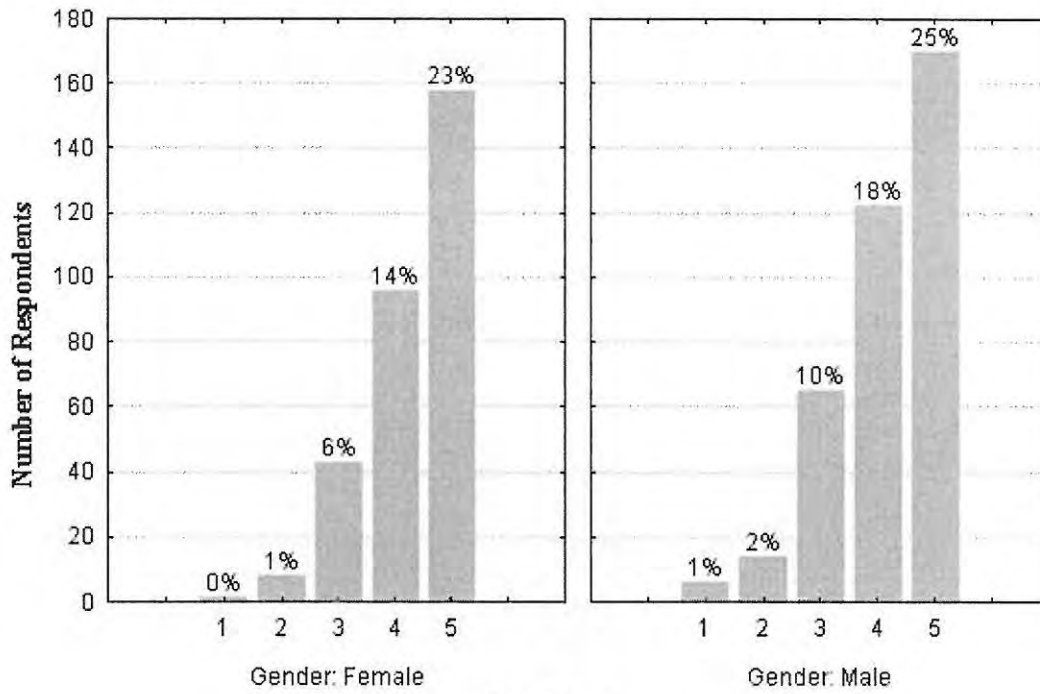
Gender and Emotional							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	6	19	66	112	103	306
Row Percent		1.96%	6.21%	21.57%	36.60%	33.66%	
Count	Male	13	46	99	125	94	377
Row Percent		3.45%	12.20%	26.26%	33.16%	24.93%	
Count	All Groups	19	65	165	237	197	683

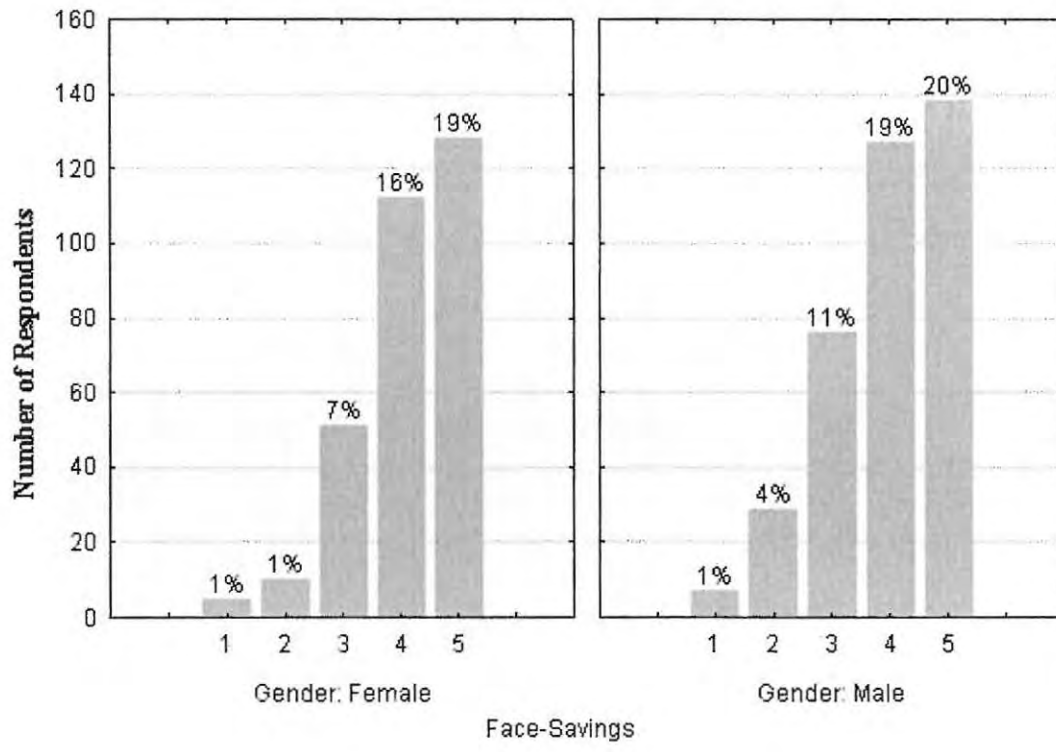
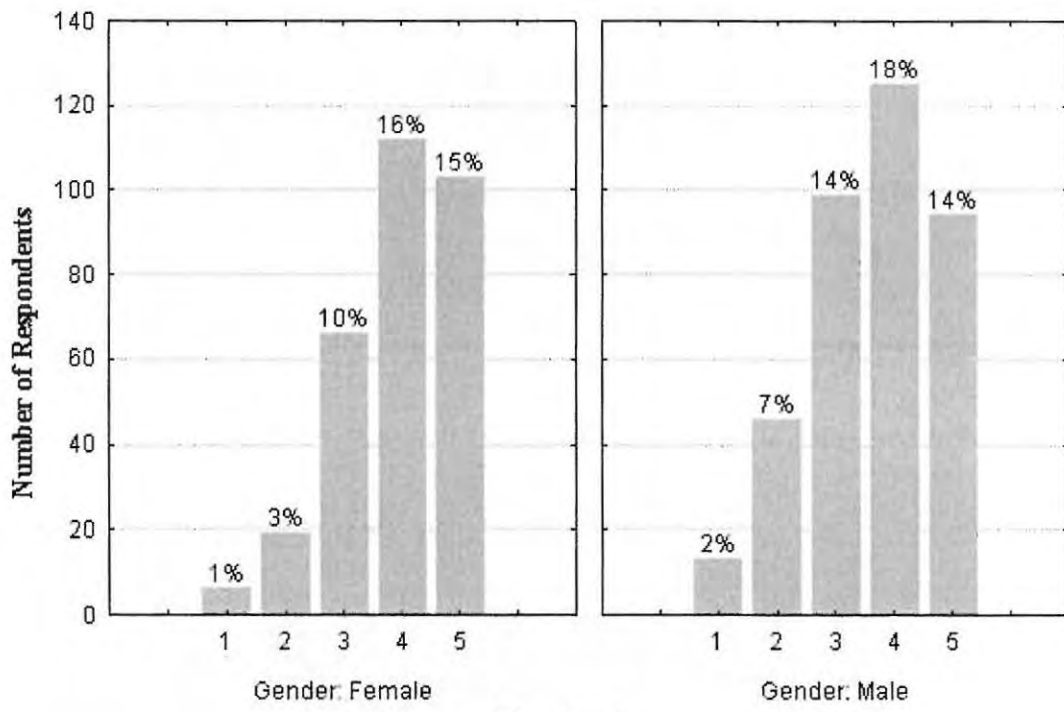
Gender and Autocratic							
	Gender	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Female	129	74	49	33	21	306
Row Percent		42.16%	24.18%	16.01%	10.78%	6.86%	
Count	Male	145	97	69	46	20	377
Row Percent		38.46%	25.73%	18.30%	12.20%	5.31%	
Count	All Groups	274	171	118	79	41	683

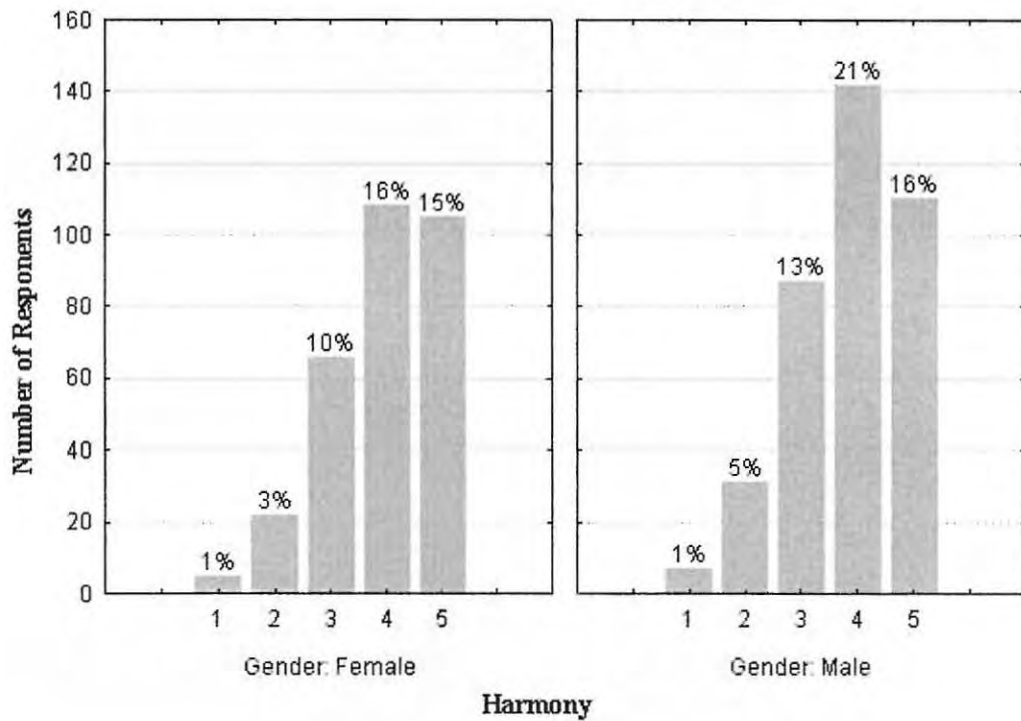
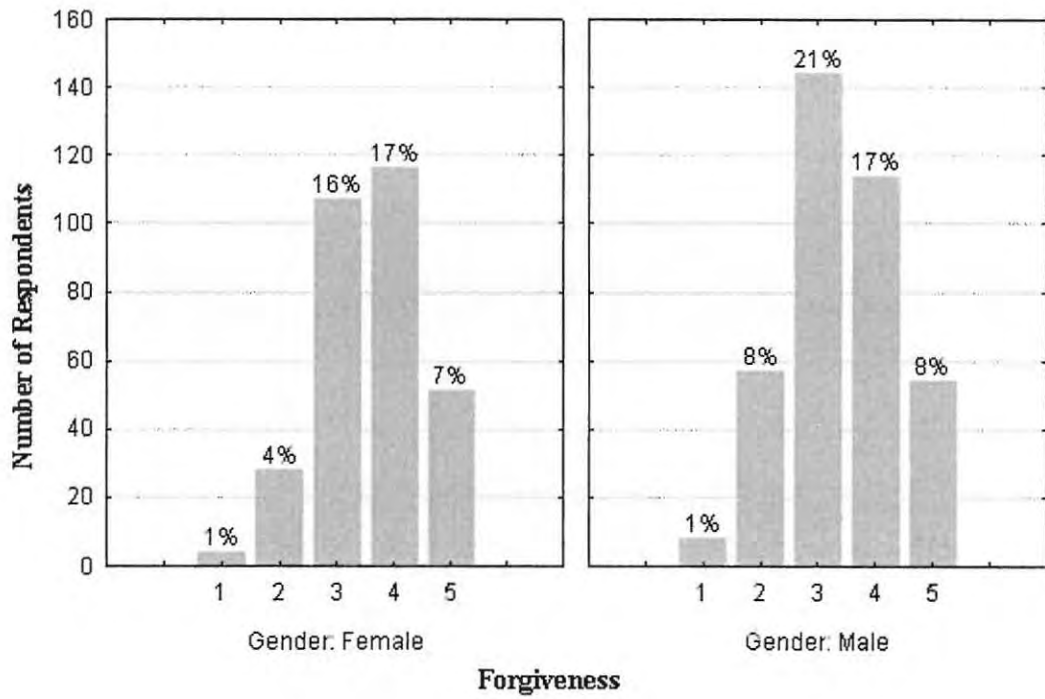
B.4. Categorized Histograms illustrating the Gender Responses to the following Leadership Values:

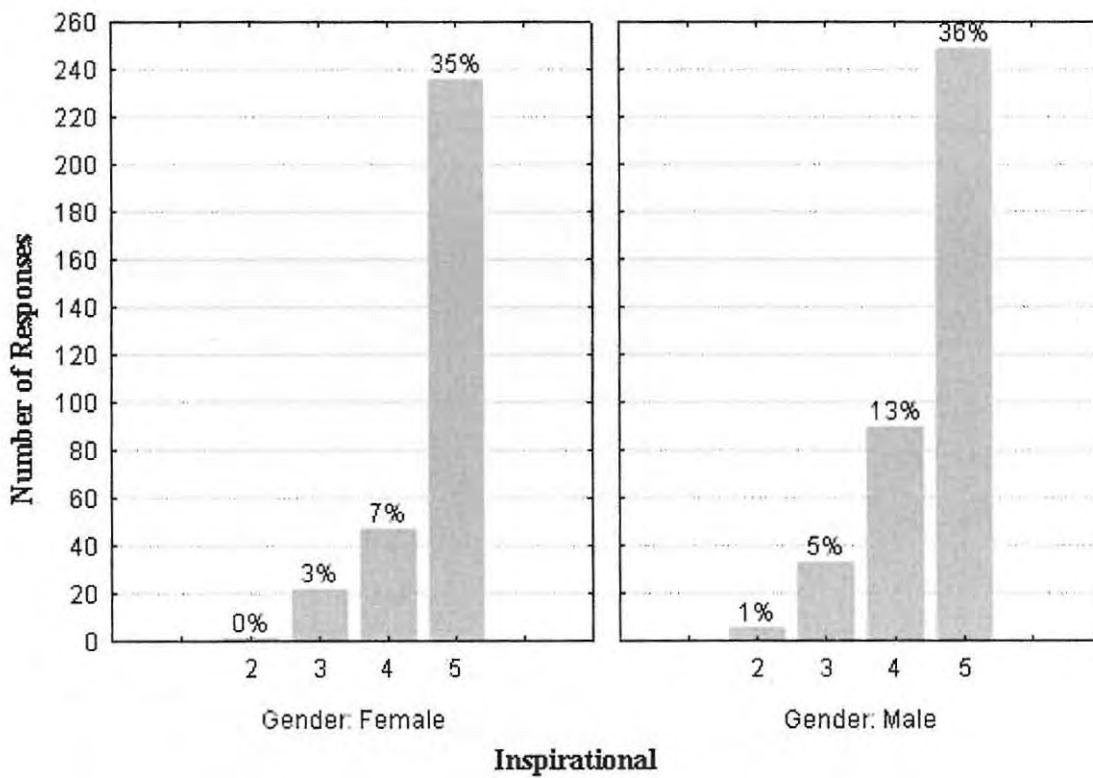
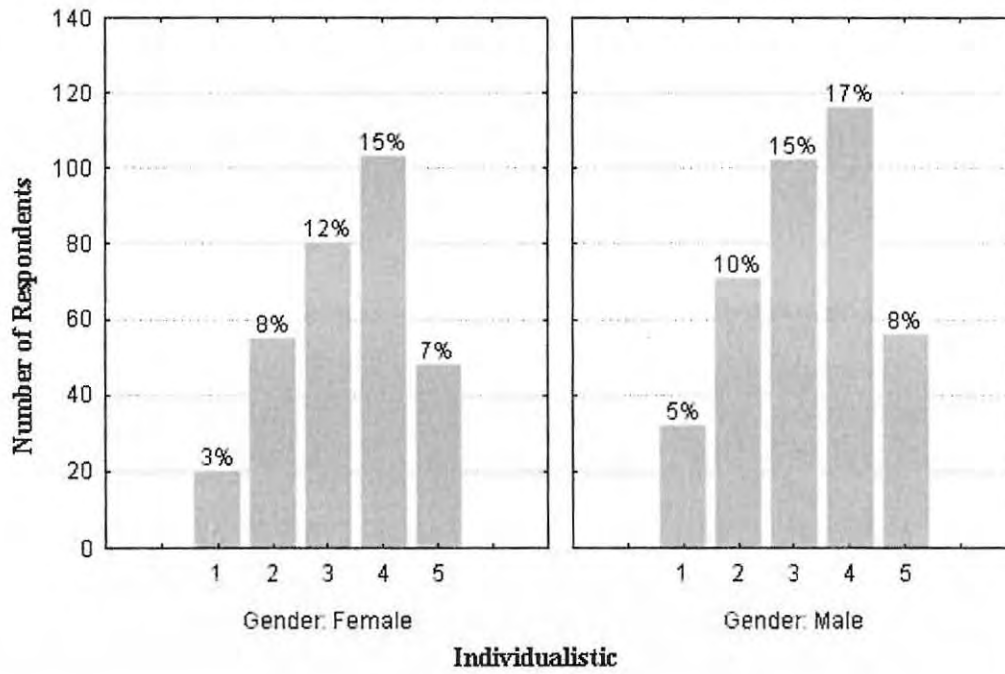


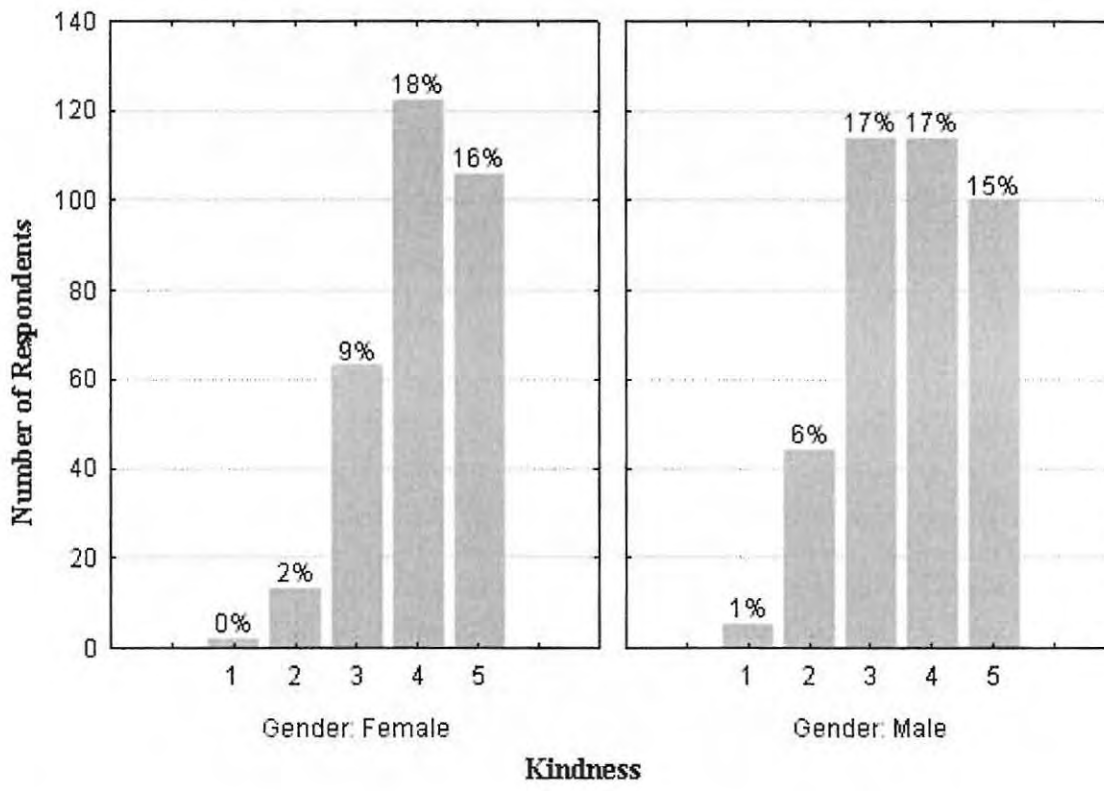
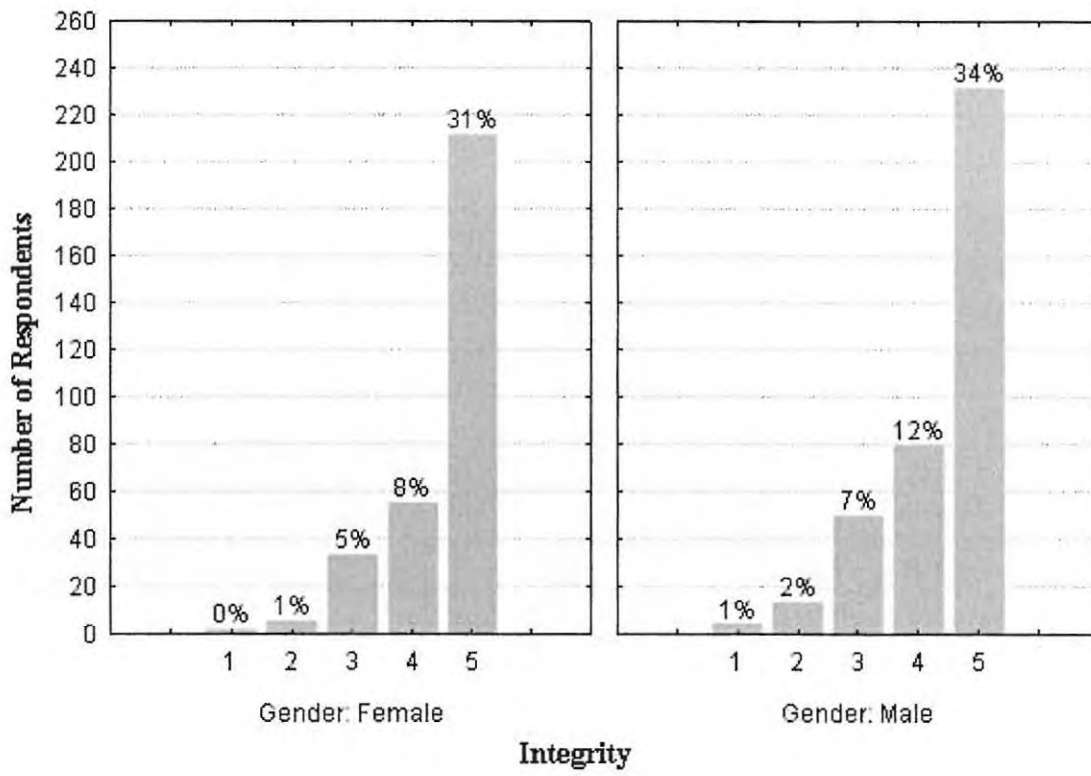


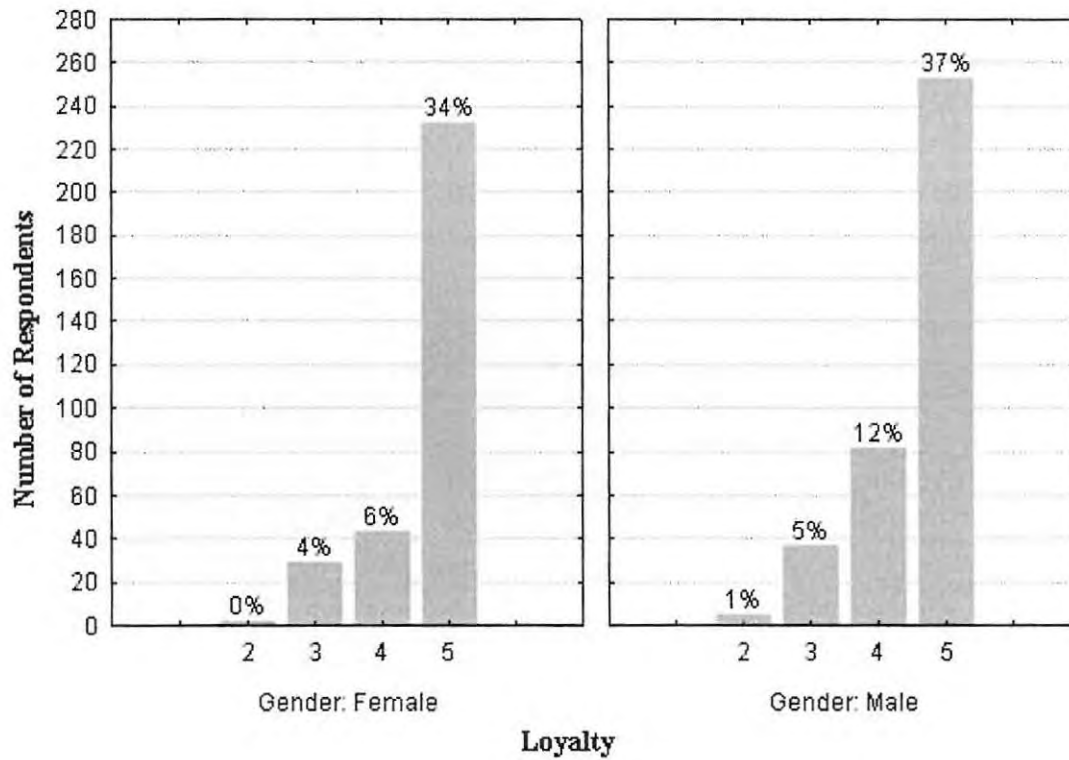
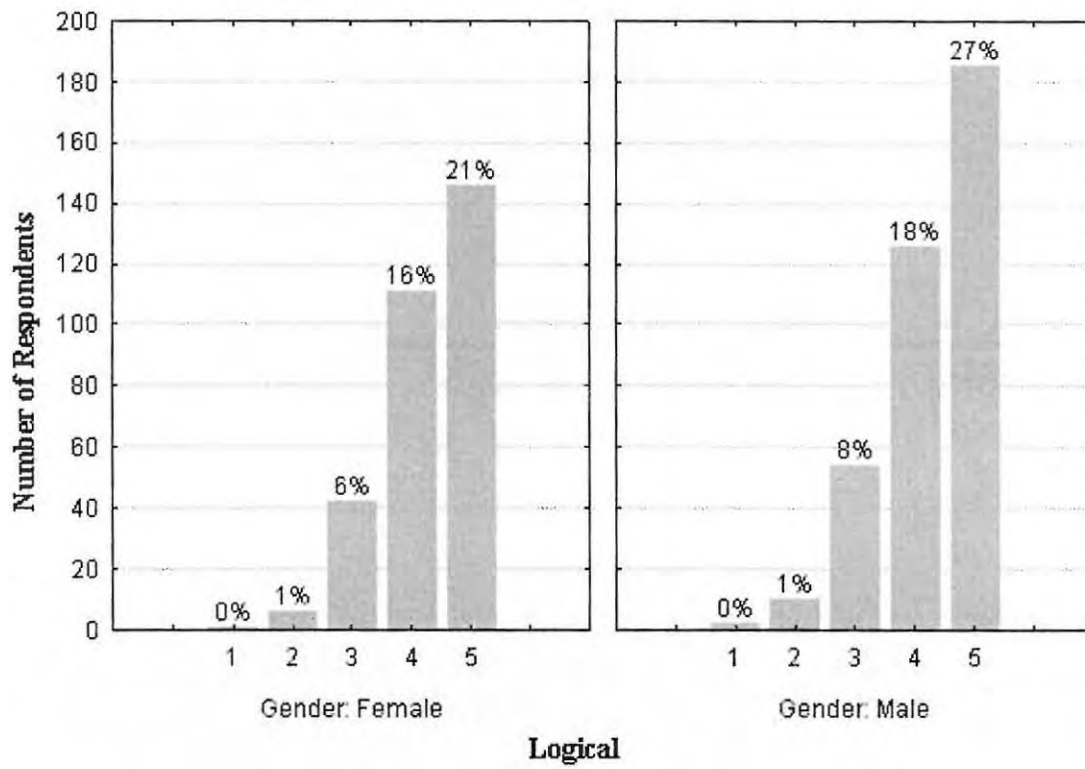


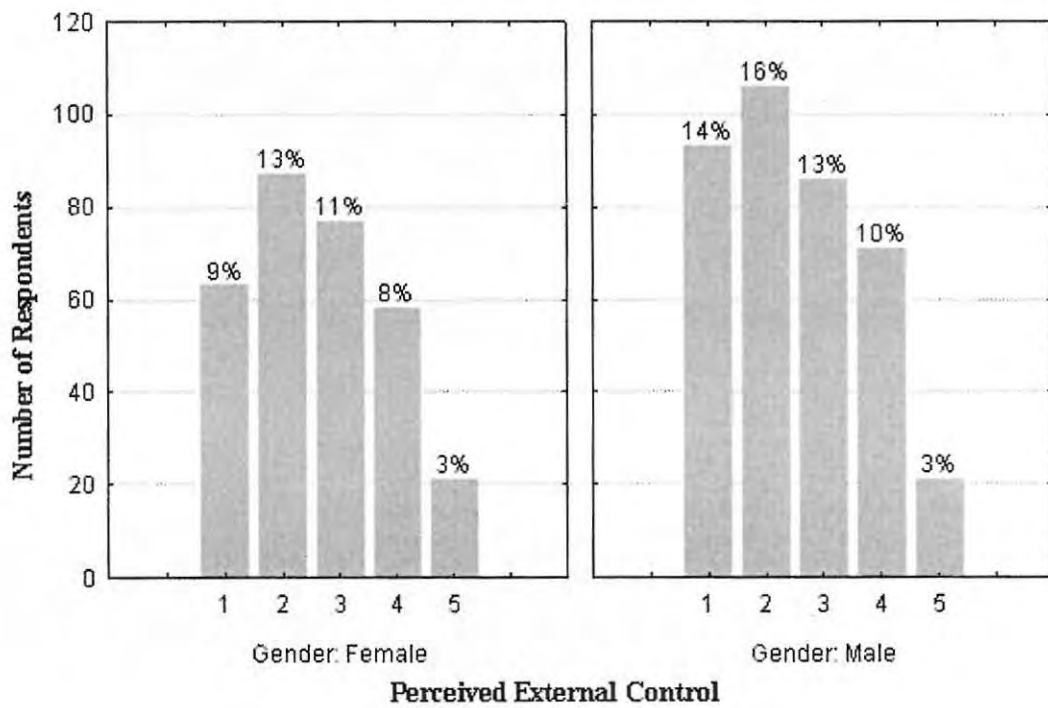
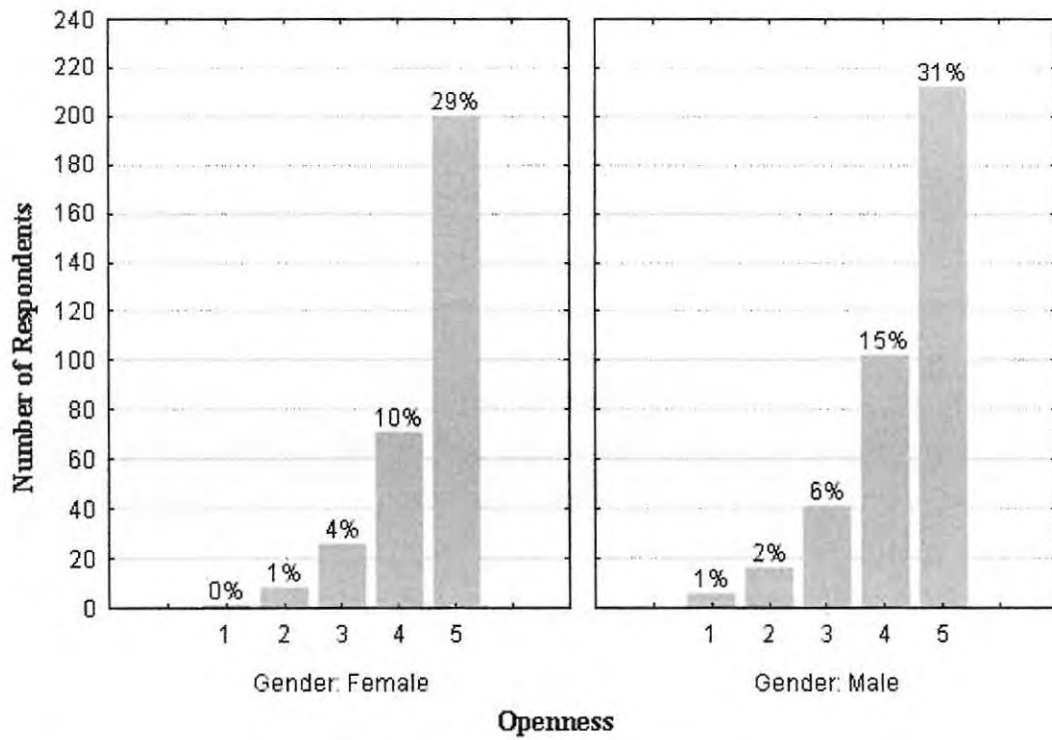


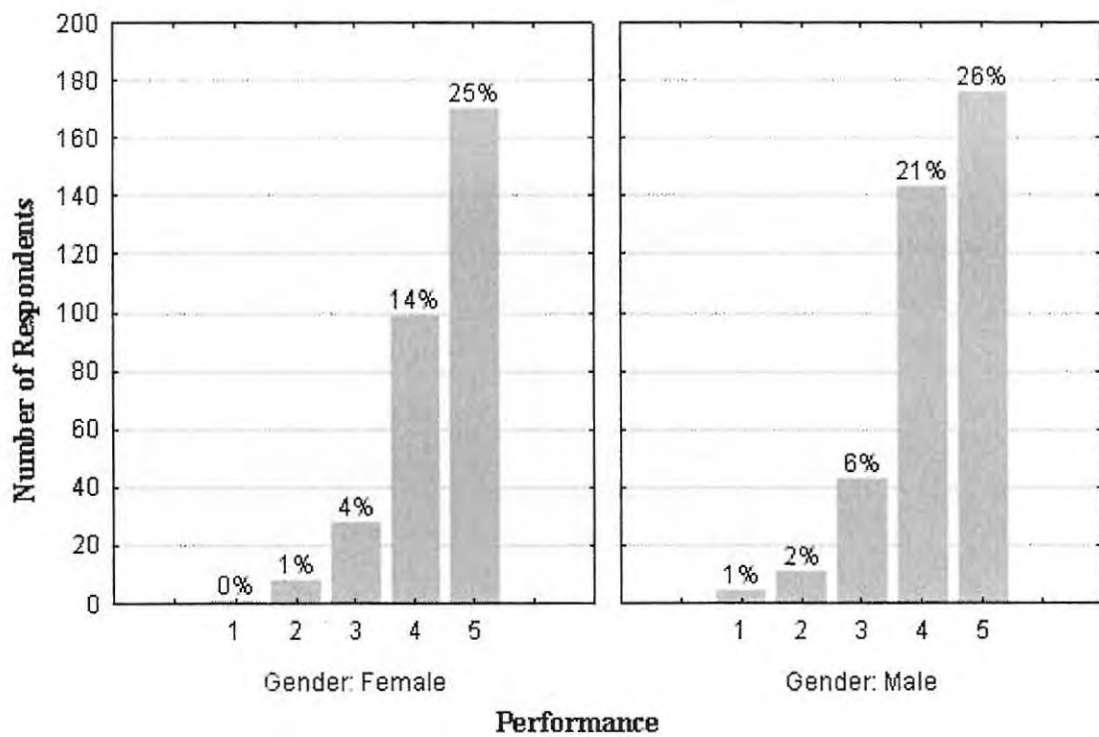
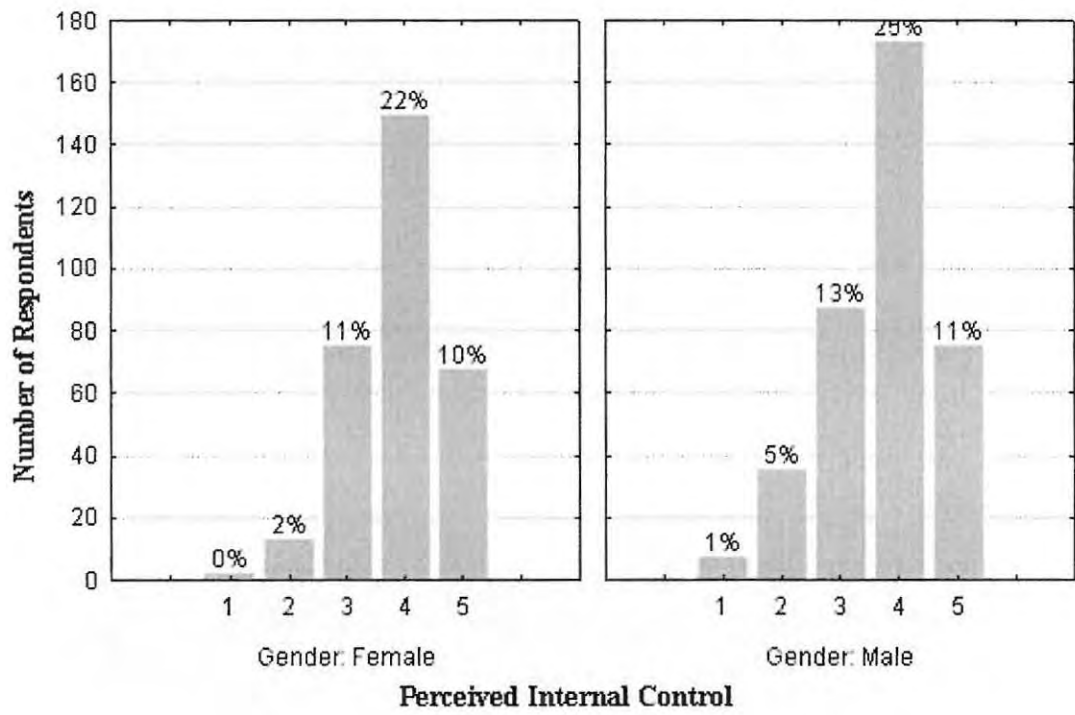


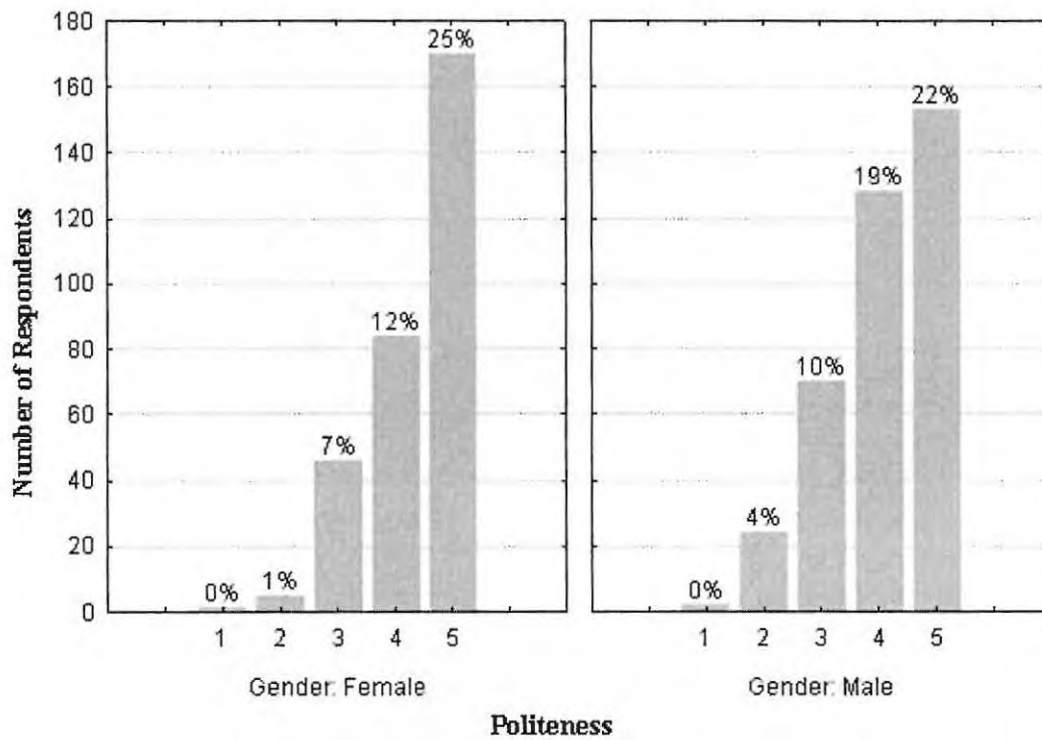
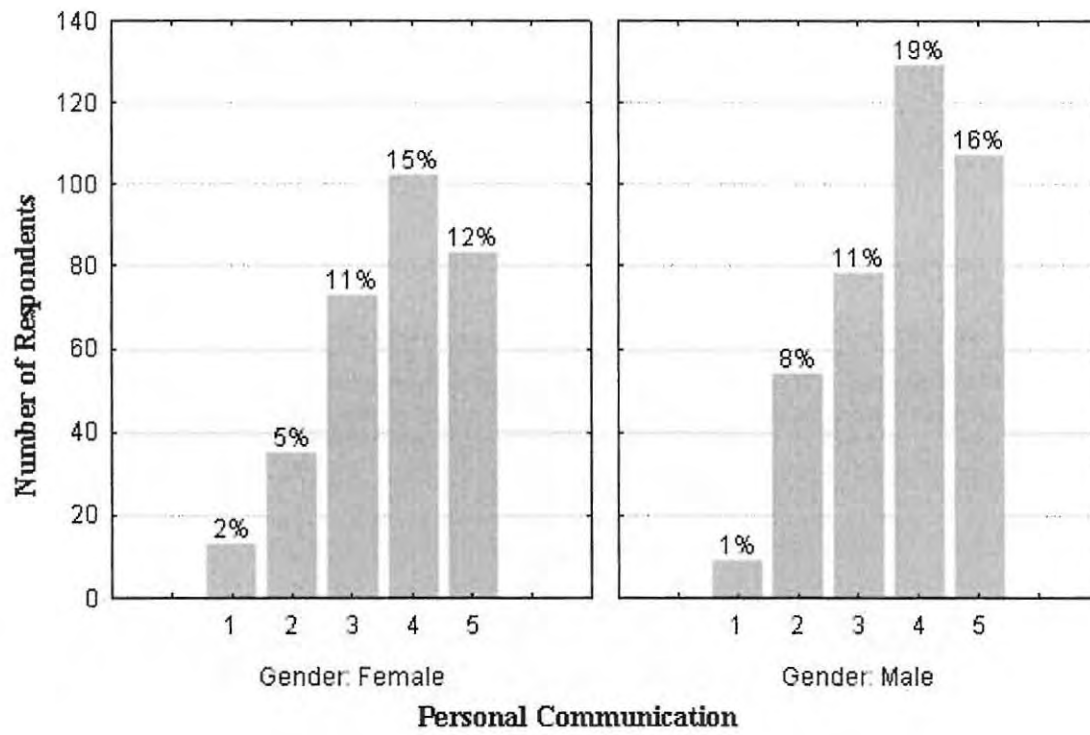


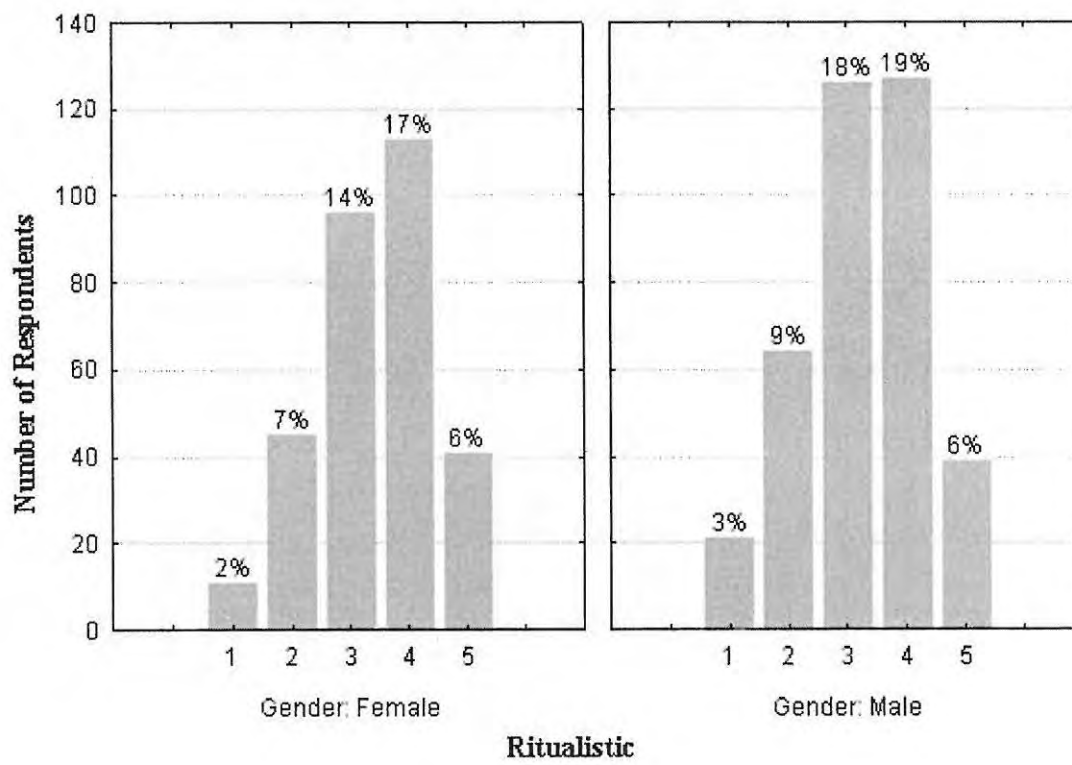
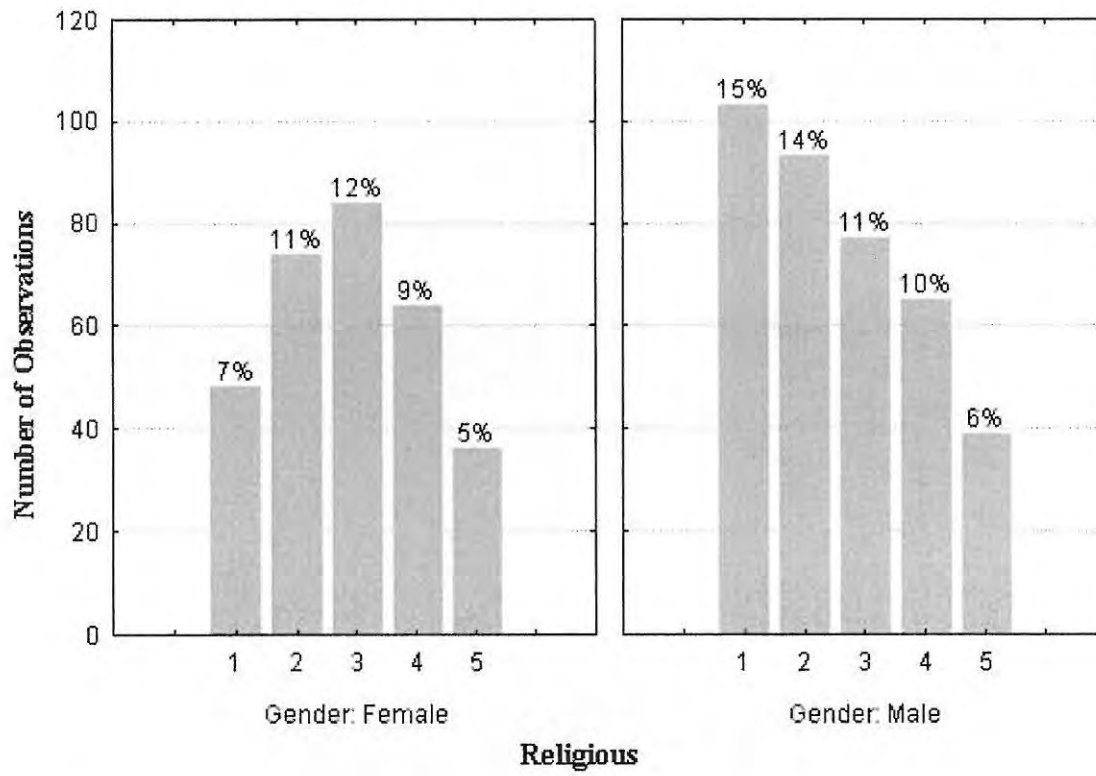


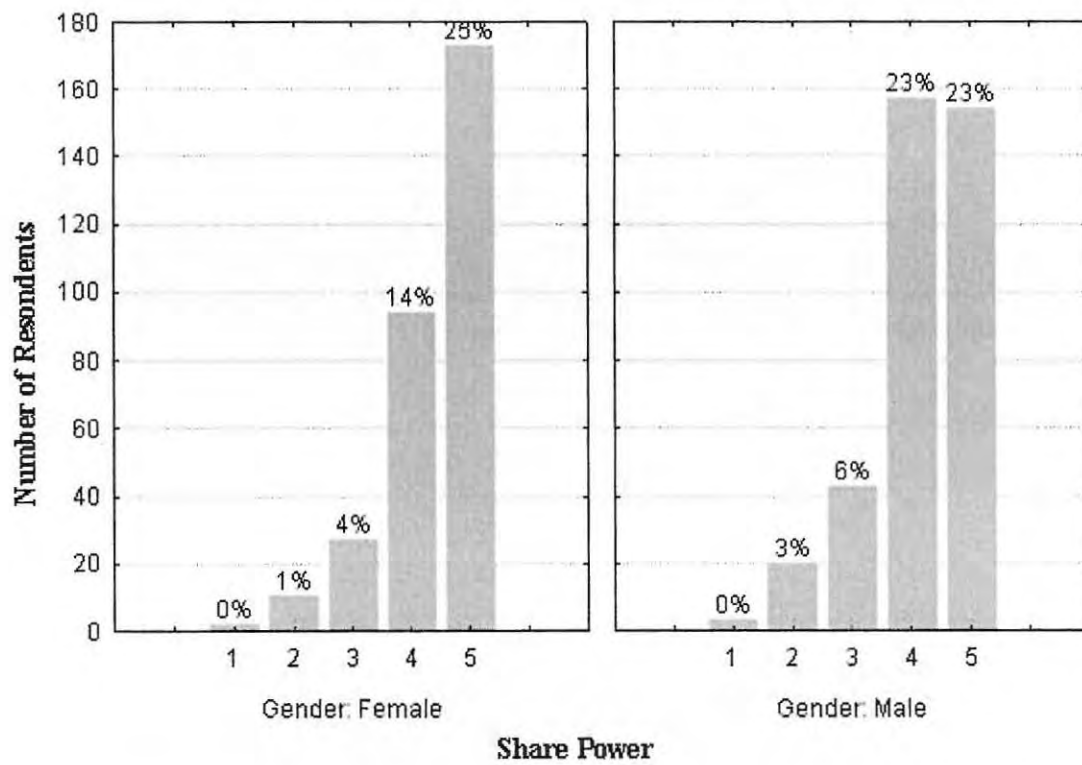
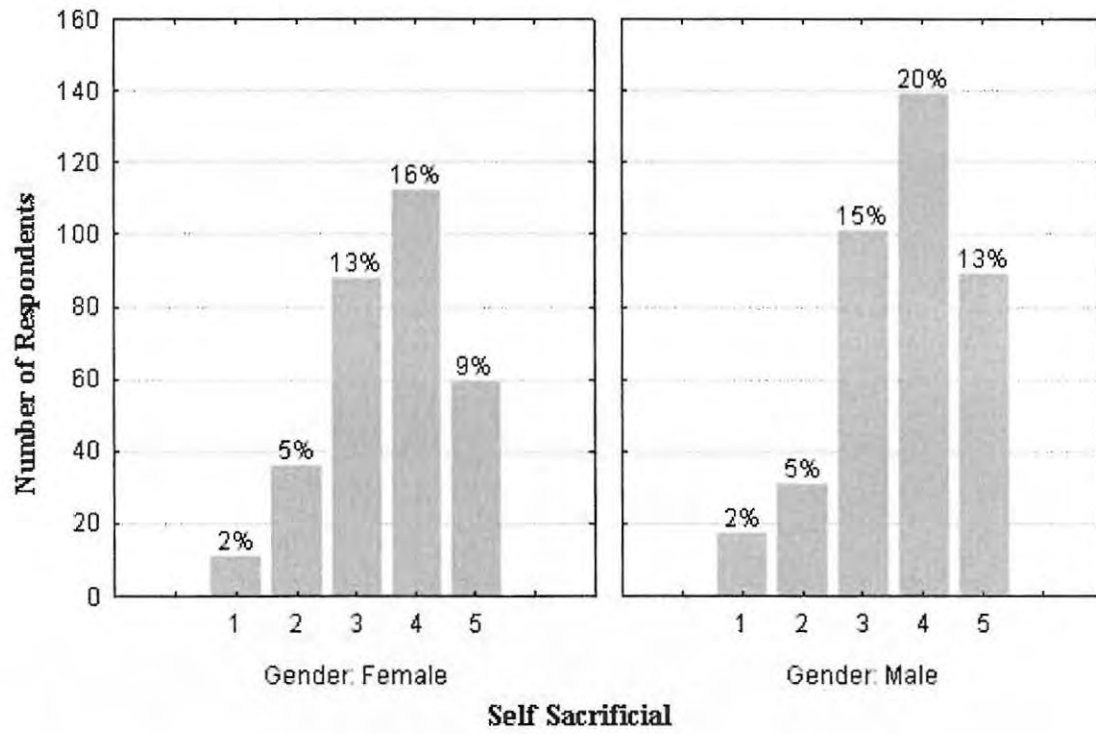


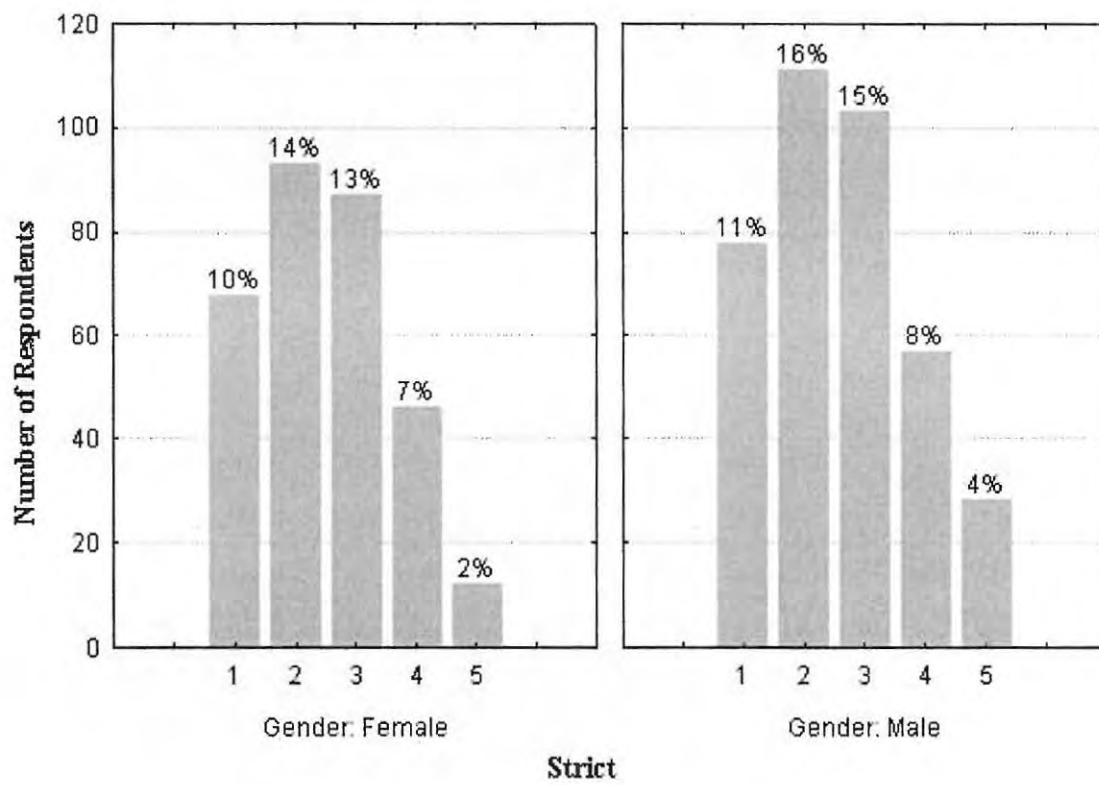
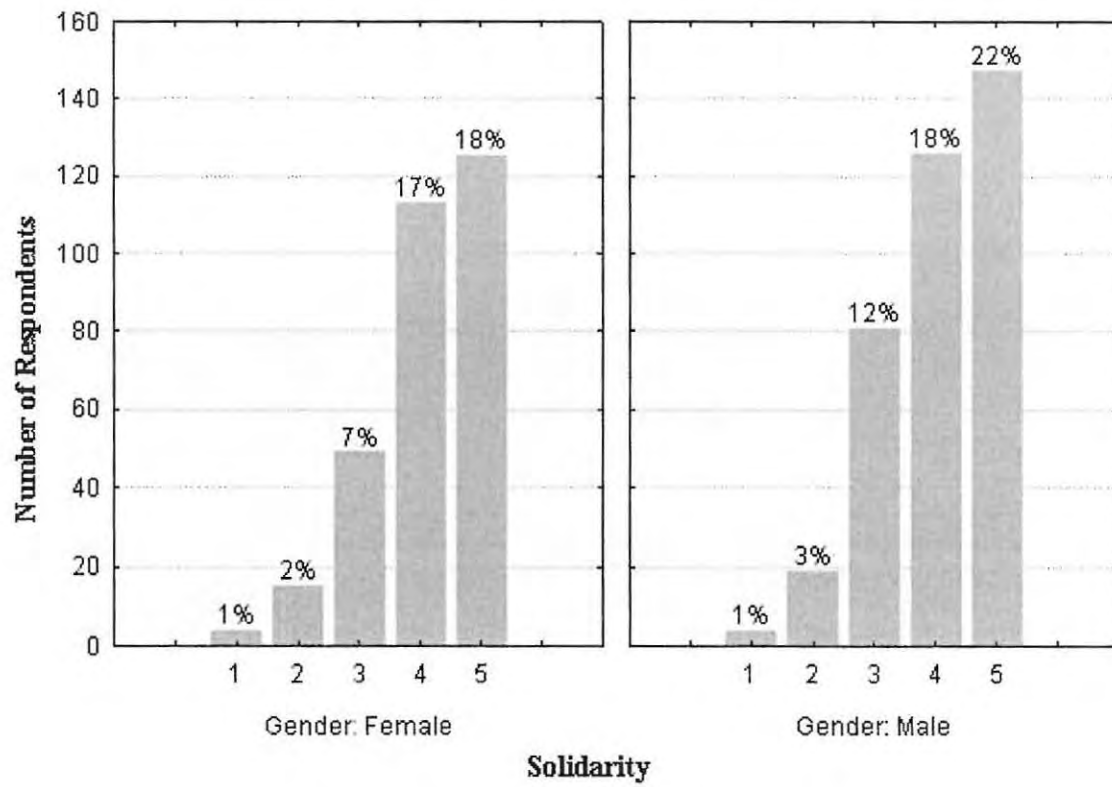


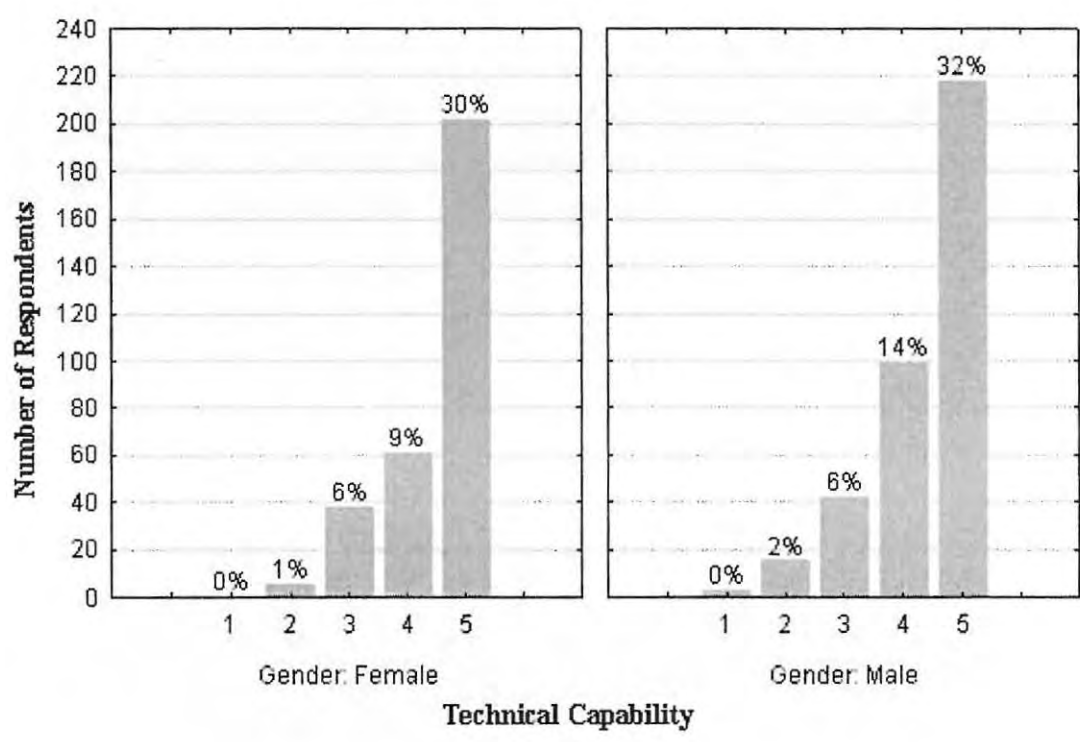
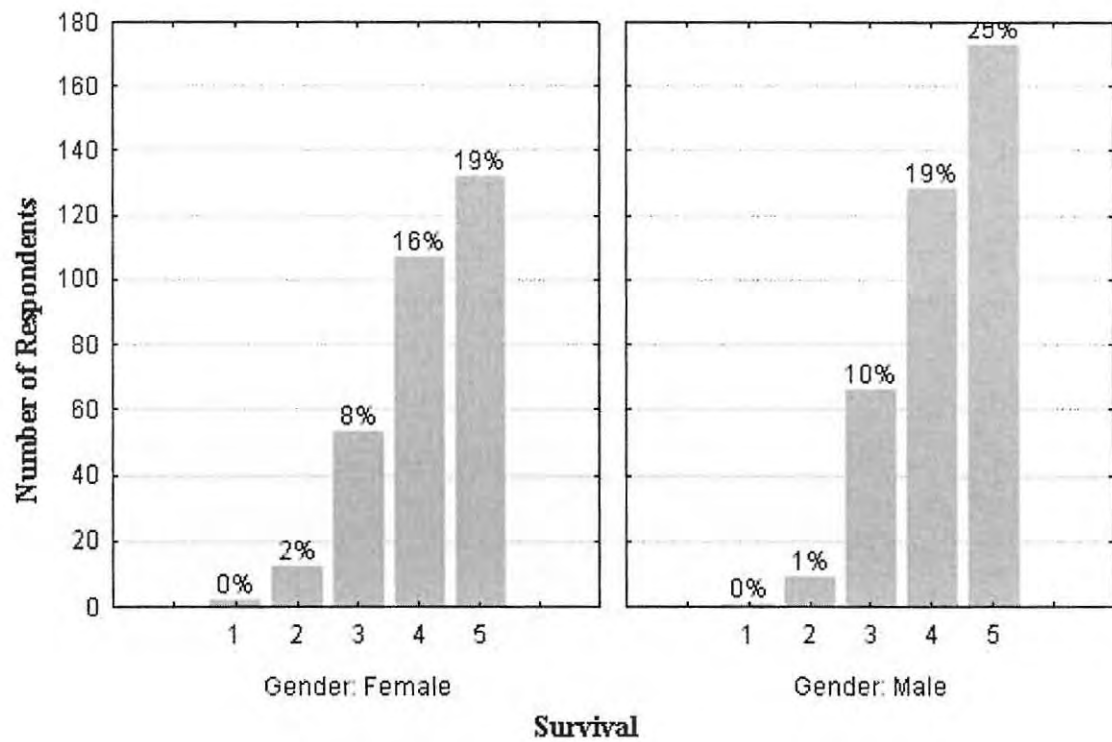


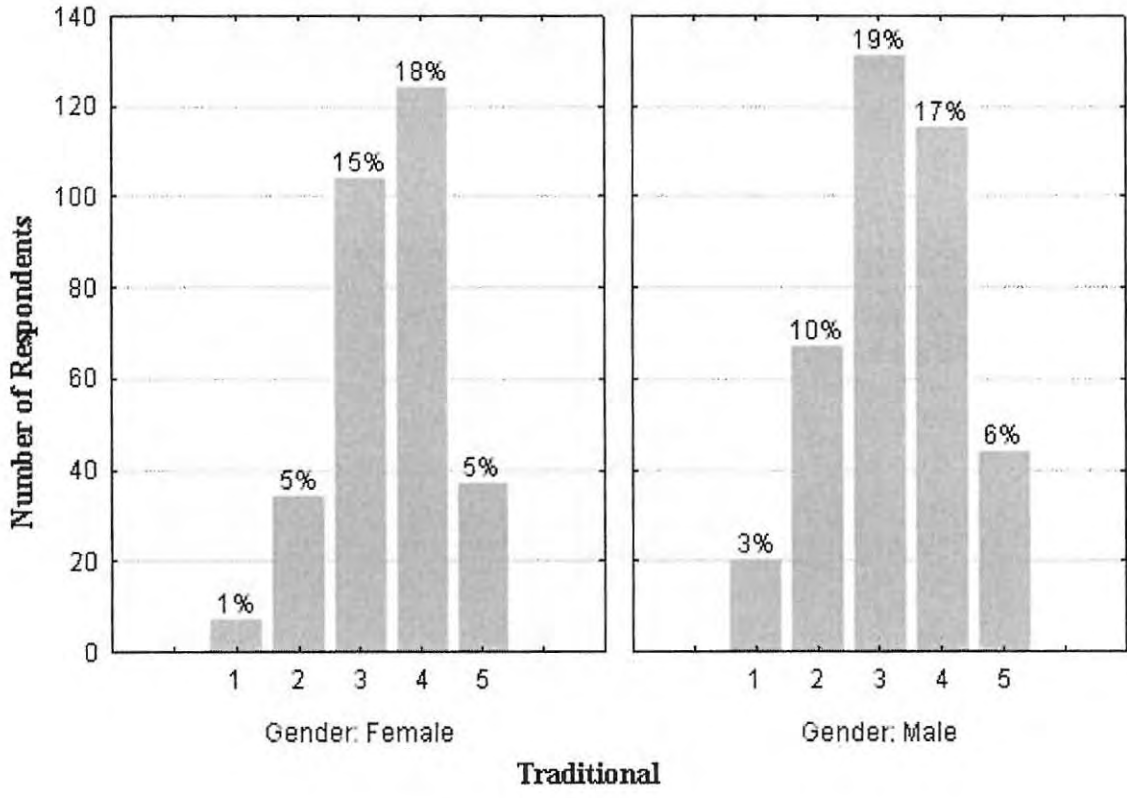
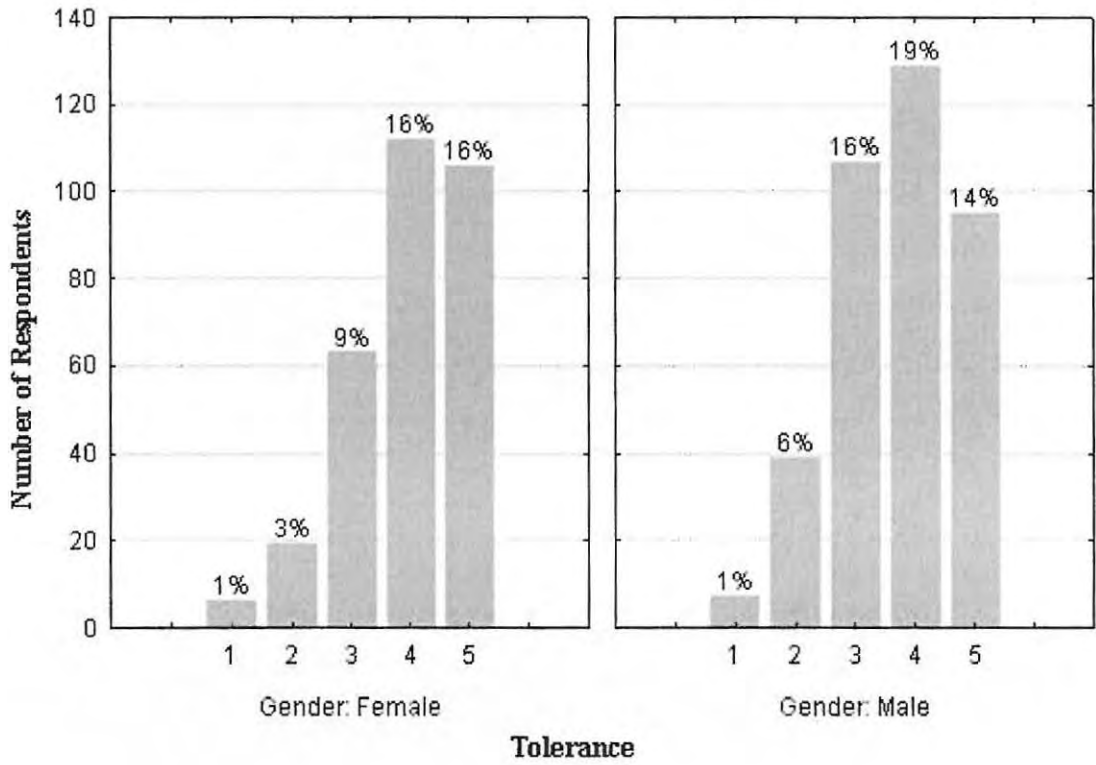


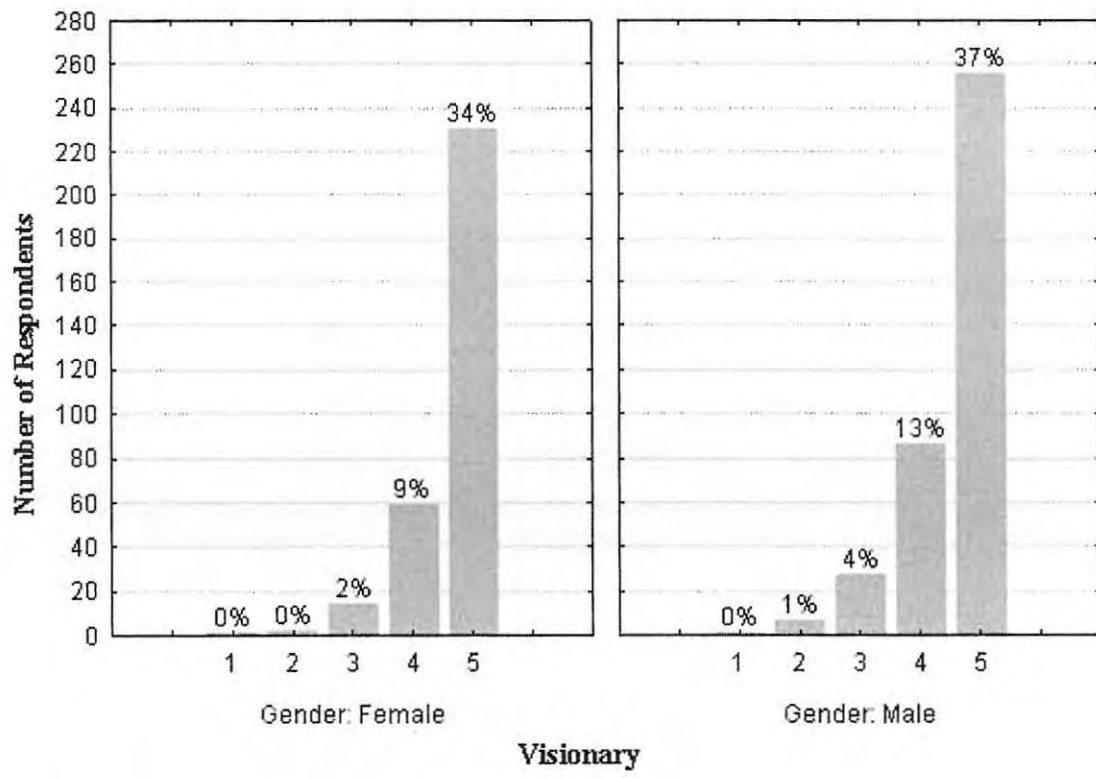












APPENDIX C

CULTURE

C.1. Leadership Values ranked according to Culture

African Values

Leadership Values	Rank	Mean	Standard Deviation
Visionary	1	4.63	0.70
Inspirational	2	4.57	0.70
Loyalty	3	4.51	0.78
Integrity	4	4.35	0.94
Technical Capability	5	4.34	0.90
Survival	6	4.32	0.88
Openness	7	4.32	0.97
Share Power	8	4.30	0.91
Performance	9	4.29	0.91
Delegate	10	4.26	0.83
Logical	11	4.24	0.83
Politeness	12	4.20	0.96
Solidarity	13	4.18	0.97
Consistent	14	4.14	0.97
Collective	15	4.11	0.92
Face-Savings	16	4.06	1.04
Conformity	17	4.05	0.95
Harmony	18	4.00	0.99
Kindness	19	3.96	1.02
Tolerance	20	3.81	1.10
Perceived Internal Control	21	3.80	0.91
Emotional	22	3.71	1.13
Personal Communication	23	3.66	1.15
Self Sacrificial	24	3.61	1.16
Consensus	25	3.57	1.09
Forgiveness	26	3.54	1.03
Traditional	27	3.52	1.04
Ritualistic	28	3.51	1.02
Individualistic	29	3.20	1.23
Religious	30	2.94	1.26
Perceived External Control	31	2.80	1.28
Strict	32	2.59	1.21
Autocratic	33	2.35	1.35

White Values

Leadership Values	Rank	Mean	Standard Deviation
Loyalty	1	4.69	0.61
Inspirational	2	4.67	0.63
Visionary	3	4.65	0.62
Technical Capability	4	4.58	0.73
Integrity	5	4.56	0.78
Openness	6	4.49	0.73
Logical	7	4.38	0.76
Consistent	8	4.35	0.80
Performance	9	4.35	0.75
Share Power	10	4.25	0.80
Delegate	11	4.23	0.75
Politeness	12	4.20	0.87
Survival	13	4.08	0.83
Collective	14	4.04	0.85
Face-Savings	15	4.04	0.91
Solidarity	16	3.92	0.94
Emotional	17	3.82	0.98
Tolerance	18	3.80	0.92
Harmony	19	3.78	0.99
Perceived Internal Control	20	3.77	0.89
Conformity	21	3.74	1.00
Personal Communication	22	3.73	1.06
Kindness	23	3.71	0.93
Self Sacrificial	24	3.62	0.95
Forgiveness	25	3.41	0.86
Individualistic	26	3.31	1.11
Consensus	27	3.29	1.10
Traditional	28	3.19	0.93
Ritualistic	29	3.09	0.97
Strict	30	2.44	1.09
Religious	31	2.37	1.27
Perceived External Control	32	2.29	1.05
Autocratic	33	1.94	1.03

Coloured Values

Leadership Values	Rank	Mean	Standard Deviation
Performance	1	4.63	0.66
Loyalty	2	4.59	0.67
Inspirational	3	4.56	0.72
Visionary	4	4.53	0.72
Integrity	5	4.50	0.88
Openness	6	4.34	1.10
Delegate	7	4.28	0.77
Share Power	8	4.28	1.08
Technical Capability	9	4.28	0.92
Survival	10	4.19	0.97
Politeness	11	4.19	0.82
Collective	12	4.16	0.99
Consistent	13	4.13	0.94
Solidarity	14	4.06	0.84
Logical	15	3.97	0.93
Conformity	16	3.91	0.96
Face-Savings	17	3.91	0.96
Emotional	18	3.91	1.06
Perceived Internal Control	19	3.78	0.94
Self Sacrificial	20	3.72	1.05
Tolerance	21	3.69	1.03
Kindness	22	3.69	1.03
Personal Communication	23	3.66	1.18
Individualistic	24	3.56	1.05
Harmony	25	3.50	1.16
Forgiveness	26	3.41	1.01
Consensus	27	3.41	1.04
Traditional	28	3.38	0.98
Ritualistic	29	3.38	0.91
Religious	30	2.94	1.29
Strict	31	2.78	1.10
Perceived External Control	32	2.25	1.14
Autocratic	33	2.13	1.43

Indian Values

Leadership Values	Rank	Mean	Standard Deviation
Loyalty	1	4.68	0.63
Inspirational	2	4.62	0.64
Visionary	3	4.57	0.80
Openness	4	4.49	0.90
Politeness	5	4.32	0.85
Integrity	6	4.32	0.91
Technical Capability	7	4.32	0.78
Individualistic	8	4.30	4.95
Share Power	9	4.30	0.74
Solidarity	10	4.27	0.69
Performance	11	4.27	0.73
Logical	12	4.24	0.93
Consistent	13	4.22	0.89
Survival	14	4.11	0.70
Face-Savings	15	4.11	0.88
Collective	16	4.08	0.72
Delegate	17	4.03	0.83
Kindness	18	4.00	0.97
Harmony	19	4.00	0.88
Tolerance	20	3.95	0.91
Emotional	21	3.89	0.91
Conformity	22	3.84	0.99
Perceived Internal Control	23	3.76	0.83
Personal Communication	24	3.59	1.14
Self Sacrificial	25	3.59	0.96
Forgiveness	26	3.43	0.93
Ritualistic	27	3.43	1.21
Traditional	28	3.35	0.92
Consensus	29	3.22	1.06
Religious	30	3.08	1.16
Perceived External Control	31	2.73	1.17
Strict	32	2.27	0.99
Autocratic	33	1.97	1.09

Other Values

Leadership Values	Rank	Mean	Standard Deviation
Delegate	1	4.55	0.89
Integrity	2	4.55	0.51
Openness	3	4.55	0.69
Inspirational	4	4.45	0.76
Loyalty	5	4.35	0.81
Visionary	6	4.30	1.03
Performance	7	4.25	0.79
Survival	8	4.20	0.95
Tolerance	9	4.20	0.83
Politeness	10	4.15	0.75
Solidarity	11	4.15	0.88
Logical	12	4.15	0.99
Personal Communication	13	4.15	0.88
Collective	14	4.10	0.72
Consistent	15	4.10	0.85
Perceived Internal Control	16	4.00	0.86
Share Power	17	4.00	0.97
Forgiveness	18	3.95	0.89
Technical Capability	19	3.95	0.94
Kindness	20	3.90	0.72
Harmony	21	3.90	0.97
Conformity	22	3.80	1.01
Face-Savings	23	3.80	1.15
Self Sacrificial	24	3.75	0.97
Ritualistic	25	3.70	1.03
Emotional	26	3.70	1.08
Consensus	27	3.65	1.14
Individualistic	28	3.50	0.83
Autocratic	29	3.40	1.05
Traditional	30	3.30	1.13
Strict	31	3.25	1.12
Religious	32	3.20	1.40
Perceived External Control	33	3.05	1.32

C.2. Pearson Chi-Square: Culture

Leadership Values	Pearson Chi Square	df	p
Loyalty	15.2362	12	0.228792
Individualistic	43.0030	20	0.055813
Survival	44.0347	16	0.000195
Forgiveness	32.4536	16	0.008732
Religious	53.3017	16	0.000007
Tolerance	25.8413	16	0.056325
Visionary	26.9134	16	0.042475
Politeness	24.4507	16	0.080137
Kindness	34.6885	16	0.004388
Inspirational	25.7923	12	0.011491
Delegate	22.4424	12	0.032865
Solidarity	30.2307	16	0.016854
Perceived Internal Control	20.2706	16	0.208307
Share Power	19.4512	16	0.245986
Integrity	35.8455	16	0.003044
Traditional	31.0484	16	0.010164
Collective	16.7636	16	0.401066
Harmony	26.8507	16	0.043192
Conformity	36.3833	16	0.002562
Face-Savings	22.4951	16	0.127942
Technical Capability	36.7910	16	0.002247
Perceived External Control	50.8772	16	0.000017
Logical	36.7315	16	0.002290
Ritualistic	45.9365	16	0.000100
Consensus	21.8277	16	0.148872
Personal Communication	22.3209	16	0.133157
Openness	25.2375	16	0.065770
Consistent	16.8964	16	0.392346
Strict	22.4822	16	0.128322
Self Sacrificial	28.5074	16	0.027493
Performance	31.7697	16	0.010722
Emotional	12.6767	16	0.696228
Autocratic	60.7901	16	0.00000

■ Represents values that show a statistically significant difference

C.3. Frequency Tables illustrating the Cultural Responses to the following Leadership Values:

Culture and Loyalty						
	Cultural Group	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	0	3	6	28	37
Row Percent		0.00%	8.11%	16.22%	75.68%	
Count	African	5	40	58	212	315
Row Percent		1.59%	12.70%	18.41%	67.30%	
Count	Other	0	4	5	11	20
Row Percent		0.00%	20.00%	25.00%	55.00%	
Count	White	2	16	49	212	279
Row Percent		0.72%	5.73%	17.56%	75.99%	
Count	Coloured	0	3	7	22	32
Row Percent		0.00%	9.38%	21.88%	68.75%	
Count	All Groups	7	66	125	485	683

Culture and Individualistic							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	1	5	12	13	6	37
Row Percent		2.70%	13.51%	32.43%	35.14%	16.22%	
Count	African	34	58	86	84	53	315
Row Percent		10.79%	18.41%	27.30%	26.67%	16.83%	
Count	Other	0	3	5	11	1	20
Row Percent		0.00%	15.00%	25.00%	55.00%	5.00%	
Count	White	15	57	73	94	40	279
Row Percent		5.38%	20.43%	26.16%	33.69%	14.34%	
Count	Coloured	2	3	6	17	4	32
Row Percent		6.52%	9.38%	18.75%	53.13%	12.50%	
Count	All Groups	52	126	182	219	104	683

Culture and Survival							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	0	0	7	19	11	37
Row Percent		0.00%	0.00%	18.92%	51.35%	29.73%	
Count	African	2	7	54	78	174	315
Row Percent		0.63%	2.22%	17.14%	24.76%	55.24%	
Count	Other	0	1	4	5	10	20
Row Percent		0.00%	5.00%	20.00%	25.00%	50.00%	
Count	White	1	11	48	125	94	279
Row Percent		0.36%	3.94%	17.20%	44.80%	33.69%	
Count	Coloured	0	2	6	8	16	32
Row Percent		0.00%	6.25%	18.75%	25.00%	50.00%	
Count	All Groups	3	21	119	235	305	683

Culture and Forgiveness							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	0	7	11	15	4	37
Row Percent		0.00%	18.92%	29.73%	40.54%	10.81%	
Count	African	7	42	105	96	65	315
Row Percent		2.22%	13.33%	33.33%	30.48%	20.63%	
Count	Other	0	1	5	8	6	20
Row Percent		0.00%	5.00%	25.00%	40.00%	30.00%	
Count	White	3	32	120	97	27	279
Row Percent		1.08%	11.47%	43.01%	34.77%	9.68%	
Count	Coloured	2	3	10	14	3	32
Row Percent		6.25%	9.38%	31.25%	43.75%	9.38%	
Count	All Groups	12	85	251	230	105	683

Culture and Religious							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	3	9	12	8	5	37
Row Percent		8.11%	24.32%	32.43%	21.62%	13.51%	
Count	African	52	65	86	73	39	315
Row Percent		16.51%	20.63%	27.30%	23.17%	12.38%	
Count	Other	3	3	6	3	5	20
Row Percent		15.00%	15.00%	30.00%	15.00%	25.00%	
Count	White	89	81	47	42	20	279
Row Percent		31.90%	29.03%	16.85%	15.05%	7.17%	
Count	Coloured	4	9	10	3	6	32
Row Percent		12.50%	28.13%	31.25%	9.38%	18.75%	
Count	All Groups	151	167	161	129	75	683

Culture and Tolerance							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	0	2	10	13	12	37
Row Percent		0.00%	5.41%	27.03%	35.14%	32.43%	
Count	African	10	30	78	90	107	315
Row Percent		3.17%	9.52%	24.76%	28.57%	33.97%	
Count	Other	0	1	2	9	8	20
Row Percent		0.00%	5.00%	10.00%	45.00%	40.00%	
Count	White	2	23	69	119	66	279
Row Percent		0.72%	8.24%	24.73%	42.65%	23.66%	
Count	Coloured	1	2	11	10	8	32
Row Percent		3.13%	6.25%	34.38%	31.25%	25.00%	
Count	All Groups	13	58	170	241	201	683

Culture and Visionary							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	0	1	4	5	27	37
Row Percent		0.00%	2.70%	10.81%	13.51%	72.97%	
Count	African	1	4	21	60	229	315
Row Percent		0.32%	1.27%	6.67%	19.05%	72.70%	
Count	Other	1	0	2	6	11	20
Row Percent		5.00%	0.00%	10.00%	30.00%	55.00%	
Count	White	0	3	13	64	199	279
Row Percent		0.00%	1.08%	4.66%	22.94%	71.33%	
Count	Coloured	0	1	1	10	20	32
Row Percent		0.00%	3.13%	3.13%	31.25%	62.50%	
Count	All Groups	2	9	41	145	486	683

Culture and Politeness							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	0	0	9	7	21	37
Row Percent		0.00%	0.00%	24.32%	18.92%	56.76%	
Count	African	2	16	58	79	160	315
Row Percent		0.63%	5.08%	18.41%	25.08%	50.79%	
Count	Other	0	1	1	12	6	20
Row Percent		0.00%	5.00%	5.00%	60.00%	30.00%	
Count	White	1	11	43	101	123	279
Row Percent		0.36%	3.94%	15.41%	36.20%	44.09%	
Count	Coloured	0	1	5	13	13	32
Row Percent		0.00%	3.13%	15.63%	40.63%	40.63%	
Count	All Groups	3	29	116	212	323	683

Culture and Kindness							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	0	2	11	9	15	37
Row Percent		0.00%	5.41%	29.73%	24.32%	40.54%	
Count	African	4	24	75	90	122	315
Row Percent		1.27%	7.62%	23.81%	28.57%	38.73%	
Count	Other	0	0	6	10	4	20
Row Percent		0.00%	0.00%	30.00%	50.00%	20.00%	
Count	White	2	28	77	114	58	279
Row Percent		0.72%	10.04%	27.60%	40.86%	20.79%	
Count	Coloured	1	3	8	13	7	32
Row Percent		3.13%	9.38%	25.00%	40.63%	21.88%	
Count	All Groups	7	57	177	236	206	683

Culture and Inspirational							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	1	0	11	25	1	37
Row Percent		2.70%	0.00%	29.73%	67.57%	2.70%	
Count	African	1	35	62	217	1	315
Row Percent		0.32%	11.11%	19.68%	68.89%	0.32%	
Count	Other	1	0	8	11	1	20
Row Percent		5.00%	0.00%	40.00%	55.00%	5.00%	
Count	White	3	16	50	210	3	279
Row Percent		1.08%	5.73%	17.92%	75.27%	1.08%	
Count	Coloured	0	4	6	22	0	32
Row Percent		0.00%	12.50%	18.75%	68.75%	0.00%	
Count	All Groups	6	55	137	485	6	683

Culture and Delegate						
	Cultural Group	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	1	9	15	12	37
Row Percent		2.70%	24.32%	40.54%	32.43%	
Count	African	9	50	107	149	315
Row Percent		2.86%	15.87%	33.97%	47.30%	
Count	Other	1	2	2	15	20
Row Percent		5.00%	10.00%	10.00%	75.00%	
Count	White	7	33	127	112	279
Row Percent		2.51%	11.83%	45.52%	40.14%	
Count	Coloured	1	3	14	14	32
Row Percent		3.13%	9.38%	43.75%	43.75%	
Count	All Groups	19	97	265	302	683

Culture and Solidarity							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	0	0	5	17	15	37
Row Percent		0.00%	0.00%	13.51%	45.95%	40.54%	
Count	African	3	18	51	89	154	315
Row Percent		0.95%	5.71%	16.19%	28.25%	48.89%	
Count	Other	0	1	3	8	8	20
Row Percent		0.00%	5.00%	15.00%	40.00%	40.00%	
Count	White	5	14	64	112	84	279
Row Percent		1.79%	5.02%	22.94%	40.14%	30.11%	
Count	Coloured	0	1	7	13	11	32
Row Percent		0.00%	3.13%	21.88%	40.63%	34.38%	
Count	All Groups	8	34	130	239	272	683

Culture and Share Power							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	0	1	3	17	16	37
Row Percent		0.00%	2.70%	8.11%	45.95%	43.24%	
Count	African	3	15	33	99	165	315
Row Percent		0.95%	4.76%	10.48%	31.43%	52.38%	
Count	Other	0	2	3	8	7	20
Row Percent		0.00%	10.00%	15.00%	40.00%	35.00%	
Count	White	1	10	28	120	120	279
Row Percent		0.36%	3.58%	10.04%	43.01%	43.01%	
Count	Coloured	1	2	3	7	19	32
Row Percent		3.13%	6.25%	9.38%	21.88%	59.38%	
Count	All Groups	5	30	70	251	327	683

Culture and Perceived Internal Control							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	0	4	6	22	5	37
Row Percent		0.00%	10.81%	16.22%	59.46%	13.51%	
Count	African	5	16	88	133	73	315
Row Percent		1.59%	5.08%	27.94%	42.22%	23.17%	
Count	Other	0	1	4	9	6	20
Row Percent		0.00%	5.00%	20.00%	45.00%	30.00%	
Count	White	3	26	55	144	51	279
Row Percent		1.08%	9.32%	19.71%	51.61%	18.28%	
Count	Coloured	1	1	9	14	7	32
Row Percent		3.13%	3.13%	28.13%	43.75%	21.88%	
Count	All Groups	9	48	162	322	142	683

Culture and Integrity							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	0	0	11	3	23	37
Row Percent		0.00%	0.00%	29.73%	8.11%	62.16%	
Count	African	4	11	47	62	191	315
Row Percent		1.27%	3.49%	14.92%	19.68%	60.63%	
Count	Other	0	0	0	9	11	20
Row Percent		0.00%	0.00%	0.00%	45.00%	55.00%	
Count	White	2	5	23	54	195	279
Row Percent		0.72%	1.79%	8.24%	19.35%	69.89%	
Count	Coloured	0	2	2	6	22	32
Row Percent		0.00%	6.25%	6.25%	18.75%	68.75%	
Count	All Groups	6	18	83	134	442	683

Culture and Traditional							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	1	6	11	17	2	37
Row Percent		2.70%	16.22%	29.73%	45.95%	5.41%	
Count	African	12	41	89	118	55	315
Row Percent		3.81%	13.02%	28.25%	37.46%	17.46%	
Count	Other	1	4	6	6	3	20
Row Percent		5.00%	20.00%	30.00%	30.00%	15.00%	
Count	White	12	45	119	85	18	279
Row Percent		4.30%	16.13%	42.65%	30.47%	6.45%	
Count	Coloured	1	5	10	13	3	32
Row Percent		3.13%	15.63%	31.25%	40.63%	9.38%	
Count	All Groups	27	101	235	239	81	683

Culture and Collective							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	0	1	5	21	10	37
Row Percent		0.00%	2.70%	13.51%	56.76%	27.03%	
Count	African	3	17	47	123	125	315
Row Percent		0.95%	5.40%	14.92%	39.05%	39.68%	
Count	Other	0	0	4	10	6	20
Row Percent		0.00%	0.00%	20.00%	50.00%	30.00%	
Count	White	1	13	50	126	89	279
Row Percent		0.36%	4.66%	17.92%	45.16%	31.90%	
Count	Coloured	0	2	7	7	16	32
Row Percent		0.00%	6.25%	21.88%	21.88%	50.00%	
Count	All Groups	4	33	113	287	246	683

Culture and Harmony							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	1	1	5	20	10	37
Row Percent		2.70%	2.70%	13.51%	54.05%	27.03%	
Count	African	5	18	70	102	120	315
Row Percent		1.59%	5.71%	22.22%	32.38%	38.10%	
Count	Other	0	2	4	8	6	20
Row Percent		0.00%	10.00%	20.00%	40.00%	30.00%	
Count	White	5	26	65	112	71	279
Row Percent		1.79%	9.32%	23.30%	40.14%	25.45%	
Count	Coloured	1	6	9	8	8	32
Row Percent		3.13%	18.75%	28.13%	25.00%	25.00%	
Count	All Groups	12	53	153	250	215	683

Culture and Conformity							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	2	0	9	17	9	37
Row Percent		5.41%	0.00%	24.32%	45.95%	24.32%	
Count	African	4	15	66	106	124	315
Row Percent		1.27%	4.76%	20.95%	33.65%	39.37%	
Count	Other	0	3	3	9	5	20
Row Percent		0.00%	15.00%	15.00%	45.00%	25.00%	
Count	White	5	31	61	117	65	279
Row Percent		1.79%	11.11%	21.86%	41.94%	23.30%	
Count	Coloured	0	4	4	15	9	32
Row Percent		0.00%	12.50%	12.50%	46.88%	28.13%	
Count	All Groups	11	53	143	264	212	683

Culture and Face-Savings							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	0	3	3	18	13	37
Row Percent		0.00%	8.11%	8.11%	48.65%	35.14%	
Count	African	9	17	57	96	136	315
Row Percent		2.86%	5.40%	18.10%	30.48%	43.17%	
Count	Other	1	1	6	5	7	20
Row Percent		5.00%	5.00%	30.00%	25.00%	35.00%	
Count	White	2	16	51	111	99	279
Row Percent		0.72%	5.73%	18.28%	39.78%	35.48%	
Count	Coloured	0	2	10	9	11	32
Row Percent		0.00%	6.25%	31.25%	28.13%	34.38%	
Count	All Groups	12	39	127	239	266	683

Culture and Technical Capability							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	0	1	4	14	18	37
Row Percent		0.00%	2.70%	10.81%	37.84%	48.65%	
Count	African	2	10	50	69	184	315
Row Percent		0.63%	3.17%	15.87%	21.90%	58.41%	
Count	Other	0	2	3	9	6	20
Row Percent		0.00%	10.00%	15.00%	45.00%	30.00%	
Count	White	1	6	16	62	194	279
Row Percent		0.36%	2.15%	5.73%	22.22%	69.53%	
Count	Coloured	0	1	7	6	18	32
Row Percent		0.00%	3.13%	21.88%	18.75%	56.25%	
Count	All Groups	3	20	80	160	420	683

Culture and Perceived External Control							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	6	11	9	9	2	37
Row Percent		16.22%	29.73%	24.32%	24.32%	5.41%	
Count	African	68	62	77	80	28	315
Row Percent		21.59%	19.68%	24.44%	25.40%	8.89%	
Count	Other	3	4	5	5	3	20
Row Percent		15.00%	20.00%	25.00%	25.00%	15.00%	
Count	White	70	104	65	33	7	279
Row Percent		25.09%	37.28%	23.30%	11.83%	2.51%	
Count	Coloured	9	12	7	2	2	32
Row Percent		28.13%	37.50%	21.88%	6.25%	6.25%	
Count	All Groups	156	193	163	129	42	683

Culture and Logical							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	0	2	6	10	19	37
Row Percent		0.00%	5.41%	16.22%	27.03%	51.35%	
Count	African	1	5	59	102	148	315
Row Percent		0.32%	1.59%	18.73%	32.38%	46.98%	
Count	Other	1	0	2	9	8	20
Row Percent		5.00%	0.00%	10.00%	45.00%	40.00%	
Count	White	1	6	24	102	146	279
Row Percent		0.36%	2.15%	8.60%	36.56%	52.33%	
Count	Coloured	0	3	5	14	10	32
Row Percent		0.00%	9.38%	15.63%	43.75%	31.25%	
Count	All Groups	3	16	96	237	331	683

Culture and Ritualistic							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	4	4	7	16	6	37
Row Percent		10.81%	10.81%	18.92%	43.24%	16.22%	
Count	African	11	43	84	128	49	315
Row Percent		3.49%	13.65%	26.67%	40.63%	15.56%	
Count	Other	1	1	5	9	4	20
Row Percent		5.00%	5.00%	25.00%	45.00%	20.00%	
Count	White	15	58	112	76	18	279
Row Percent		5.38%	20.79%	40.14%	27.24%	6.45%	
Count	Coloured	1	3	14	11	3	32
Row Percent		3.13%	9.38%	43.75%	34.38%	9.38%	
Count	All Groups	32	109	222	240	80	683

Culture and Consensus							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	3	4	16	10	4	37
Row Percent		8.11%	10.81%	43.24%	27.03%	10.81%	
Count	African	10	46	83	105	71	315
Row Percent		3.17%	14.60%	26.35%	33.33%	22.54%	
Count	Other	1	2	5	7	5	20
Row Percent		5.00%	10.00%	25.00%	35.00%	25.00%	
Count	White	13	58	86	80	42	279
Row Percent		4.66%	20.79%	30.82%	28.67%	15.05%	
Count	Coloured	1	4	14	7	6	32
Row Percent		3.13%	12.50%	43.75%	21.88%	18.75%	
Count	All Groups	28	114	204	209	128	683

Culture and Personal Communication							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	0	8	10	8	11	37
Row Percent		0.00%	21.62%	27.03%	21.62%	29.73%	
Count	African	15	36	79	95	90	315
Row Percent		4.76%	11.43%	25.08%	30.16%	28.57%	
Count	Other	0	1	3	8	8	20
Row Percent		0.00%	5.00%	15.00%	40.00%	40.00%	
Count	White	6	39	51	112	71	279
Row Percent		2.15%	13.98%	18.28%	40.14%	25.45%	
Count	Coloured	1	5	8	8	10	32
Row Percent		3.13%	15.63%	25.00%	25.00%	31.25%	
Count	All Groups	22	89	151	231	190	683

Culture and Openness							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	0	2	4	5	26	37
Row Percent		0.00%	5.41%	10.81%	13.51%	70.27%	
Count	African	5	15	40	70	185	315
Row Percent		1.59%	4.76%	12.70%	22.22%	58.73%	
Count	Other	0	0	2	5	13	20
Row Percent		0.00%	0.00%	10.00%	25.00%	65.00%	
Count	White	1	5	18	88	167	279
Row Percent		0.36%	1.79%	6.45%	31.54%	59.86%	
Count	Coloured	1	2	3	5	21	32
Row Percent		3.13%	6.25%	9.38%	15.63%	65.63%	
Count	All Groups	7	24	67	173	412	683

Culture and Consistent							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	0	1	8	10	18	37
Row Percent		0.00%	2.70%	21.62%	27.03%	48.65%	
Count	African	5	14	58	94	144	315
Row Percent		1.59%	4.44%	18.41%	29.84%	45.71%	
Count	Other	0	1	3	9	7	20
Row Percent		0.00%	5.00%	15.00%	45.00%	35.00%	
Count	White	2	4	33	95	145	279
Row Percent		0.72%	1.43%	11.83%	34.05%	51.97%	
Count	Coloured	0	2	6	10	14	32
Row Percent		0.00%	6.25%	18.75%	31.25%	43.75%	
Count	All Groups	7	22	108	218	328	683

Culture and Strict							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	10	11	12	4	0	37
Row Percent		27.03%	29.73%	32.43%	10.81%	0.00%	
Count	African	71	85	82	55	22	315
Row Percent		22.54%	26.98%	26.03%	17.46%	6.98%	
Count	Other	1	4	7	5	3	20
Row Percent		5.00%	20.00%	35.00%	25.00%	15.00%	
Count	White	61	92	81	32	13	279
Row Percent		21.86%	32.97%	29.03%	11.47%	4.66%	
Count	Coloured	3	12	8	7	2	32
Row Percent		9.38%	37.50%	25.00%	21.88%	6.25%	
Count	All Groups	146	204	190	103	40	683

Culture and Self Sacrificial							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	1	2	15	12	7	37
Row Percent		2.70%	5.41%	40.54%	32.43%	18.92%	
Count	African	17	38	81	95	84	315
Row Percent		5.40%	12.06%	25.71%	30.16%	26.67%	
Count	Other	0	2	6	7	5	20
Row Percent		0.00%	10.00%	30.00%	35.00%	25.00%	
Count	White	8	23	82	120	46	279
Row Percent		2.87%	8.24%	29.39%	43.01%	16.49%	
Count	Coloured	2	2	5	17	6	32
Row Percent		6.25%	6.25%	15.63%	53.13%	18.75%	
Count	All Groups	28	67	189	251	148	683

Culture and Performance							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	0	1	3	18	15	37
Row Percent		0.00%	2.70%	8.11%	48.65%	40.54%	
Count	African	4	9	47	88	167	315
Row Percent		1.27%	2.86%	14.92%	27.94%	53.02%	
Count	Other	0	1	1	10	8	20
Row Percent		0.00%	5.00%	5.00%	50.00%	40.00%	
Count	White	1	7	20	117	134	279
Row Percent		0.36%	2.51%	7.17%	41.94%	48.03%	
Count	Coloured	0	1	0	9	22	32
Row Percent		0.00%	3.13%	0.00%	28.13%	68.75%	
Count	All Groups	5	19	71	242	346	683

Culture and Emotional							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	0	3	8	16	10	37
Row Percent		0.00%	8.11%	21.62%	43.24%	27.03%	
Count	African	14	35	71	104	91	315
Row Percent		4.44%	11.11%	22.54%	33.02%	28.89%	
Count	Other	0	3	6	5	6	20
Row Percent		0.00%	15.00%	30.00%	25.00%	30.00%	
Count	White	4	22	73	101	79	279
Row Percent		1.43%	7.89%	26.16%	36.20%	28.32%	
Count	Coloured	1	2	7	11	11	32
Row Percent		3.13%	6.25%	21.88%	34.38%	34.38%	
Count	All Groups	19	65	165	237	197	683

Culture and Autocratic							
	Cultural Group	No Value	Minor Value	Some Value	Moderate Value	Strong Value	Row
Count	Indian	16	11	6	3	1	37
Row Percent		43.24%	29.73%	16.22%	8.11%	2.70%	
Count	African	122	63	54	49	27	315
Row Percent		38.73%	20.00%	17.14%	15.56%	8.57%	
Count	Other	0	5	5	7	3	20
Row Percent		0.00%	25.00%	25.00%	35.00%	15.00%	
Count	White	119	89	46	19	6	279
Row Percent		42.65%	31.90%	16.49%	6.81%	2.15%	
Count	Coloured	17	3	7	1	4	32
Row Percent		53.13%	9.38%	21.88%	3.13%	12.50%	
Count	All Groups	274	171	118	79	41	683

C.4. Categorized Histograms illustrating the Cultural Responses to the following Leadership Values:

