

DISSERTATION TITLE

“FOLLOW THE LEADER”

**Benchmarking a Best Practice Model of  
Leadership for Roadstone Provinces**

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# National College of Ireland

For my wife Colette and our seven wonderful children:  
Richie, Martin, Heather, Anthony, Amber, Kim and  
Kerri,

My mother and other family members, also my father in  
law, Martin.

In special memory of my dad who died on the 16<sup>th</sup> Jan  
1999 and also my godchild, Richie who died tragically  
On the 1<sup>st</sup> Jan 2003.

DECLARATION

I hereby certify that this material, which I now submit for assessment of the programme of study leading to the award of MA in Human Resource Management is entirely my own work and has not been taken from the work of others save and to the extent that such work has been cited and acknowledged within the text of my work.

Signed: ..... *Richard McDonnell* .....

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TABLE OF CONTENTS

Personal Note...	1
Declaration	2
Table of Contents	3-4.
Acknowledgements	5
Abstract	6
<b>Chapter 1 (Introduction)</b>	<b>7-9</b>
<b>Chapter 2</b>	
<b>Literature Review</b>	<b>10</b>
Definitions of Leadership	11
Theories of Leadership	12-25
Leadership Paradigms	26-33
Critical Link: Emotional Intelligence	34-35
Critical Issues for Leadership	36-38
Developing the Leadership Pipeline	39-41
Best Practice Model of Leadership	42-51
<b>Chapter3</b>	
<b>Methodology.</b>	<b>52-74</b>
<b>Chapter 4</b>	
<b>Presentation of Findings</b>	<b>75-89</b>
<b>Summary of Findings ...</b>	
<b>Evaluating the Data</b>	

**Chapter 5**  
**Conclusions** 90-97

**Chapter 6**  
**Recommendation** 98-99  
Further Research 100

**Chapter 7**  
**Bibliography** 101-107

Appendices 108-115

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## ABSTRACT

This dissertation is about benchmarking a “Best Practice” model of leadership for Roadstone Provinces Ltd. To ensure that findings, conclusions, criticisms and recommendations were real and objective, the research, with questions and answers arising there from had to be conducted very thoroughly. The “Best Practice” model had to be researched and studied carefully prior to any research on the organisation.

The research questions covered most elements of Leadership “Best Practice” i.e. Communication, Leadership, Culture, Recruitment and Selection, Training, Development and Strategy. In order to obtain the real and factual data each of the headings above formed a separate questionnaire.

The number of research questions under each heading varied from five to seven, and there was the opportunity for each recipient to give one of five possible answers. This method gave the best opportunity to obtain definitive replies.

The responses to the author’s research questions were at best negative. Managers were most dissatisfied with all the elements referred to in the questionnaire and were most definite with their responses. Details of this research can be read in the body of my dissertation.

Given that my research was based on “Best Practice” the responses have clearly shown that major changes must be implemented as soon as possible in order to move towards the best practice model of leadership. Of major concern was the almost total divergence between the operational managers and the leadership team. This highlights the old style of classical leadership. The pursuit and execution of change must be the number one priority. It would be wrong to conclude that the human resource function is solely at fault. Each and every function of management must change. The “Best Practice” model of leadership shows quite clearly that reality transcends rhetoric. Rhetoric will not execute change. The HR function must be allowed to fulfil its role and must be an integral part of the leadership function.

## CHAPTER 1

### INTRODUCTION

The decision to study the subject as embodied in this dissertation was arrived at by a somewhat circuitous route. I have been employed for over 24 years at all levels of quarrying in the North East. I became manager of the largest Roadstone Quarry, following my success in gaining the necessary qualifications. I decided to further my studies by taking a BA degree in Human Resource Management. During that course an awareness that the potential of people is not always recognised or developed, became a focal point for my thinking.

A further reason for this particular course of study was the awareness that competition in the market place is an issue. New entrants to the market are aware of the dominant position of Roadstone and have been successful not just by surviving but also by gaining and retaining market share. This aspect also indicates that leadership and management skills are not just the prerogative of the giants of industry.

Choosing to learn more I decided to study for an MA in Human Resource Management, which I believe, was the best and most disciplined way of embracing the totality of the subject. Specifically, my research question was "How can leadership maximise management performance". The idea here was to develop a leadership model for Roadstone Provinces Ltd.

The objective is to identify gaps in the Roadstone model by comparing it to a "best practice" model and thereby identifies the essential components for effective leadership. Roadstone, now over fifty years established, owes its origins to the Roche Brothers \_ Tom and Donal In the aftermath of world war 2 Ireland had little resources for the construction industry with the meagre exception of some small underdeveloped quarries, largely operated and owned by local authorities, in that climate Roadstone very quickly gained a monopoly. The style of management in those years was very much of the old Classic Doctrinaire approach. This old style approach has to some extent permeated the organisation to a point where change is now an "imperative".



The success of the organisation over a long time can best be understood by looking at its strengths, which are as follows:

- Near monopoly situation
- Widest product range in industry
- Highly profitable
- Cash rich
- Efficient distribution system

A consistent pattern of profitability contributes to a very positive profile of the organisation. However on closer scrutiny although profitability remains the absolute objective, the weaknesses in the organisation indicates that better results can be achieved by addressing these very obvious weaknesses, for example:

- Bureaucracy is rife throughout the organisation
- Research and development does not feature
- Management is passive
- There is a lack of focus in key areas

Roadstone now employs more than one thousand people in thirty-eight locations throughout Ireland. The geographical spread alone should dictate the necessity for very close monitoring of management performance. The body of this dissertation takes an in-depth look at leadership and how it impacts on performance. The various elements of leadership are examined by reference to a “best practice” model.

Given that as already stated there is now no universally accepted definition of leadership. It was imperative to look at definitions as portrayed by various authors and this exercise spanned the evolutionary nature of the subject from traits, behaviours, functional, contingency and situational frameworks as outlined in chapter 2.

Having studied the data emerging from the various sources, it became very obvious that all of them contained elements of “best practice”, whilst none of them embraced all of the desired qualities of leadership.

At this stage I had arrived at a crossroads and decided to search the literature to find what I considered a model, which brought together the various elements and theories of leadership.

Gayle C. Avery's book portrayed leadership on a continuum from Classical – Transactional – Transformational/ Visionary to Organic formats and represented to me the flexibilities required in today's ever-changing environment. Although Avery's theory represented the best format it still lacked the critical link, which is the extraction of potential from people.

Daniel Goldman's book "The New Leader" clearly portrays emotional intelligence as the key to unlock "latent" potential in people. The combination of Avery's theory and emotional intelligence represented the best amalgam for leadership.

The next stage in the search was to find an organisation which practices the elements as portrayed by Goldman and Avery.

From a methodological perspective the author felt that the qualitative route was the most appropriate route for this dissertation as he was concerned with extracting the emotions, feelings and opinions of the respondents which could not have been obtained by going down the qualitative route. Initially the author had chosen semi-structured interviews as the favoured mechanism for extracting the data, however, he encountered problems, which are discussed in chapter 3, and he had to change to a structured questionnaire method.

Data was collected and analysed in chapter 4. Conclusions follow in chapter 5, recommendations follow in chapter 6. Bibliography follows in chapter 7.

**CHAPTER 2**

**LITERATURE REVIEW**

## **DEFINITIONS OF LEADERSHIP**

**“Leadership can be thought of as a process of influence, usually by one person, whereby another individual or group is oriented toward setting and achieving certain goals”.**

Source: James L. Bowditch and Anthony F. Buono  
A Primer on Organisational Behaviour: 2001

**“Leaders inducing followers to act for certain goals that represent the values and the motivations – the wants and needs, the aspirations and expectations of both leaders and followers and the genius of leadership lies in the manner in which leaders see and act on their own and their followers values and motivations”.**

Source: James McGregor Burns: Leadership  
New York: Harper and Row 1978

**“Thus we define leadership as the ability to influence a group toward the achievement of goals”.**

Source: Abraham Zaleznik: HBR / May June 1986

**“Leadership is about coping with change. Leaders establish direction by developing a vision of the future, they then align people by communicating this vision and inspiring them to overcome hurdles”.**

Source: J.P. Kotter “What Leaders Really Do”  
HBR/1990 May/ June

## THEORIES OF LEADERSHIP

Most of the research on leadership falls into three main categories:

- The trait approach
- The behavioural/ functional perspective
- The contingency / situational view

According to **Bowditch and Buono (2001)**, none of the theories in isolation seems to fully explain all the dynamics underlying leadership. The theories have been criticised as being too narrow in focus and inconsistent across different situations such as the trait approach.

### TRAIT THEORY

The early approaches to leadership focused on those personal characteristics and attributes that appeared to differentiate between leaders and followers. This is known as the “Great Person” theory of leadership, which assumed that leaders had special physical and personality characteristics. According to **Stogdill (1974)**, he maintains that there are five personal characteristics, which are related to effective leadership:

- Intelligence
- Dominance
- Self confidence
- High levels of energy and activity
- Task relevant knowledge

Having said that, **Bowditch and Buono (2001)** state that there is no strong evidence to show a relationship between these characteristics and effective leadership. Most of the trait studies have been criticised for their simplistic research methodologies because these research efforts examined the relationship between one particular trait and leadership, they provide an incomplete story.

## TRAIT THEORY AND THE MAGIC LEADER

Although trait theories have been somewhat discredited, they have re-emerged as a promising research area, particularly with examining the specific traits related to effectiveness and success in different types of organisational setting. **Peters & Waterman (1982)**, hold that many of the popular studies of management in the early to mid 80's, **pointed to the importance of strong corporate leaders and their ability to develop a shared sense of values and mission as a significant part of an organisations search for excellence.**

According to **Bowditch & Buono (2001)**, research suggests that there are a number of traits that do contribute to effective leadership:

1. Drive
2. Leadership motivation
3. Honesty and Integrity
4. Self Confidence
5. Cognitive ability
6. Business Knowledge

**Kirkpatrick & Locke (1991)** propose that these traits alone do not guarantee leadership success.

**Nadler**, maintains that (1989: 77-79),

**“In an increasing number of instances successful large scale organisational change appears to be guided by an individual leader who embodies these traits, is able to serve as a focal point for change, and whose presence, actions, and touch have a special feel or magic to them”.**

**These individuals are often perceived as legends or heroes”.**

**Nadler (1989)**, points to three key dimensions of leadership behaviour:

- **Envisioning**
- **Energising**
- **Enabling**

## BEHAVIOURAL AND FUNCTIONAL THEORIES

Other leadership research focused on the individual styles and behaviours of leaders. Rinehart and Winston conducted research in this area in 1947, where they attempted to assess the effect of three different leadership styles on member performance and satisfaction:

**Autocratic ----- Democratic----- Laissez Faire**

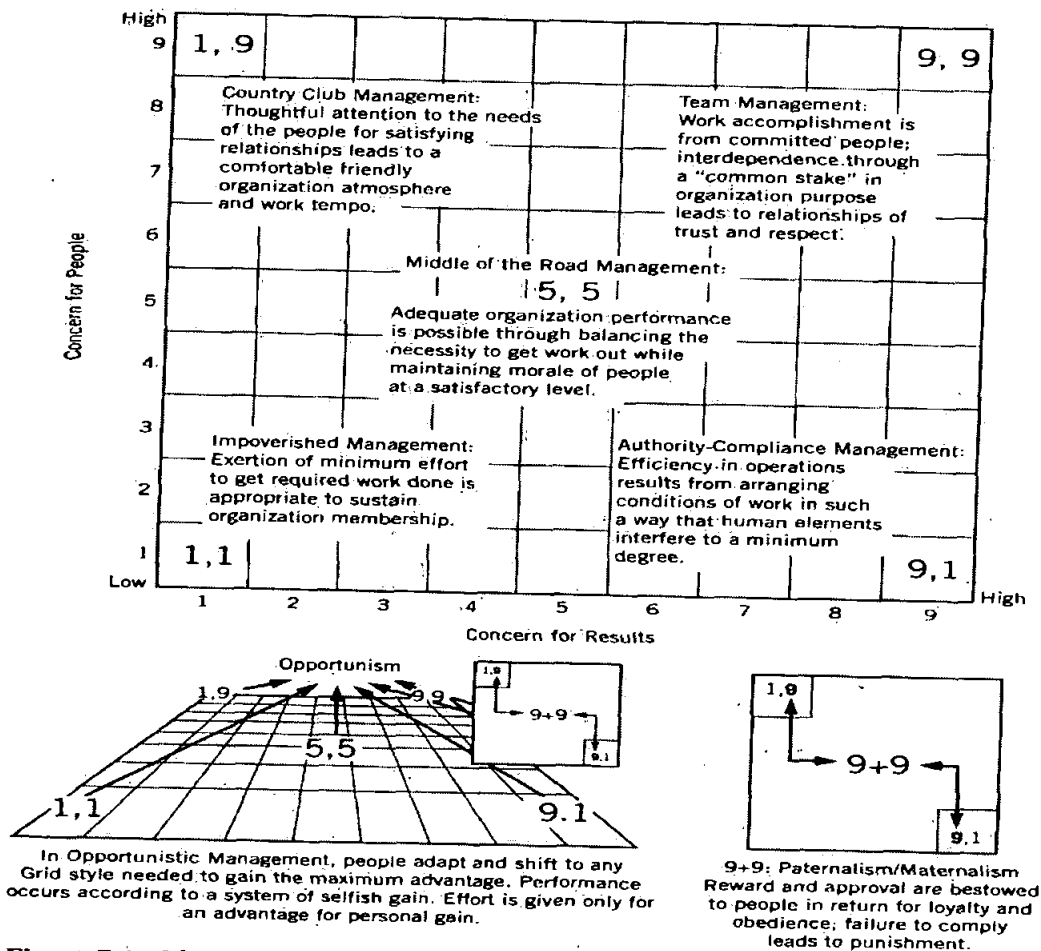
The results of the study showed that the autocratic group produced the most, but the democratic group produced higher quality goods and had higher levels of member satisfaction. The Laissez Faire group fared the least well in terms of quantity, quality and member satisfaction. These studies were heavily criticised because of the adult, child involvement, however what you have are three variations of authoritarian leadership. The results of these studies were generalised to industrial settings and spawned a host of related empirical investigations.

**Kahn & Katz (1960)** maintained that, the **The Michigan studies** were concerned with two different leader orientations: one towards employees and the other towards production. The results of this research suggested that a strong orientation to production resembled the autocratic leadership style, whereas a strong employee orientation was indicative of the democratic leadership style.

**According to Fleishman, Harris and Burt (1955)**, the Ohio state studies developed two dimensions of leadership based on questionnaires given to supervisors and their subordinates that focused on how the leaders perceived their own styles and how their styles were perceived by the people they were supervising. Two basic factors were derived: **Initiating structure and Consideration for others.**

**Fleishman & Harris (1962)**, hold that the initial findings from these studies suggested that consideration was more effective than initiating structure, especially in terms of maintaining member satisfaction and performance and reducing absenteeism and turnover. Subsequently, it was argued that effective leadership and management were characterised by being high on both dimensions.

**Blake & Mouton** in the early 60's developed the managerial grid, which had two attitudinal dimensions: a concern for people and a concern for production. These two dimensions were combined to form the managerial grid. The theory was since refined and is now referred to as the leadership grid. The new framework provides a basis for explaining and understanding personal motivations and allows for two additional leadership styles. One of the unique aspects of this approach is the assumption that each grid style represents a pattern of thinking about or analysing a situation. **Bennis & Nanus (1986)** propose that since those orientations are not personality characteristics or fixed traits, they can be affected by training. People can also be trained to become 9.9 leaders, which was perceived to be the most effective form of leadership in all situations, however, there is inconclusive findings to prove that it is the most effective form of leadership in all situations. **Fig.1**



**Figure 7-1 The Leadership Grid.** Source: The Leadership Grid figure, Paternalism figure, and Opportunism figure from *Leadership Dilemmas—Grid Solutions*, by Robert R. Blake and Anne Adams McCanse (formerly the Managerial Grid by Robert R. Blake and Jane S. Mouton). Houston: Gulf Publishing Company. (Grid figure: p. 29; Paternalism figure, p. 30; Opportunism figure, p. 31). Copyright 1991 by Scientific Methods, Inc. Reproduced by permission of the owners.



## CHRIS ARGYRIS / IMMATURITY – MATURITY THEORY

The implications of this theory are reflected in the ways that organisations are structured; some organisations continue to operate under hierarchical value systems (based on theory X) where employees are treated like immature children. Worker apathy or laziness is caused by managerial practices that constrain people from “maturing”. Thereby leadership behaviours that try to simplify job requirements to increase organisational effectiveness actually restrict the creativity of subordinates. Argyris (1957) called on leaders to establish the conditions that favoured participation and employee involvement on the lines of theory Y assumptions.

## RENSIS LIKERT’S LINKING PIN THEORY

Likert (1961) found that the traditional view of management, close supervision and high structure only partly explained the roles fulfilled by managers. He argued that managers are members of two different work groups one group that the person is responsible for (supervision) and another that the person is responsible to (organisation). Thus managers can be thought of as leaders of one group and subordinates of another: Effective leadership must have the ability to exert influence upward as well as leading those below.

**According to Kotter (1980), the idea in essence of managing your Boss is often viewed sceptically because of the traditional top down orientation in organisations. The process within the linking pin theory is about consciously working with those above you in the hierarchy, to achieve the best results for the individual, the boss and the organisation.**

**The key is:**

1. Develop a good understanding of your boss and yourself, re: strengths and weaknesses, needs and personal working styles.
2. Use this information to develop and manage a compatible healthy and mutually supportive working relationship.
3. **Kotter (1980)**, maintains that the ability to represent a group upward in an organisation and to establish and effectively manage organisational relationships with others: including ones boss, is a vital dimension of management.

## ATTRIBUTES AND RESULTS

Ulrich, Zenger & Smallwood (1999) hold that one of the major limitations of looking solely at leadership traits or attributes is that of emphasising an inwardly focused, partial view of leadership. They maintain that **effective leadership = attributes X results**. Organisations that pressure their leaders for short-term results rarely sustain results over time. The basic thrust of this perspective is that leadership competencies and organisational capabilities must lead to and be directly connected with desired results.

The key attributes associated with effective leadership in this formulation fall into four areas:

1. Setting Direction
2. Demonstrating personal character
3. Mobilising individual commitment
4. Engendering organisational capabilities

To be truly effective, those attributes must lead and contribute to desired results, which are based on four criteria:

1. Results should be balanced across four key stakeholders
2. Results should be strategic
3. Results should be lasting
4. Results should be selfless

**Likert** (1967) later focused on different patterns of leadership behaviours, structures and controls and their effect on employee attitudes, motivation and perceptions. **Likert** identified four profiles of organisational characteristics:

System 1	Exploitative, authoritative
System 2	Benevolent, authoritative
System 3	Consultative
System 4	Participative

**System 1 and System 4** has respective parallels to **McGregor's** theory X and Y, however **Likert** stresses that the working environment is crucial. In system 1, supervisors do not trust their subordinates and the chain of command is very much top down and is used to convey organisational goals and decisions. From an employee's perspective, the system leads to suspicion, strong covert resistance to organisational goals and the emergence of an informal system that resists the formal one.

Whereas in system 4, Supervisors trust their subordinates and decision-making and goal setting are collaborative activities. As a result, employees are more receptive to communication, both upward and downward and there are little or no resistance to organisational goals and decision making according to **Likert**.

To summarise, there are obvious differences between these behavioural approaches to leadership, however a number of common themes can be drawn. **Bowditch & Buono** maintain that all of the behavioural theories are based on the belief, that leader style is the key determinate of the leadership process. Both perspectives assumes, that there are two primary functions of leadership:

1. Orientation to task structure, direction and production
2. Orientation to people and support for their needs and the maintenance needs of groups.

**Each of these perspectives suggest that there is one best way to approach leadership:**

. According to **Fiedler and Chemers (1976)**, these theories have been heavily criticised for failing to capture the true complexity of the leadership process. They maintain that the behavioural approaches go beyond the trait theory of leadership, however, they state that what these theories provide is a list of styles or behaviours instead of a list of traits. Since empirical investigation has led to inconsistent findings, it appears that we must continue to explore the individual differences and situational constraints on the leadership process (**Bowditch and Buono, 2001**).

## CONTINGENCY THEORIES

Research suggested that it was more effective to design a specific leadership situation to fit the style of a particular leader or even to change leaders when a style change seem to be needed than to attempt to change an individuals leadership style (**Bowditch and Buono**).

**Contingency theories combine the trait and behavioural theories to show that the most effective leaders are those who can adapt to different situations.**

### FIEDLERS CONTINGENCY MODEL

**Fiedler** (1967) proposes that effective leadership is based on the degree of fit between a leaders style and the extent to which a particular situation enables a leader to exert influence over the group. There are three basic situational variables that influence the favourableness of a situation for a leader:

1. Leader /member relations: Personal relationship between leader/ followers re: trust, confidence and respect.
2. Task Structure: How well the task of the group is defined
3. Position power of the leader: Degree of power and influence a leader has over subordinates.

Based on a large number of studies, **Fiedler (1967)** found that when the overall situation was either very favourable or very unfavourable, the most effective leadership style was authoritarian. However, when the situation was of intermediate favour ability, the most effective leadership style was democratic: considerate in nature. However, according to **Fiedler and Chemers (1976)**, more recent studies have suggested that other salient factors should be considered such as the interaction between personal compatibility between leaders and followers with collaboration on the word task.

A problem with **Fiedlers (1967)** theory according to **Bowditch and Buono (2001)**, is that the situational variables are often difficult to assess (relationship between leaders and subordinates).

## PATH GOAL THEORY

According to **House & Mitchell (1987) 1**, the path goal theory is also used as a motivation model and is based on expectancy theory. The concept is derived from a leader's ability to clarify a subordinate's path to a desired goal or outcome. If however, the route to goal is already clear any additional clarification will be counterproductive and satisfaction with the leader will diminish.

**SITUATIONAL LEADERSHIP**

Hersey & Blanchard's (1988) model focuses on three basic factors:

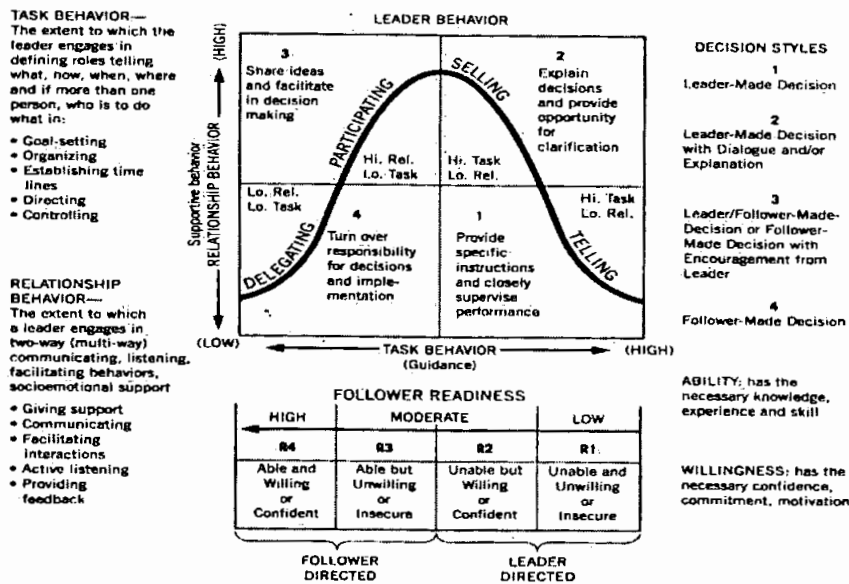
1. The amount of task oriented behaviour (guidance and direction) a leader gives
2. The amount of relationship oriented behaviour a leader provides
3. The readiness level that organisational members exhibit in performing a specific task, function or objective

This model is similar to earlier Ohio state studies. Hersey & Blanchard's model looks at two dimensions of leader behaviour:

1. Task (initiating structure)
2. Relationship (consideration)

These two dimensions form four possible leadership styles:

Fig.2 Source: Bowditch and Buono, 2001



When a Leader Behavior is used appropriately with its corresponding level of readiness, it is termed High Probability Match. The following are descriptions that can be useful when using Situational Leadership for specific applications:

S1 Telling Guiding Directing Establishing	S2 Selling Explaining Clarifying Persuading	S3 Participating Encouraging Collaborating Committing	S4 Delegating Observing Monitoring Fulfilling
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Situational leadership model.

Source: Paul Hersey and Kenneth H. Blanchard, *Management of Organizational Behavior: Utilizing Human Resources*, 5th edition, Englewood Cliffs, NJ: Prentice-Hall, 1988, p. 182. Copyrighted materials from Leadership Studies, Inc. All rights reserved. Used by permission.

The most appropriate style of leadership according to **Hersey & Blanchard** depends on the relative task readiness of the leaders subordinates. Readiness is defined in terms of subordinates:

1. Level of achievement / motivation
2. Willingness and ability to assume responsibility
3. Task relevant education and experience

According to **Hambleton & Gumport (1982)**, recent studies have supported this theory; there have also been criticisms of the methodology of these studies as well as of the model itself (i.e. the high high approach in this model does not reflect the true sentiment of the team orientation of the management grid).

Another contingency approach to leadership, which is based on the work of **Vroom and Yetton (1973)**, and attempts to frame a **rational way** of deciding on the form and amount of participation in decision-making that should be used in different situations from:

- (a) Highly autocratic
- (c) Consultative
- (g) Group oriented

One of the main findings from this model, is that it recommends that managers should change their styles more than most do, therefore some of **Fiedlers** early arguments that it may be easier to alter a situation to fit a particular leader rather than the reverse appears to have some validity (**Vroom & Jago 1978**)



## ATTRIBUTION THEORY

According to **B.J. Calder (1977)**, if a subordinate has an implicit idea of what constitutes good or poor leadership and its behavioural effects, then leadership characteristics may be attributed to a person who is related to the situation in question.

**Meindel & Elrich (1987)** maintain, that we often attribute more influence to leadership than may be warranted, especially under ambiguous conditions, people have a bias towards viewing leadership as a likely causal force when trying to explain organisational performance. **This type of "halo or horns" effect tends to be greatest when an organisations performance is very negative or very positive.**

## SUMMARY

Leadership research has proliferated over the years with a number of competing models and theories, which try to explain leader behaviour and outcomes. Early trait theories were denounced in favour of attitude and behaviour related theories and then moving to contingency and situational frameworks, only to return to **"personal characteristics and special qualities in our emerging fascination with "magic leaders"** (Bowditch and Buono, 2001)

According to **Van Velsar and Leslie (1995:62-72)**

**An examination of leadership research over the past two decades reveals four enduring themes that characterise leadership related failure:**

1. Problems with interpersonal relationships
2. Failure to meet business objectives
3. Inability to lead and build a team.
4. Inability to develop or adapt as ones responsibilities change.

According to **Fulmer & Wager** (1999), interviews were conducted with over 40K leaders over a thirty year period, a related perspective provided by the Gallup Organisation emphasises 20 key leadership talents, which are grouped into 4 main categories:

1. **Direction – Vision, Concept and Focus**
2. **Drive to Execute**  
**Motivator, Competitive, Achiever, Courageous and Activator.**
3. **Relationship—Relater, Developer, Stimulator and Team Oriented.**
4. **Management System—**  
**Result Oriented, Disciplined, Ethical, and Arranger and Strategic thinker.**

## LEADERSHIP PARADIGMS

The paradigms are intended as a way of bringing together a great deal of theorizing and research information into one framework. They attempt to link and differentiate between broadly distinguishable concepts of leadership. Bass (1990) initially proposed that leadership practices fall on a continuum.

At one end are autocratic practices such as:

- Being directive, authoritarian and coercive
- Using leader based decision making and power
- Emphasising goals
- Adopting a task and performance orientation

At the other end of Bass's continuum are democratic practices such as

- Consideration for followers
- Consultation
- Consensus
- Developing a people and relationship focus
- Group based decision making
- Facilitating interactions
- Sharing power and authority

The leadership paradigms which Gayle C. Avery (2004) proposes are:

**Classical**

**Transactional**

**Visionary /transformational**

**Organic**

The paradigms are intended as illustrative points along several continuous, rather than four distinct types.

The classical paradigm was the prevailing form until the 1970's, when the Human Relations Movement led to a greater focus on followers and their working environments. This led to the Transactional Paradigm and whilst the classical paradigm is still alive today, Transactional and other paradigms have arrived to challenge it as the main one. A major paradigm shift has led to the emergence of the Transformational or Visionary paradigm with its emphasis on follower commitment to a

vision of the future. Avery says that the paradigms are shifting again towards an organic paradigm.

Fig. 3

Leadership paradigms				
Leadership Characteristic	Classical	Transactional	Visionary	Organic
Major era	Antiquity–1970s	1970s–mid-1980s	Mid-1980s–2000	Beyond 2000
Basis of leadership	Leader dominance through respect and/or power to command and control.	Interpersonal influence over and consideration of followers. Creating appropriate management environments.	Emotion – leader inspires followers.	Mutual sense-making within the group. Leaders may emerge rather than be formally appointed.
Source of follower commitment	Fear or respect of leader. Obtaining rewards or avoiding punishment.	Negotiated rewards, agreements and expectations.	Sharing the vision; leader charisma may be involved; individualized consideration.	Buy in to the group's shared values and processes; self-determination.
Vision	Leader's vision is unnecessary for follower compliance.	Vision is not necessary, and may not ever be articulated.	Vision is central. Followers may contribute to leader's vision.	Vision emerges from the group; vision is a strong cultural element.

(Source: Taken from Gayle C. Avery, 2004:19)

## CLASSICAL LEADERSHIP

Avery (2004) state's that this refers to dominance by an elite group of people. The individual or group commands or manoeuvres others to act towards a goal. Members of the organisation adhere to the directives and they do not openly question them, they carry out the directives largely out of fear or out of respect. Classical leadership can be coercive or benevolent, or a mixture of both. Examples of classical leadership: Saddam Hussein, Adolph Hitler.

**Schermerhorn & Bond** (1997) hold that, commanding and controlling people has been a pervasive leadership style in many 20<sup>th</sup> century business organisations and indications are that it is still popular today. Many Asian cultures adhere to classical leadership. Classical leadership operates successfully when leaders and followers accept the right or duty of the leader to dictate to the population.

This form of leadership lends itself to conditions of stability or slow change according to **Mintzberg** (1979). Classical leadership can also lend itself to rapid change without a consultative process, providing that the followers can and will comply with the leaders requirements and that the followers have the necessary skills (**Avery**, 2004).

Classical leadership has its limitations according to **Avery**. For example when a leader steps down, succession can precipitate a crisis. Will the successor be able to fill his shoes? Dealing with complex situations which are beyond the capacity of one person, or when ideas about leadership change and followers no longer accept domination (I.e. East Germany).

## TRANSACTIONAL LEADERSHIP

The popular definition of leadership as a process in which one individual uses intentional influence to guide, structure and facilitate activities and relationships in an organisation, reflects the basic idea behind the Transactional Paradigm according to **Yukl, (1998)**.

Transactional leaders and followers engage in transactions, therefore it is imperative that the leader has the power to reward. These leaders use interpersonal skills to motivate, direct, control, develop, teach and influence followers more than they themselves are influenced according to **Drath ((2001)**. Influence can work in both directions, which allows it to deal with more complex situations than under the classical paradigm. The focus tends to be short term on maximising immediate outcomes and rewards. Sometimes according to **Yukl (1998)**, a transactional leader may adopt coercive and dominating behaviour whereby this leader commands followers, however consultative decision – making styles are more appropriate to this paradigm.

Transactional leadership has its limitations such as

- (1) Staff perceiving the monitoring as constraining, reducing their likelihood of contributing to organisational goals: (**Avery, 2004**).
- (2) Transactional leaders corrective interventions and management by exception can upset followers and reduce their performance (**Ball, Trevino and Sims, 1992**)
- (3) In times of rapid change and uncertainty (**Bass, 1990**)
- (4) Dependency of followers on leader may lead to complacency (**Gemmill and Oakley, 1992**)
- (5) Short termism (**Avolio & Bass, 1994**)

## VISIONARY TRANSFORMATIONAL LEADERSHIP

The Classical and Transactional Leadership suits times of stability where the future is relatively predictable according to **Avery (2004)**. However, as conditions today are described by increasing turmoil and turbulence, aptly likened to the “permanent white water” condition in river canoeing according to Vaill, 1989).

According to **Kotter (1990)**, much of leaderships failure to cope with the new white water conditions has been attributed to, too much management and not enough leadership. A new form of leadership was required and along came the visionary or Transformational form. These extraordinary leaders are expected to provide a clear vision of the future, develop a road map for the journey ahead and motivate followers to realise the vision, according to **Kantabutra (2003)**, this involves the emotional commitment of followers.

According to **Lewis (1996)**, despite being idealised in the literature, visionary leaders employ coercive tactics at times, such as **Jack Welch**, he purged GE of under performers in the “C” team while he simultaneously inspired followers in the “A” & “B” teams through his vision of the future. Visionary leaders may employ Classical and Transactional techniques to implement their visions according to **Dunphy & Stace (1988)**. The message from this paradigm is that everyone needs to share the vision and pull in the same direction to implement it.

According to **Avery**, certain aspects of Visionary Leadership appear to be universally recognised:

- Being Trustworthy, Just and Honest
- Being charismatic, inspirational, encouraging, positive, motivational, confidence building, dynamic, good with teams, excellence orientated, decisive, and intelligent, and win-win problem solver.
- Exercising foresight

Visionary leadership also has its limitations, despite the literatures overwhelmingly positive view of it. **Nadler & Tushman (1990)** point out the unrealistic expectations followers often place on visionary leaders.

Followers can become overly dependent on the leader, assuming that he has everything under control

**Avery** holds that, Visionary Leaders strive to achieve unity within their organisation, rallying their members behind a single vision, set of values, strategy and behaviours. Those members who do not fit typically leave the organisation.

**Collins & Porras** (1994), maintain that visionary organisations are not great places to work for everyone, only those who fit extremely well with the core ideology and demanding standards of a visionary company find it a great place to work. According to **Collins & Poras** “visionary organisations are so clear about what they stand for and what they are trying to achieve that they simply don’t have room for those unwilling or unable to fit their exacting standards.

Visionary Leadership according to **Collins** is not necessarily synonymous with good leadership; effective leaders do not have to be visionary.



## ORGANIC LEADERSHIP

According to **Avery**, as more organisations adopt an organic structure, ideas about leadership have to change accordingly. Organic leadership is likely to blur or even eliminate the formal distinction between leaders and followers, it relies on reciprocal actions where people work together in whatever roles of authority and power they may have, not based on position power according to **Hirschhorn** (1997). In organic organisations without a formal leadership structure an integrator role may emerge to actively link together the many parts of the organisation. Integrators can heavily influence decision-making based on their unique perspective across the organisation.

Organic Leadership with its varied forms is one response to dynamic, complex, knowledge based environments, but it is not a universal panacea. **Moss Kanter (1989)**, highlights the downside of autonomy, freedom, discretion and authorisation, namely loss of control and greatly increased uncertainty. She points out that it can be painful and disturbing for employees who seek certainty and predictability.

SUMMARY

Classical leadership is based on the leader's position and power. It extracts followers' compliance through high degrees of control and out of respect for, or fear of, the leader, here the leader need not consider or involve followers in decisions.

Transactional Leadership is based on influencing followers; the leader negotiates agreements with the followers and attempts to influence them to achieve short-term targets. Here the leader has the power to reward and correct followers. However, mutual influencing of leader and follower may occur through the communication process.

Visionary leadership, where the leader's vision inspires followers to greater achievements, is often praised in the literature as an ideal leadership paradigm, especially for transforming organisations. The focus on this paradigm is heavily on the "**Heroic Leader**", who creates and shares a vision that appeals to follower's needs and motivations. **Employee commitment and involvement are crucial to realise the vision.**

In the organic paradigm, leadership is not necessarily vested in particular individuals, leadership emerges from member relationships that communicate extensively with each other to try and make sense of rapidly changing circumstances. Much of the leadership is through shared vision and core values, extensive communication and aligning supporting systems and processes within the organisation.

According to **Avery**

- Classical leaders can demonstrate coercive and benign behaviour
- Transactional leadership can range from Laissez – Faire to proactive
- Visionary leaders can vary from heroic to coercive
- Organic leadership can encompass leaderful and leaderless organisations.

No one paradigm offers the perfect leadership solution for all contexts. Each suffers limitations.

## CRITICAL LINK - EMOTIONAL INTELLIGENCE

No definition of leadership has captured its ideal form, either in theory or in any personality. Passion, drive, ambition, competence, knowledge and charisma are characterised as necessary attributes of good leadership. In the ideal leader, all of these are necessary, however, if they do not include emotional intelligence, then loyalty, commitment and longevity will suffer to a greater or lesser degree. (Goleman, 2003)

The primary function of any leader regardless of other business is the motivation of people, ensuring emotional stability. This function thus creates better communication, trust, transparency improved interpersonal relationships and the cross fertilization of ideas and flexibility. The emotions moved in a positive way, will ensure that every individual will maximise his efforts. This effect is called **resonance**, and in any organisation, this is the hallmark of good leadership.

Few subordinates ever escape criticism or admonishment by their superiors. Subjective criticism except in extreme cases can have a demoralising effect on an individual and worse still it can provide an adverse chain reaction throughout an organisation. Negative attitudes thus engendered, degrade, demotivate and create **dissonance**. (Goleman, 2003)

To suggest that the use of emotional intelligence alone makes for good leadership would be ridiculous, reliance on this one aspect solely, could not work, it could promote extremes of optimism or pessimism on subordinates. This aspect of leadership should be used in conjunction with all of the other desired qualities

When we study the attributes of good and successful leaders, we invariably look at strategy, vision and ideology. We also know that we can be moved and inspired by great leaders. What we don't always realise is their source of inspiration is from the emotions. Any leader who fails to move the emotions in others in a positive way will never succeed as well as he could. (Goleman, 2003)

A popular misconception is that leaders who endeavour to employ all of the desired qualities have to be "nice people" – not so.

The use of emotional intelligence is not necessarily a natural talent The four disciplines involved in this quality as defined hereunder create

resonance which makes leadership more effective, but these disciplines must be learned.

### (1) Self awareness

Any good leader must be capable of reading his own personal emotions, how his attitude affects subordinates, his other shortfalls and weaknesses, a realistic view of his potential to lead and motivate to meet commercial and personal objectives.

### (2) Self management

The exercise of self-control, impulsiveness, personal likes and dislikes is a pre-requisite to good leadership. Transparency in managing business should embody honesty, integrity and trust.

### (3) Social and organisational Awareness

Social awareness embodies three major areas vis-à-vis:

- (a.) Empathy – understanding the emotions and perceptiveness of other people especially subordinates.
- (b) Having the ability to read and interpret the politics of the organisation
- (c) The service competence, which fosters an emotional climate.

### (4) Relationship Management

Having and engendering passionately, a vision for changes and business opportunities, handled correctly this will maximise co-operation, collaboration, team building. **Communication must be a two-way street and encouraged.** The resolution of conflicts can be more easily dealt with and in some cases conflict can be avoided. **An important element is to ensure that communication stretches to all levels and is not limited to an inner circle. This can have the effect of isolating middle management in a, them and us situation.**

## CRITICAL ISSUES FOR LEADERSHIP

**“Managers provide stability, leaders press for change and only organisations that embrace both sides of that contradiction can thrive in turbulent times”**

**(Kotter, A force for change 1990)**

**Kotter** points out that many companies and organisations are still failing to take this on board and he cites a company that listed 10 critical leadership competencies it wanted its executives to have, only four of these were to do with leadership, the other 6 were to do with management. **Kotter**, in 2001, was voted by a survey in Business Week, as the number one *leadership expert* in the US.

Change in many organisations is very often a reactive response to market conditions, world economics, political climate and new technology.

Change cannot occur instantly; neither can it be managed in a step-by-step process. **Change means that culture, systems, habits, mind sets and skills must be prepared for change, even when the need for such change is not immediately apparent.** Effective successful change can only occur in phases over a considerable period of time. Strong conceptive leadership will effect successful change more easily when the whole organisation is open minded and are kept aware that “standing still is to lose”.

**The pre requisite for change is the enthusiasm of top leadership.** The leader must be a champion of change and embrace opportunities vigorously. The need for change is not a message which needs to be communicated every day, but should be embodied in the culture of the organisation, in essence business opportunities must be recognised and availed of. A huge barrier to effective change is fear, fear of the norms disappearing. These can be minimised provided the various phases are carefully planned and executed – the use of emotional intelligence plays a key factor.

### Kotter's model for successful change – 8 steps

- Increase a sense of urgency
- Vision and clear communication (top and bottom)
- Build a guiding team
- Empower action
- Create short term wins
- Don't let up and make change stick

(People Management Feb/Vol 10/No4, 2004)

**Kotter states that leadership is nothing to do with charisma or personality traits.** Leadership is about actualising potential and then using those skills and abilities. Neither is leadership a privilege for a chosen few in his opinion, he believes that leadership development should be extended to staff up and down an organisation. It is a common mistake to focus on just the top people.

**Jim Collins (P.M 2003:8)** maintains that to build great organisations we must overcome the curse and affliction of charismatic leadership. In the US, we revere the great charismatic, egocentric leaders. We have had a generation of leaders that were ambitious first and foremost for themselves and we are now paying the price. Business leaders need humility. **Collins was initially sceptical about the importance of leadership and performance, however, after several years of research he found it to be the key.**

When managers complain about lack of time and resources, they are really expressing their fear of taking action. Managers would complain of not enough time, shrinking resources, lack of opportunity – pure excuses!!!!!!!!!!!!

To overcome busyness, managers must adopt three strategies that will help them to operate independently. **Ghoshal and Bruch (2004)**,

1. Manage demands – meet strategic goals rather than fight fires
2. Generate resources – occasionally break rules to achieve goals
3. Recognise and exploit alternatives

Why is this the case? They operate within a fear culture, where according to Ghoshal, they spin their wheels going nowhere.

Goshal and Bruch state that 90% of managers surveyed wasted their time and frittered away their productivity, despite having well defined projects, goals and the knowledge necessary to get their jobs done. Such managers remain trapped in inefficiency because they assume that they do not have enough personal discretion or self-control. The ability to seize initiative is the most essential quality of any truly successful manager. They trust their own judgement, are purposeful, have long term views to fulfil personal goals that tally with those of the organisation.

Some organisational cultures tout empowerment, however, they actually discourage volition amongst managers. Old and established organisations with command and control hierarchies encourage the “status quo”. Managers tend to fall into a reactive state of mind assuming that any initiative shown will be ignored or discouraged. (HBR, March, 2004)

This type of performance would not tolerate in a performance-oriented culture such as GE’s. GE exit people who do not achieve the right level of performance

## DEVELOPING THE LEADERSHIP PIPELINE

In 2000, forty CEO's of the top two hundred companies on Fortune 500's list were fired !!!!! (Bossidy and Charan, 2002:14).

**J.A Conger & Robert M. Fulmer** (2003) states that the most crucial element in the success of any organisation is the choice and cultivation of its future leaders. . An element of the process should be the exposure of people to tasks / challenges outside their immediate sphere of operations. Whilst organisations keep meticulous lists of potential candidates who could step directly into the position of a key executive, an alarming number of these new leaders fail spectacularly; they are not prepared for the step up for which they were supposedly groomed!

We will look briefly at two such examples:

1. **Coca – Cola's, M. Douglas Ivester took over from Robert Goizeuta as CEO, he got the top job because of his financial savvy, however insufficient attention was paid to how his particular skills might apply to the broader role .He was forced to resign within 30 months of taking up the position. (Conger & Fulmer, 2003)**
  
2. **Mattel's Jill Barrad** whose winning track record in marketing; catapulted her into the top job, again little attention was given to how her skills would apply to the broader role. She also had to resign. (Conger & Fulmer, 2003).

Here we have looked at two major corporations, each has made a major error in appointing their most important individual, the CEO .No attention was paid to the skill gaps that existed, and no coaching was provided to help remedy this!

Leadership Development and Succession Planning should not be treated as separate disciplines, by marrying these disciplines; any gap in the skills required will enable corrective action (coaching) to be taken in adequate time.



**Succession management requires the adoption of a mindset to ensure that:**

1. Time is taken for in-depth talent assessment
2. Differentiation is made between strong and weak performers
3. Challenging assignments to inexperienced managers are closely monitored.

The above tasks are time consuming but when pursued fully will meet the objective a spin off effect will be having the right skills not just at the top but at all levels in the organisation.

By integrating succession planning with leadership development the identification of the people and skills needed for future development is assumed. Work experience and classroom training can combine to resolve organisational problems and will enhance budding potential leaders experience.

**LINCHPIN POSITIONS**

Determining which middle to senior management positions such as area managers or works manager is vital to the long-term health of the organisation is a necessary key to planning. Giving those assignments known as “linchpin jobs” with support from strong subordinates or mentors can develop leadership skills for these people.

**TRANSPARANCY**

Stronger leadership invariably emerges when other personnel are made aware on a regular basis of where they stand on the performance and potential ladder and more importantly what they need to do in order to advance.

## MEASURING PROGRESS

Development is a long term process, it is therefore important to know that the selected people are moving at the right pace in the right place at the right time. A suggestion by which a succession plan can be checked is by considering:

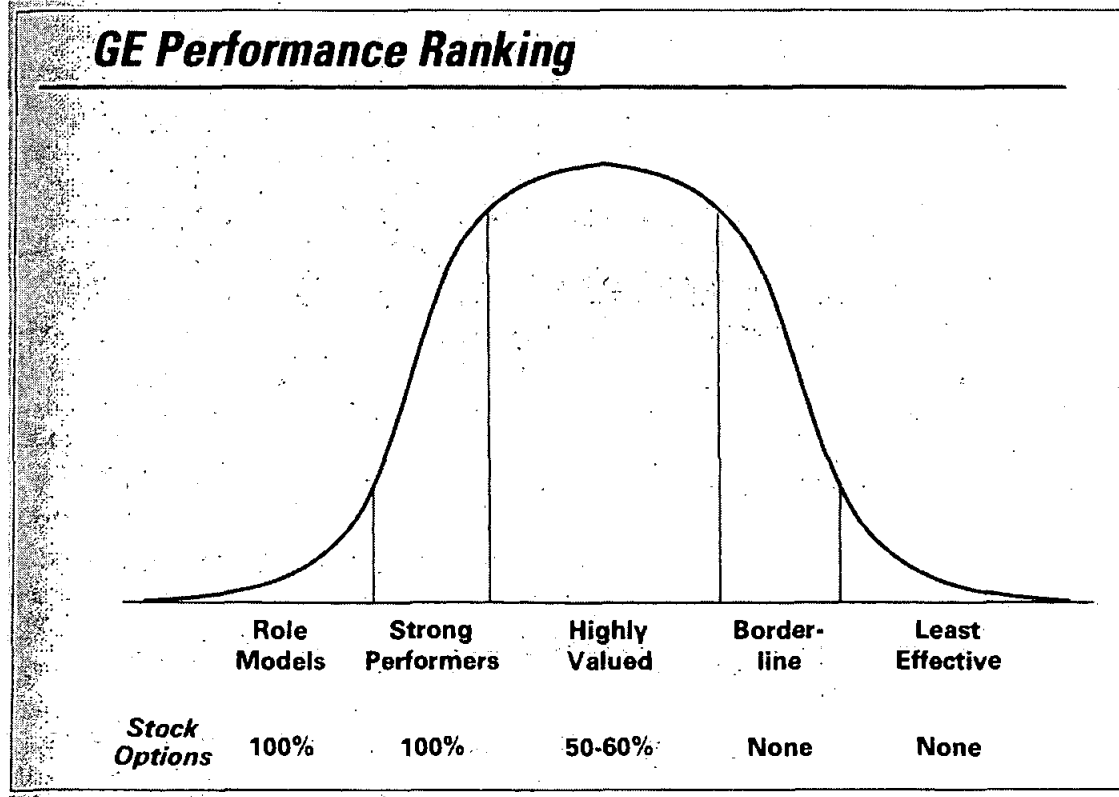
1. How many key roles have been filled by internal candidates
2. How many same candidates occur on three or more succession plans.

The lack of effective succession planning was epitomised by Coca Cola – M. Douglas Ivester – a very experienced second in command who had not developed any of the required broad based skills so necessary for a CEO.

Similarly, Mattel's, Jill Barrad who had an excellent track record in marketing was catapulted into the top job and failed for similar reasons. .  
(Conger & Fulmer, 2003)

These two examples exemplify the need for leaders to have grasped the general competencies and not be linked or expert in any one discipline.

**Fig. 4 Source: Slater, 1999**



## BEST PRACTICE MODEL OF LEADERSHIP

### Selected Organisation: General Electric

“If Leadership is an art, then surely Welch has proved himself a master painter”.  
(Business Week)

Leading magazines such as Time, Fortune and Business Week described Jack Welch as the best CEO in America; these same magazines also credited GE with being the best-run company in the America (Slater, 1999).

Welch built GE into the most successful American Corporation of the 20<sup>th</sup> century by forging and then implementing a series of business strategies that have become his trademark:

- Business is simple, don't make it overly complicated.
- Face reality.
- Don't be afraid of change.
- Fight Bureaucracy.
- Get Boundaryless.
- Use the brains of your workers.
- Find the best ideas inside or outside your company, and then put those ideas into practice. (Slater, 1999)

### Leaders get the Behaviour they Exhibit and Tolerate

According to Bossidy (2002), “The culture of a company is the behaviour of its leaders. Leaders get the behaviour they exhibit and tolerate. You change the culture of a company by changing the behaviour of it leaders.

## CHANGING THE CULTURE

GE's culture had been built for a different time, when a command and control structure made sense. When Welch took over as CEO in 1981, GE had been described as a "Super tanker"- strong and steady in the water, however Welch wanted the company to become more like a speedboat, fast and agile, able to turn on a dime (Jack, 03).

He felt that GE had to change from being a formal massive bureaucracy, with too many layers of management, this hindered communication in the organisation.

GE now relies heavily on employee surveys as part of its learning culture. Welch has come to trust the judgments of his employees; he believes that they have their fingers on the pulse of both the company and broader business trends. By taking advantage of the survey, Welch's GE could adjust its strategic direction A classic example which Welch points to – where employees noted that quality had been neglected at GE--- this led to the six sigma approach adopted by GE, six sigma means that there are only 3.4 defects per million parts--- (Benchmark for the highest quality). The learning organisation that Welch pursued at GE was based on the notion that it was legitimate to hunt down good ideas, inside or outside the company and then implement those ideas as fast as possible. He maintained that title was unimportant; it's the idea that wins---that's the big deal!!!!

Jack Welch attaches great importance to company values and the right kind of corporate culture, he maintains that if he can instil the right values in individuals, the company will prosper (Slater, 1999) and the results he has achieved over his tenure have proved him right

**Fig. 5 Source: Slater 1999**



### **GE Values**

#### **GE Leaders ... Always with Unyielding Integrity: .**

- Have a Passion for Excellence and Hate Bureaucracy
- Are Open to Ideas from Anywhere ... and Committed to Work-Out
- Live Quality ... and Drive Cost and Speed for Competitive Advantage
- Have the Self-Confidence to Involve Everyone and Behave in a Boundaryless Fashion
- Create a Clear, Simple, Reality-Based Vision ... and Communicate It to All Constituencies
- Have Enormous Energy and the Ability to Energize Others
- Stretch ... Set Aggressive Goals ... Reward Progress ... Yet Understand Accountability and Commitment
- See Change as Opportunity ... Not Threat
- Have Global Brains ... and Build Diverse and Global Teams

### Importance of Robust Dialogue

Robust dialogue must be present when you have an execution culture in place. Robust dialogue starts when people go in with open minds. They are not trapped by misconceptions or armed with a private agenda. They want to hear new information and choose the best alternatives, so they listen to all sides of the debate and make their own contributions. When people speak candidly, they express their real opinions, not those that please their bosses or maintain harmony. (Jack, 2003)

According to Welch, formality suppresses dialogue, informality encourages it. Informality gets the truth out, it surfaces out of the box ideas – the ideas that may seem absurd at first hearing but create breakthroughs.

Finally, robust dialogue ends with **CLOSURE**. At the end of each meeting people agree about what each person has to do and when. They have committed to it in an open forum; they are accountable for the outcomes!!

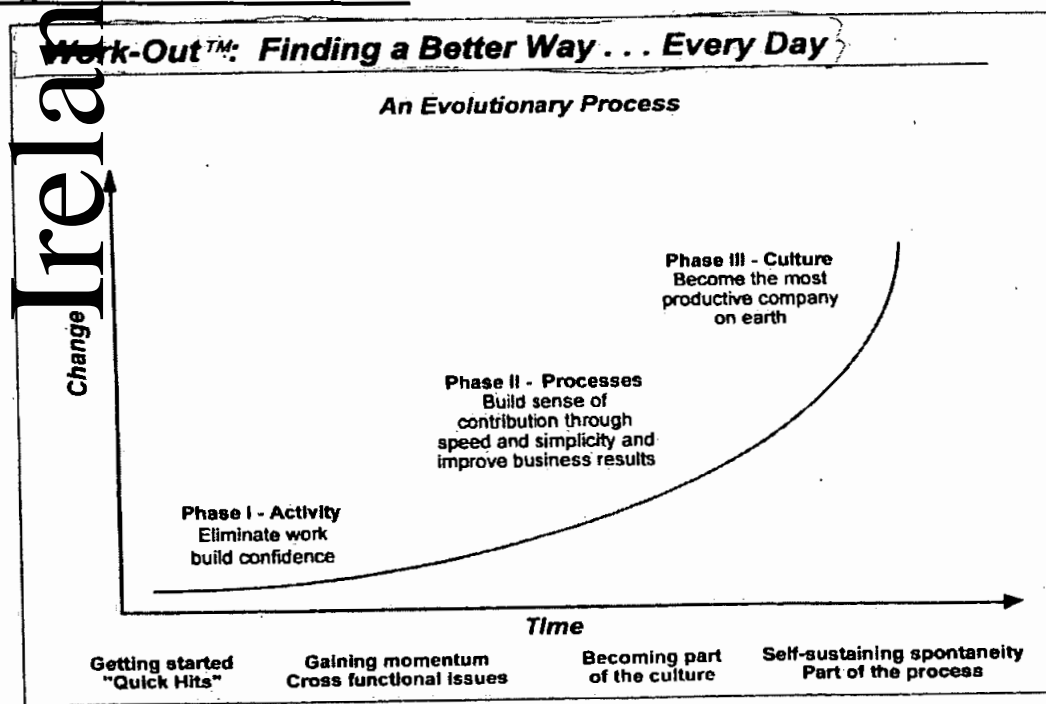
Jack Welch (2003) states, that the main reason that most companies don't face reality well is that their dialogues are ineffective (Effective Communication is a Prerequisite).

## THE PEOPLE PROCESS

GE according to Welch (2003) is all about finding and developing great people, no matter where they come from. Welch maintains that his number one passion is for making people GE's core competency.

Bossidy and Charan (2002) state that GE is one of the most successful organisations at extracting the maximum from the people process and the reason why they are so successful in this area is that **they are personally committed to the process and are deeply engaged in it, unlike many other companies where rhetoric plays a bigger part than reality.**

Fig. 6 Source: Slater, 1999



"If you don't get the people process right, you will never fulfil the potential of your business" (J Welch, 2002:)

### A Robust People Process does four things:

1. Provides a framework for identifying and developing the leadership talent.
2. It evaluates individuals, accurately and in depth.
3. It fills the Leadership pipeline—Strong succession plan.
4. Dealing with non-performers.

**Bossidy states that,** a lot of GE's success lies in the fact that it focuses intensely and relentlessly on people selection (Bossidy & Charan 2002).

According to Welch (2002), most organisations have a people process which is backward looking, focused on evaluating the jobs people are doing today, however more important is whether these people can handle the jobs of tomorrow

Bossidy (2002) maintains that GE was the worlds best producer of leadership talent, it found ways of retaining and developing people to very high standards, whereby even when Jack Welch retired, his replacement Jeff Immelt was capable of filling his shoes, unlike Ivester at Coca-Cola and Barrad at Mattel.

**Fig. 7 Source:Slater,1999**

#### ***Authentic Leadership Model***

- High Integrity – Trusted
- Business Acumen – a "Nose for Business" and How to Make Money
- Global Mindset
- Customer Touch – Understands and Anticipates Customer Needs
- Change Agent – Embraces Change – Hates Bureaucracy
- Self Confidence with Humility – Sense of Humor
- Open Communicator/Good Listener
- Team Builder
- Ability to Realign Organization Energies Around Business Objectives
- Mobilizes and Energizes – High Energy Level
- Infectious Enthusiasm – Strength to Tap Potential and Expand Capacity of Organization
- Delivers Bottom Line Results
- Has Fun Doing It!

***A Boundaryless Style – Actively Decisively with Speed and the Self Confidence to Set Stretch Targets***

## GE's Social Operating System

This is central to the organisations success, its main social operating mechanism includes the Corporate Executive Council, which meets quarterly, Session C, the annual leadership and organisation reviews, S1 and S2, the strategy and operating reviews and BOCA, an annual meeting where operating managers meet to plan the coming years initiatives and re-launch current initiatives.

At CEC meetings, which last for 2 ½ days, GE's thirty-five top leaders review all aspects of their business and the external environment, identify the greatest opportunities and problems and share best practices.

Session C meetings – intense 8/10 hour gatherings where the CEO and head of HR meet with the business leaders and top HR executives of each business units. They review the “talent pool” and their organisational priorities i.e. Does GE have the right people in the right jobs to execute its strategies? Who needs to be promoted or rewarded? Who needs further development? And who can't handle the job? (Constantly probing and tweaking).

**Through this mechanism, picking and evaluating people have become a core competence at GE.**

**Fig. 8 Source:Slater,1999**

### ***Purpose of Session C***

- To Review the Effectiveness of the Organization and Any Plans to Change
- To Review and Provide Feedback on the Performance, Promotability, and Developmental Needs of the Top Management
- To Review Plans and Suggestions for Backup Planning for Key Management Jobs
- Early Identification of High-Potential Talent to Ensure Appropriate Development
- To Focus Special Attention on Key Corporate or Business Messages



At GE, 85% of the executives are promoted from within. . Jack Welch made leadership development a top priority and demanded that all his executives do the same.

**The S1 strategy meeting** takes place towards the end of the 2<sup>nd</sup> quarter. Here the CEO, CFO and members of the office of the CEO meet with each unit-head to discuss the strategy for the next three years, including the initiatives agreed upon by the CEC and the fit between the strategy and the people in charge of executing it.

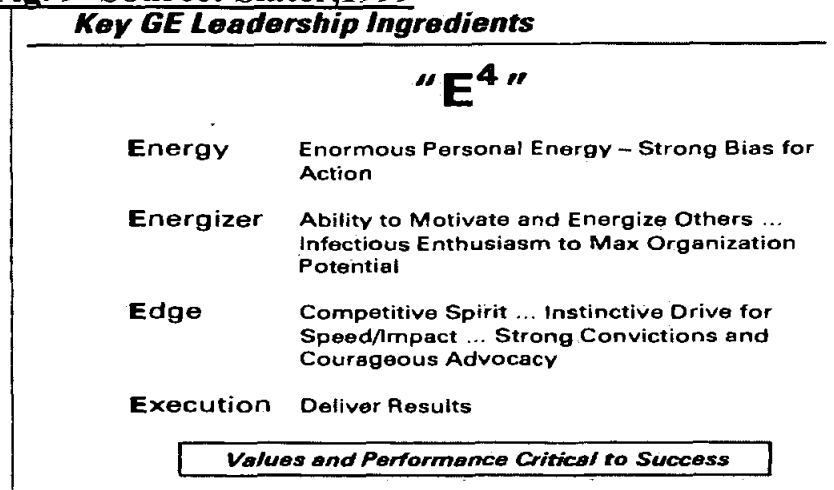
**The S2 meeting**, held on November is the operating plan meeting that focuses more on the coming 12/15 months, linking strategy to operational priorities and resource allocation.

Every April, **GE surveys some 11K employees online for feedback** on how well the initiatives are taking hold throughout the organisation. **In October the 150 top corporate officers meet to review the progress of the initiatives, get operating plans rolling for the coming year and participate in executive development courses.**

This system of linked social operating mechanisms is how GE's leaders unite a company of businesses so diverse that people have sometimes called it a conglomerate. This mechanism ties GE's overall strategy to the performance of each unit, including its leadership development and operating plans. Robust dialogue is the norm at all meetings in GE, its honest and reality-based. Feedback is candid. **The CEO is ever present and participates fully. It's an operating system for execution.**

The Social Operating System is constant. It provides a consistent framework that's needed to create common ways of thinking, behaving and doing. Over time it transcends even deeply rooted local cultures (Bossidy and Charan, 2002)

**Fig. 9 Source: Slater, 1999**



## Execution Oriented Companies

Larry Bossidy described Jack Welch as the “**master executioner**”, (getting things done); he has strategy integrally linked to the people process and the operating plan.

We read reports daily of companies that should be succeeding but aren't: AT&T, BA, Compaq, Gillette, HP, Motorola, Xerox and many others are all good companies, with bright CEO's, visionary and bring in the best consultants, however, they still fail to produce promised results!! (Bossidy and Charan, 2002)

**As stated previously in this dissertation, forty CEO's of the top 200 companies on fortune 500's list were sacked in 2000 (Bossidy and Charan, 2002).**

**Bossidy and Charan (2002) maintain that the main reason why so many CEO's fail is because they have not learnt the discipline of execution.**

Despite this, there are companies such as GE, Wal-Mart and SWA who deliver on their commitments year after year. These companies have an execution culture in place -----They Deliver.

Every great leader has an instinct for execution.

Jack Welch states that “ **Unless I can make this plan happen, its not going to matter**”. **Follow through is the cornerstone of execution and every leader who is good at executing follows through religiously.** This ensures that people are doing the things they committed to do, according to the agreed timetable.

Execution oriented company's change faster than others because they are closer to the situation (Bossidy & Charan/ 02).

## PERFORMANCE MANAGEMENT SYSTEM

GE's performance management system is very effective, Welch uses the organisations vitality curve to ensure that GE is nurturing the right people in the organisation and he also uses it to rank executive level employees by differentiating their abilities and potential into three categories:

1. Top 20%----- "A" TEAM PLAYERS
2. Middle 70%----- "B" TEAM PLAYERS
3. Bottom 10%----- "C" TEAM PLAYERS

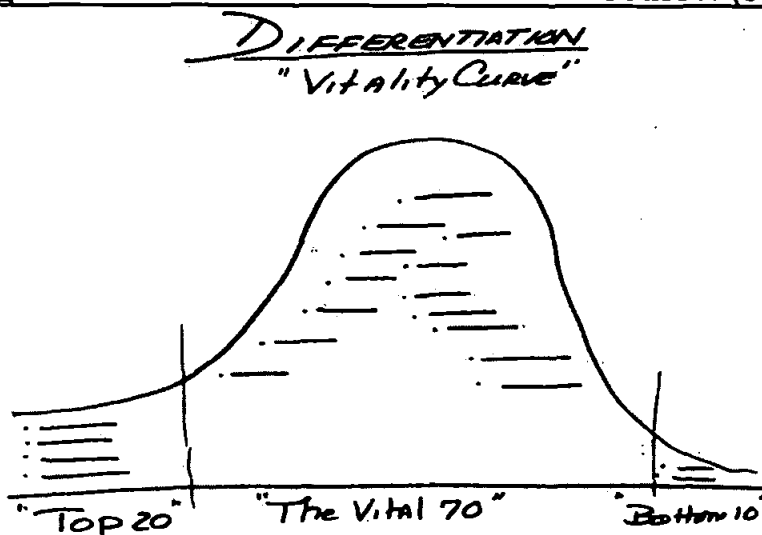
The "A" type of executive is filled with passion, committed to make things happen, is open to ideas from anywhere, has the ability to energise others as well as themselves. They make business productive and fun at the same time. They have what Jack Welch calls the four E's of GE Leadership:

- High energy levels.
- Ability to energise others.
- The edge to make tough decisions.
- Ability to execute.

The "B" type of executive is the heart of the organisation and is critical to its operational success. A lot of energy is devoted to improving "B's". The managers job is to help them become "A's".

Fig. 10

Source: (Jack,2003)



The "C" type is someone who can't get the job done. They are more likely to enervate rather than energise. "C" players are purged from the system year after year.

One purpose of the curve was to make sure that the best executives were being rewarded properly; and to make sure that weaker performers were not rewarded. Welch considered it a sin to lose an "A" player, he insisted that they were to be stretched, excited and rewarded accordingly. (Slater, 1999).

The session "C" meetings reviewed the talent pool in great detail, each executive has a card with their photograph on it and a nine square grid attached which showed the executives potential and performance.

### SESSION "C" PERFORMANCE/POTENTIAL REVIEW

**Fig. 11**

**Greenbelt**

Name:  
Title:  
Mos in Position:

Photo	Performance	Potential		
		X		

- + Great technologist
- + Broad, customer connected
- + Business leader potential
- Still maturing as leader

**Greenbelt**

Name:  
Title:  
Mos in Position:

Photo	Performance	Potential		
			X	

- + Tenacious/pit bull
- + Great process thinker
- + 7,000 foot runway
- + Gets e-business.
- Wears ambition on sleeve

**Greenbelt**

Name:  
Title:  
Mos in Position:

Photo	Performance	Potential		
		X		

- + Top Operational leader
- + Phenomenally quick learner
- + Good mentor
- + Respected by peers
- Needs more edge

**Greenbelt**

Name:  
Title:  
Mos in Position:

Photo	Performance	Potential		
			X	

- + Bright, driven
- + Global thinker
- + Growing into the role
- + Great coach/mentor
- Execution capability

Source: (Slater, 1999.)

Attached to every recommendation for an award is the person's position on the curve. Welch maintains that they hold a post mortem for every "A" player they lose and we hold their direct bosses responsible for those losses. We lose less than 1% per year of "A's" (Jack, 03).

GE married leadership development with their succession planning process.

**CHAPTER 3**  
**METHODOLOGY**

## METHODOLOGY

As an approach to social research, phenomenology is sometimes presented as an alternative to positivism. Phenomenology, in direct contrast to positivism is seen as an approach that emphasises:

- Subjectivity (rather than objectivity)
- Description (more than analysis)
- Interpretation (rather than measurement)
- Agency (rather than structure)

Its credentials as an alternative to positivism are reinforced by the fact that phenomenology research generally deals with peoples:

- Perceptions or meanings
  - Attitudes and beliefs
  - Feelings and emotion
- (Deanscombe: 2003)

Silverman (2000) states that the choice of different research methods depends upon what you are trying to find out. If you wanted to find out how people intend to vote, then you might adopt a quantitative approach, however, if you were explaining people's life histories or everyday behaviour, then the qualitative approach may be favoured, it is imperative that the researcher understands that their methods are often evaluated differently.

### Claimed Features of Qualitative and Quantitative Methods

#### **Qualitative**

Soft  
Flexible  
Subjective  
Political  
Case study  
Speculation  
Graded

#### **Quantitative**

Hard  
Fixed  
Objective  
Value free  
Survey  
Hypothesis  
Abstract

Source: Halfpenny (1979:799)

Silverman (2000) points out that quantitative research simply objectively reports reality, whereas qualitative research is influenced by the researchers political values. Outside the social science community, there is little doubt that quantitative data rule the roost. Governments prefer quantitative research because it mimics the research of its own agencies, where they want results based on “reliable sources” (Cicourel 1964: 36).

From the general publics perspective, there is a mixture of trust and doubt re quantitative data, figures can be manipulated to cast a favourable or negative light on certain issues such as unemployment and inflation statistics (Silverman 2000).

### QUANTITATIVE RESEARCH v QUALITATIVE RESEARCH

Bryman (1988), discussed the five main methods of quantitative research:

Table: Methods of Quantitative Research

<u>Method</u>	<u>Features</u>	<u>Advantages</u>
Social Survey	Random Samples Measured Variably	Representative Test Hypothesis
Experiment	Experimental Variables “Control Group” not Exposed to stimulus	Precise Measurement
Official statistics	Analysis of previously Collected data	Large datasets
Structural Observation	Observations recorded on Pre-determined “schedule”	Reliability of observations
Content Analysis	Pre-determined categories Used to count content of Mass media products	Reliability of measures

Source: Adapted from Bryman (1988:11- 12)

“Quantitative research is. A genre which uses a special language similar to the ways in which scientists talk about how they investigate the natural order- variables, control, measurement, experiment”.

Silverman 2000, states that this has led critics to claim that quantitative research ignores the differences between the natural and social world by failing to understand the “meanings” that one brought to social life.

### Criticisms of Quantitative Research: Source: Silverman 2000

- Quantitative research can amount to a quick fix, involving little or no contact with people or the field.
- Statistical correlations may be based upon “variables” that in the context of naturally occurring interaction are arbitrarily defined.
- After the fact speculation about the meaning of correlations can involve the very common-sense processes of reasoning that science tries to avoid (see Cicourel, 1964: 14,21)
- The pursuit of “measurable” phenomena can mean that unperceived values creep into research by simply taking on board highly problematic and unreliable concepts such as “delinquency” or “intelligence.
- While it is important to test hypotheses, a purely statistical logic can make the development of hypotheses a trivial matter and fail to help in generating hypotheses from data (see Glaser & Strauss, 1967)



## Qualitative / Phenomenology

Phenomenology is primarily concerned with human experience, something that is denoted by the term “phenomenology” itself. A phenomenon is something that is known to us through our senses. It is seen, heard, touched, tasted, smelled. It is a direct experience, however, it is not yet understood through analysis, conceptualisation or theorizing. Phenomenology prefers to concentrate its efforts on getting a clear picture of the things in them – the things as directly experienced by people (Deanscombe: 2003).

The phenomenologists task is not to interpret the experiences of those concerned, not to analyse them or repackage them in some form, their task is to present the experiences in a way that is faithful to the original. The ability to see things through the eyes of others, to understand things from their perspective and to provide a description that portrays the groups feelings (Deanscombe : 2003).

According to Silverman “when it comes to establishing the validity of findings from qualitative research, we should not rely only on quantitative techniques. These include the assumptions that social science research can only be valid if based on experimental data, official statistics or the random sampling of populations and that quantified data are the only valid or generalizable social facts. The methods used by qualitative researchers exemplify a common belief that they can provide a “deeper” understanding of social phenomena than would be obtained from purely quantitative data.

According to Hammersly (1992) qualitative researchers share a set of preferences as follows:

### The Preferences of Qualitative Researchers

- A preference for qualitative data
- A preference for naturally occurring data
- A preference for meanings rather than behaviours
- A rejection of natural sciences as a model.
- A preference for inductive, hypotheses – generating research rather than hypothesis testing (Glaser & Strauss, 1967)

### **ADVANTAGES OF PHENOMENOLOGY (Deanscombe :2003)**

- Offers the prospect of authentic accounts of complex phenomena
- It's a humanistic style of research
- Suited to small scale research
- The description of experiences can tell an interesting story.

### **DISADVANTAGES OF PHENOMENOLOGY (Deanscombe: 2003)**

- Lacks scientific rigour
- Associated with description and no analysis.
- Generalisations from phenomenological studies
- Attention to the mundane features of life
- Feasibility of suspending common sense

Qualitative research is often treated as a relatively minor methodology by many quantitatively oriented social science methodology textbooks. According to Silverman "Some qualitative researchers argue that a concern for the reliability of observations arises only within the quantitative research tradition. Because what they call the positivist position sees no difference between the natural and social worlds, reliable measures of social life are only needed by such positivists".

However, Marshall & Rossman (1989) argue that once we treat social reality as always in flux, then it makes no sense to worry about whether our research instruments measure accurately. Another criticism of qualitative research relates to how sound are the explanations it offers, this is known as the problem of "anecdotally", the way in which research reports sometimes appeal to a few telling examples of some apparent phenomenon without any attempt to analyse less clear or even contradicting data (Silverman 2000).

Kirk and Miller (1986) hold that objectivity should be the common aim of all social science. Hammersley argues that:  
 "The process of inquiry in science is the same whatever method is used, and the retreat into paradigms effectively stultifies debate and hampers progress" (1992:182).

### Criteria for the Evaluation of Research Table

- Are the methods of research appropriate to the nature of the question being asked?
- Is the connection to an existing body of knowledge or theory clear?
- Are there clear accounts of the criteria used for the selection of cases for study and of the data collection and analysis?
- Does the sensitivity of the methods match the needs of the research question?
- Was the data collection and record – keeping systematic?
- Is reference made to accepted procedures for analysis?
- How systematic is the analysis?
- Is there adequate discussion of how themes, concepts and categories were derived from the data?
- Is there adequate discussion of the evidence for and against the researchers arguments?
- Is a clear distinction made between the data and their interpretation?

Source: Adapted from criteria agreed and adopted by the British Sociological Association Medical Sociology Group – Sept. 1996  
Silverman, 2000.

## METHODS OF SOCIAL RESEARCH

### Horses for Courses

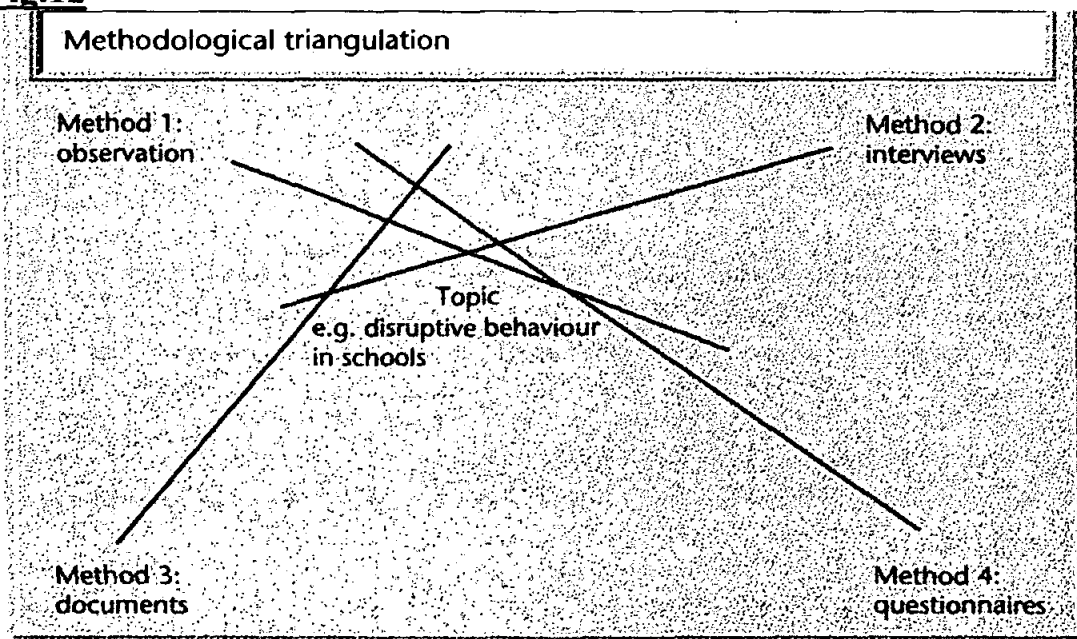
The choice will be influenced by the kind of data that the researcher wishes to obtain and practical considerations related to time, resources and access to the sources of data. Each method has its strengths and weaknesses. It is a matter of deciding which is the most appropriate method in practice, not of deciding that one data collection method is superior to all others in any absolute sense - "It is a matter of horses for courses" - (Deanscombe: 2003). Whichever method or methods are selected, it is imperative that every effort is made to cross check the results, such a method is known as "triangulation".

### Triangulation

Triangulation involves pinpointing a true position by referring to two or more other coordinates (Deanscombe: 2003).

Source: Deanscombe,2003.

**Fig.12**



## Guidance (Deanscombe: 2003)

- The Researcher should be encouraged, where possible to use more than one method when investigating a topic.
- The researcher should recognise the value of using multi-methods for the corroboration of findings and for enhancing the validity of data.
- The researcher needs to recognise that the notion of a single social reality is controversial and therefore adopt a cautious position which avoids any naive use of triangulation
- The researcher should appreciate that different methods might point in a similar direction but are unlikely to meet at some precise, unequivocal point of reality.
- The researcher should avoid the presumption that use of methodological triangulation can prove that the data or analyses are absolutely correct.

### Ethical Issues

It was clearly pointed out to the group concerned that the research would be conducted from an ethical perspective.

- That the researcher would respect the rights and dignity of those involved.
- That the researcher would avoid any harm to the participants arising from their involvement in the research.
- That the researcher would operate with honesty and integrity.

From a moral perspective, these principals stem from the belief that people should be protected from researchers who might be tempted to use any means available to further the level of knowledge on a given topic.

### Validity and Reliability

You must be able to demonstrate that your methods were reliable and your conclusions valid otherwise there are little point in aiming to conclude a research dissertation (Silverman, 2000).

“Having good intentions, or the correct political attitude, is unfortunately never the point. Short of reliable methods and valid conclusions, research, descends into bedlam where the only battles that are won are by those who shout the loudest” (Silverman 2000: 175)

### Validity

By validity, I mean truth: interpreted as the extent to which an account accurately portrays the social phenomena to which it refers (Hammersly, 1990: 57)

### Reliability

Reliability refers to the degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions (Hammersly, 1992: 67)

The methods of respondent validation and triangulation are “flawed methods” according to Silverman (2000); the following figure is built around Silverman’s description of “Critical thinking in Qualitative Research”!

## METHOD

## DESCRIPTION/USE

### The Refutability Principle

One solution is for qualitative researchers To refute their initial assumptions about Their data in order to achieve objectivity

#### Main Points

- Do not jump to conclusions
- Subject evidence to every possible test
- Knowledge is always provisional subject to a subsequent study
- Expose to falsification the system to be tested

### Constant Comparative Method

The qualitative researcher should Always attempt to find another case Through which to test out a provisional Hypothesis.

#### Main Points

- Inspect and compare all the data fragments that arise in a single case
- Begin analysis in a small part of your data
- Having generated a set of categories test emerging hypotheses by steadily expanding your data corpus
- All parts of your data must at some point be inspected and analysed

## Comprehensive Data Treatment

In Qualitative research all cases of the Data are incorporated in the analysis. Such comprehensiveness goes beyond What is normally demanded in many? Quantitative methods.

### Main Points

- Comprehensive analysis of data

## Deviant Case Analysis

Comprehensive data treatment implies Actively seeking out and addressing Deviant cases

### Main Points

- Every piece of data must be used before it can be accounted for
- Do not be satisfied with explanations which appear to explain deviant cases

## Using Appropriate Tabulation

Without a theoretical rationale behind The tabulated categories, counting Only gives a spurious validity to Research

Source (Adapted from Silverman 2000, 175-185)



## SUMMARY

Validity is another word for truth and according to Silverman 2000 we cannot state that the claims of a research study are valid when:

- Only a few exemplary instances are reported
- The criteria or grounds for including certain instances and not others are not provided
- The original form of the materials is unavailable

There are five main ways of thinking critically about qualitative data analysis in order to aim at more valid findings

- The refutability principle
- The Constant Comparative Method
- Comprehensive Data Treatment
- Deviant- case Analysis
- Using appropriate tabulations

Reliability refers to the degree of consistency with which instances are given to the same category by different observers or by the same observer on different occasions. For reliability to be measured it is imperative that the researcher documents his /her procedure and clearly demonstrates that categories have been used consistently (Silverman, 2000)

## **Research Methods Selected**

This is a review of the methods studied by the writer in an attempt to answer the questions posed by this dissertation. It is not a comprehensive review of research methods in general.

### **What Does One Need to Know and Why?**

To appraise and evaluate the effectiveness of leadership on performance in the organisation, I need to gather the collective inputs of the location and sales managers to achieve this.

According to Miles and Huberman (1984:42) "Knowing what you want to find out, leads to the question of how you will get that information".

### **What is the Best Method to Collect the Data?**

By conducting semi structured interviews with the seven participants (Location managers and Sales Managers)

By conducting a semi structured interview with an area director to triangulate the responses of the seven other participants.

### **When one has collected the Data What Should One Do With It?**

Analyse it thoroughly to arrive at conclusions

What methods are best suited to assist you in gathering the data for this study?

**METHODS OF QUALITATIVE RESEARCH**

<u>Method</u>	<u>Features</u>	<u>Appropriate</u>
<u>Observation</u>	Extended periods of contact And is used to understand Sub-cultures	not appropriate
<u>Texts and Documents</u>	Attention to organisation and use of such material	Not available
<u>Interviews</u>	Relatively unstructured and Open ended and an attempt At understanding the “Experience”	Very appropriate
<u>Questionnaires</u>	Capable of exploring feelings And attitudes and also capable Of grading the answers	Very appropriate
<u>Audio and video Recording</u>	Precise transcripts of “naturally occurring” interactions	appropriate

(Source: Silverman 2000: 90)

## RESEARCH METHODS

The research method chosen was that of semi-structured interviews with each of the eight participants, however, as I was going down that route I encountered some problems:

1. Four of the eight managers did not want to be taped. (This came across loud and clear).
2. I held brief introductory meetings with all participants excluding the area director, and I knew from these meetings that there was a “reluctance” to participate fully with the research in question (FEAR).
3. From the perspective of my research I understand fully that I should not coerce or put pressure on people to participate that it must be on a voluntary basis (Posed a major problem).
4. I allowed them to be part of the solution. I needed all eight managers to be involved and what we came up with was: A detailed questionnaire that would be posted out to each participant with a stamped addressed envelope whereby I would receive each questionnaire back without names attached and thereby ensuring anonymity on the part of all participants.
5. I felt that by going down this route that I would have a better chance of getting their true emotions, feelings, attitudes and opinions coming through in their answers.

### **Advantages of Using The Questionnaire Method**

- Questionnaires are economical whereby they can supply a large amount of data for a relatively low cost in terms of money, materials and time.
- An excellent method of collecting data quickly
- Easier to arrange than personal interviews
- Questionnaires supply standardised answers to the extent that all respondents are posed with “exactly the same questions” – The data collected is very unlikely to be contaminated by variations in the wording of the questions or the manner in which the question is asked. There is little scope for the data to be affected by “interpersonal factors”.
- A major advantage of questionnaires is that they often seek pre-coded answers, this is not an essential facet of questionnaires, however, and the value of the data is likely to be the greatest where respondents provide answers that fit into a range of options offered by the researcher. These allow for the speedy collation and analysis of data by the researcher. This also makes life easier for the respondents who are faced with the easy task of picking one answer from a number, which are spelt out.
- Questionnaires may be used as a warm up for interviews
- Allows for the “feelings / emotions” and attitudes to emerge
- Ideal method for exposing.

(Deanscombe, 2003:158-161)

### **Disadvantages of the Questionnaire Method**

- Pre-coded questions may be frustrating for respondents and may deter them from answering.
- Response rate can be low.
- Cannot check the truth of answers.
- Questions need to be “crystal clear” to avoid misinterpretation by respondent.

## The Questionnaire

Among its other attributes the questionnaire is especially good at collecting information on facts and opinions from large numbers of people.

1. Creative process of writing questions
2. Design process of devising a structure, which is rational in terms of the questionnaires objectives and intended subjects.

If the objectives are not very clear then the results will be unclear. There are three fundamentals that you have to get straight before you start:

1. What do you want to know about the topic?
2. How much do intended subjects know about the topic?
3. What are you measuring?

(Riley, Wood, Clark, Wallace and Szivas, 2000)

The Questionnaire design plays a part in success as far as response rates are concerned:

1. How to induce people to fill it in?
2. How are the responses to be aggregated?
3. Will the questionnaire achieve the objectives?

Great care must be taken throughout the process

1. Question Design
2. Writing Questions
3. Types of Questions
4. Wording Pitfalls
5. Phrasing Questions
6. Piloting the Questionnaire
7. Distribution and Return of Questionnaire
8. Analysis Method

## Types of Questions

There are a variety of ways in which questions can be put in a questionnaire

- A statement (Example)  
What do you think about the UK's membership of the E.U?
- A List (Example)  
Please list the issues you feel are most important in relation to the UK's membership of the E.U.
- A Yes/No answer
- Agree/ disagree with a statement (Example)  
Would you agree or disagree with the following statement?  
European economic unity carries economic advantages, which outweigh the political disadvantages. Agree/ disagree
- Choose from a list of options (Example)  
Which of the following has the strongest economy?  
Spain, Ireland, UK, France, Germany
- Rank Order (Example)  
Choose the three countries, which you feel have the strongest economy and place them in rank order  
1=Strongest 2=2<sup>nd</sup> Strongest 3=3<sup>rd</sup> Strongest  
Spain – Ireland – UK – France – Germany
- Degree of agreement and disagreement: The Likert Scale (Example)  
Membership of the EU is a bad thing for the UK  
  
Strongly agree / Agree / Neutral / Disagree / Strongly Disagree
- Rate Items (Example)  
How significant would you rate the following factors in affecting further European integration?

Not  
Significant

Very

Political Sovereignty	1	2	3	4	5	6
National Identity	1	2	3	4	5	6
Past History	1	2	3	4	5	6

- Feelings about a topic: The Semantic Differential (Example)

European Unity is:

Boring	1	2	3	4	5	Interesting
Unlikely	1	2	3	4	5	Likely
Risky	1	2	3	4	5	Safe
Important	1	2	3	4	5	Unimportant
Different	1	2	3	4	5	Easy

(Source: Deanscombe, 2003)



## Evaluating Questionnaires

There are four basic criteria for evaluating a research questionnaire:

1. Assessment of the likelihood that the questionnaire will provide full information on the particular topic of research
2. The likelihood that the questionnaire will provide accurate information
3. May be evaluated according to its likelihood of achieving a decent response rate
4. The questionnaire needs to adopt an ethical stance, in which recognition is given to the respondent's rights to have the information they supply treated according to strict professional standards.

### Selected Scale Method

Having reviewed the options, the writer prefers the Likert Scale and feels that it is the best method for measuring attitudes feelings and emotions from the perspective of this dissertation. The following five-point scale has been chosen:

Agree Strongly	Agree	Neutral	Disagree	Strongly Disagree
1	2	3	4	5

According to (Robson, 1995:256), Items in a Likert scale can look interesting to respondents, and people often enjoy completing a scale of this kind. This can be of importance, not only because if they are interested they are likely to give "considered rather than perfunctory answers", but also because in many situations people may not unreasonably just not be prepared to co-operate in something that appears boring. However, the systematic procedures used do help to ensure that the scale has internal consistency and/or the ability to differentiate among individuals.

### Questionnaire Pilot Study

The questionnaire was piloted to four managers who were not part of the study to see what their reactions were and to take on board any comments they had to make. On completion of the exercise, they were questioned on the following:

- Duration to complete questionnaire?
- Were the instructions clear?
- Were any of the questions unclear or offensive?
- Did you object to answering any of the questions?
- Was the layout clear and attractive?
- Any comments?

Following this feedback, a number of changes were made.

- Four in relation to repeated questions
- Two, whereby more than one answer was required
- Five were modified because of lack of clarity.
- The number of questions were dropped from 72 to 34
- Question style was not appropriate.
- Leading questions were modified.

### Triangulation

The same questionnaire was also administered to the area director to see how leadership in the organisation viewed itself and the author felt that this would be very beneficial; the author also completed the questionnaire to help with the triangulation process.

The full questionnaire appears at appendix 1

### Summary

The author felt that the qualitative route was the most appropriate route for this dissertation as he was concerned with extracting the attitudes, emotions, feelings and opinions of the respondents which could not have been obtained by going down the quantitative route. Initially the author had chosen semi-structured interviews as the favoured mechanism for extracting the information required, however, he encountered obstacles which were discussed earlier in the chapter and he had to change to a structured questionnaire method. The author favoured the Likert scale for measuring the attitudes, feelings, emotions and opinions of the respondents and he felt that the systematic procedures used, do help to ensure that the scale has internal consistency.

Given that this is a qualitative research process, the author acknowledges that questions may arise in the treatment of the data but given the extent of the analysis of the data, the writer is satisfied that the main body of the findings are correct.

**CHAPTER 4**

**PRESENTATION OF FINDINGS**

**QUESTIONNAIRES**

## SUMMARY OF MANAGERS RESPONSES

### Questionnaire A

#### Communication in the Organisation

1. There are clear channels of communication from top to bottom in our organisation.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	0	1	7	0

2. Our lines of communication are clear!

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	1	3	3	1

3. Information is effectively communicated

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	1	1	5	1

4. Our communication system contribute's to competitive advantage .

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	0	1	6	1

5. Our overall company business strategy is communicated clearly.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	1	1	6	0

6. There is an effective mechanism in place for taking on board feedback from whatever source!

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	0	1	5	2

**Questionnaire B****LEADERSHIP**

**1. Our Current Leadership style is very effective**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	0	0	7	1

**2. Our current Leadership style is responsive and is capable of reacting to ongoing change.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	0	0	6	2

**3. I am satisfied with the current style of Leadership !**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	0	1	6	1

**4. Our current Leadership style enhances individual and organisational performance.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	0	1	7	0

**5. Our Leadership delivers on it's promises!**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	0	3	4	1

**6. Our current Leadership style energise's and challenge's you.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	0	1	7	0

## Questionnaire C

**ORGANISATIONAL CULTURE**

**1. Our culture enhances individual and organisational performance.**

Strongly Agrees	Agree	Neutral	Disagrees	Strongly Disagrees
0	2	1	5	0

**2. Our culture has a positive impact on the atmosphere in the organisation.**

Strongly Agrees	Agree	Neutral	Disagrees	Strongly Disagrees
0	1	2	3	2

**3. Our Culture impacts positively on productivity**

Strongly Agrees	Agrees	Neutral	Disagree	Strongly Disagrees
0	1	2	4	1

**4. We learn from our mistakes!**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	1	0	5	2

**5. Our Culture help's to attract and retain the right calibre of person!**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	0	2	4	2

## Questionnaire D

**RECRUITMENT AND SELECTION**

**1. Our current recruitment and selection process is very effective!**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	0	0	4	4

**2. We are very successful in achieving the right fit of person for the job!**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	0	2	3	3

**3. The quality of people in our organisation is very good.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	1	4	2	1

**4. Our recruitment and selection process is placed high on the Leadership agenda .**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	0	0	6	2

**5. Our recruitment and selection process has enhanced the overall effectiveness of the organisation!**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	0	0	7	1

**6. Our organisation will not tolerate poor performance.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	0	0	6	2



**Questionnaire E****Training and Development****1. Our induction training process is very effective.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	0	0	4	4

**2. Our training programme's are well thought out and are mutually beneficial to the employee and the employer.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	0	1	4	3

**3. Our monitoring and evaluation processes ensure that people are developed in the required fashion.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	0	0	7	1

**4. In our organisation training leads to knowledge, which is harnessed, and in turn fuels performance.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	0	0	4	4

**5. For the effective development of people, the organisation has in place an effective mentoring coaching and support process.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	0	1	5	2

**6. People are developed in accordance with the future demands of our organisation.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	0	0	7	1

**7. Our succession planning process is very proactive and is based on merit.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	0	0	7	1

## Questionnaire

## STRATEGY

**1. Our organisation is strategically focussed.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	0	3	3	2

**2. Our organisation executes on strategy.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	0	3	3	2

**3. Strategy is effectively linked to the people process and the operating plan in our organisation.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	0	1	5	2

**4. Our Business Strategy is well aligned to the environment in which we operate.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	0	1	4	3

**MANAGERS COMBINED RESPONSES ( 8 Participants)**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	9	37	173	53

**AREA DIRECTORS RESPONSES (1 Participant)**

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
5	24	5	0	0

## EVALUATING THE DATA

### COMMUNICATION

As indicated in the methodology, the questionnaire on communication was drawn up in the context of best practice. Each question had five possible answers and was addressed to seven managers, the area director and the author. This method gave the best opportunity to gain objective responses. All recipients of the questionnaire responded fully. The responses from the seven managers were cloaked in anonymity. The only method by which the author could obtain the information.

#### Managers

The responses from the managers under this heading were to say the least alarming. Whereas the questionnaire was devised as indicated above, the responses were largely negative to the point where communication under most headings was almost entirely unsatisfactory.

#### Area Director

The responses from the area director, which were not anonymous and provided quite a contrast to the manager's responses. The thrust of his replies was mainly positive. These responses support the theory that communication in the organisation is not a priority requiring urgent attention.

#### Author

The author's responses reflected a more positive view than the managers, but nevertheless showed a significant element of dissatisfaction when analysing his reactions, the realisation that best practice or indeed any in-depth awareness of the need for communication as a management discipline was a major bone of contention.

## FINDINGS

The analysis of all the responses to the questionnaire on communication indicates quite clearly that a major problem exists in the organisation. Leadership is less effective when all the pieces are not in place. The responses from the area director and to a lesser extent from the author do reflect the idea that seniority has a certain privilege bestowed by having contact on a personal basis with the “powers that be”, location managers are undoubtedly dissatisfied.

The data emerging from the evaluation indicates a serious vacuum in the organisation. Communication must be treated as a prerequisite at all levels in the organisation if we are to comply with “Best Practice”.

## **LEADERSHIP**

The format for the questionnaire on this subject is similar to each of the others. The questions are drawn up in the same context. The recipients were seven managers, our area director and the author. Only the manager's replies are anonymous.

### **Managers**

Almost all managers gave a completely negative response, which has huge implications for the organisation. Had the responses been fifty fifty warning bells should ring. Bearing in mind that all managers are qualified and experienced in various disciplines, the findings are all the more worrying. Where location managers are not obviously motivated by leadership, urgent action is required.

### **Area Director**

To each of the questions on leadership the area director responded positively – completely at odds with the manager's responses. This is entirely dichotomous and raises serious questions regarding the management of the organisation at all levels.

### **Author**

Here, the author is more positive than the managers, although his responses could be interpreted as being far removed from the area directors. Unlike the managers and the area director which show a highly visible black and white situation. The author's responses would seem to be less sharply defined.

## **FINDINGS**

Leadership, especially when identified either in one personality or in a group should have the confidence and trust of subordinates at all levels. The leadership is a perfect example of the classical format (command and control). It is most obvious that this organisation now plus fifty years established has made no real concession to modern methods of leadership or management.

## Organisational Culture

Here, the same format is used including the drawing of questions, the circulation is also similar – seven managers, area director and the author. As with all other responses the managers are anonymous.

This subject is usually interpreted as being abstract at all levels of management. The aspect of esprit de corps should be obvious and seen as the embodiment of all other disciplines.

### Managers

On this subject the managers have indicated a more positive response, although the trend of dissatisfaction is still very obvious. Continuity in terms of homegrown future senior executives would be a major consideration if planning for change and invoking best practice were pursued, as it should be.

### Area Director

Organisational culture is very much a satisfactory and highly positive element as indicated by the responses from the area director. His view reflects complete satisfaction and has little in common with managers.

### Author

The authors responses although more positive than the managers leaves room for concern.

## FINDINGS

The general trend suggests that seniority embodies a comfort zone, which is personal and is jealously guarded. This is again indicative of the classical style. Responses from managers could only be obtained under anonymity, which "may" indicate the existence of a fear culture. The Leadership Team would appear to be unaware of the grass root feelings and perceptions. Emotional Intelligence would appear to be the missing link.

## **RECRUITMENT AND SELECTION**

The format is again similar as for all other headings. The recipients were – seven managers, one area director and the author. Recruitment and selection is a key area for attention – particularly the discipline of human resources.

### **Managers**

The responses from the managers on this subject were overwhelmingly negative. No manager agreed that the recruitment and selection process was satisfactory. In fact, the level of disagreement was almost total. For managers to react by expressing their dissatisfaction in an almost vehement way does not bode well for an organisation so diverse in so many locations. Key personnel need careful attention not just at the recruitment and selection stage but also on an ongoing basis.

### **Area Director**

The area director's responses are totally positive. He does not disagree with any element of the process. The total satisfaction expressed begs the question "how effective are the disciplines of management" or are they used. Communication and leadership have not been subjected to close scrutiny, as they should be.

### **Author**

Responses from the author by and large reflect the views of the managers. He does not agree with any element of the questionnaire.

## **FINDINGS**

The reaction of this questionnaire is a harsh indictment of an organisation with a profile, which belies inherent management failings. Findings under this heading are very negative. This being a key area is apparently totally neglected and is indicative of a poor HR function.



### **Training and Development**

The format is similar to previous headings; recipients were seven managers, one area director and the author. Training and development is an active follow-on from recruitment and selection. Development, training and exposure is a necessary ingredient for continuity and future planning.

### **Managers**

The managers did not agree with any element as posed by the questionnaire. Not one single aspect met with their approval.

### **Area Director**

Here again the area director agrees completely that training and development within the organisation is satisfactory. It is worth noting the consistency with recruitment and selection. Also, worth noting is that arms length management seems to be the norm.

### **Author**

The author's responses reflect precisely the views of the managers in that he disagreed with all elements of the questionnaire.

### **FINDINGS**

The responses to the questionnaire under this heading indicate a huge divergence between operational and executive functions. The operational side of the business is dictated, rather than by identification of the actual requirements, involving the personnel at the coalface.

## **STRATEGY**

A similar format is being used as for all other headings. Recipients were, seven managers, one area director and the author.

### **Managers**

No manager agreed that the strategy as referred to in the questionnaire was adequate, outright disagreement is obvious. This reaction is not surprising given the responses we have seen in the other questionnaires, but the high degree of negativity from managers indicates that a root and branch examination of the organisation's HR function is long overdue.

### **Area Director**

The area director is in complete agreement with the organisation's strategy. His responses indicate his unawareness of the situation as viewed by the managers. In the opinion of the author the strategy as practised by the organisation is ad hoc and changes on a whim.

### **Author**

The responses from the author reflect almost exactly those of the managers.

## **FINDINGS**

The strategy within the organisation does not seem to be defined in any obvious or concrete way. Operational personnel do not contribute in any material way to the development of strategy. The potential for and development of various locations is not the subject of dialogue with the personnel directly involved.

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## CHAPTER 5

## CONCLUSIONS

## CONCLUSIONS

### CONCLUSION

I have conducted an exhaustive review of the literature and carried out intensive research within the organisation, all of which is consistent with the objective of creating an effective model of leadership for Roadstone Provinces Ltd., and identifying any gaps, which exist currently between Roadstone and the “best practice” model researched.

The review of the literature whilst most informative underlined very clearly the constant changing over the years of the style and type of leadership from the dated classical style to the now emerging organic form. Only when reviewing Gayle C. Avery and Daniel Goleman’s books as covered, did any semblance of synergy appear. Although neither one would be an ideal stand alone model, the combination of both comes close to the “best practice” model as identified.

General Electric has been identified as the “best practice” model of leadership. It has been named as the best-run business in America. Many commentators and authors have failed to identify problems in the organisation. Larry Bossidy maintained that GE is the world’s best producer of Leadership talent.

The question may well be asked, what is so special about General Electric? The answer is Jack Welch, the former CEO, he formulated a new culture which he superimposed on the organisation which had become stale, not alone did he succeed in doing this but has left the legacy of this culture which cannot be effaced. It is deeply ingrained. He was described as the best CEO in America, whose characteristics embody best leadership.

When making the inevitable comparisons of General Electric with Roadstone the most striking difference is obviated in the Human Resources area. In G.E. the people process is an entity and according to Welch “if you don’t get the people process right, you will never fulfil the potential of your business” (J.Welch, 2003)

The most striking difference between the “best practice” model and Roadstone is the type of leadership in place. A review of J. Welch’s leadership identifies with Gayle C. Avery continuum of leadership whereby his leadership style is adaptive and capable of embracing change at all levels as epitomised in his tenure as CEO.

When viewing Roadstone from the same perspective, we find ourselves locked in the old classical style of leadership which has failed to move along the continuum as can be seen from the research. This aspect demonstrates the lack of strategic planning and is symptomatic of the reactive style unlike G.E., who have sensed the need for change prior to evidence of its necessity. This element is further demonstrated in the research.

## COMMUNICATION

Communication in Roadstone is entirely consistent with the Classical form of leadership. It is “top down” and strictly on a need to know basis. Robust and informal dialogue is not a feature at meetings and this results in rhetoric. GE on the other hand encourages and actively pursues informal dialogue and robust debate at all levels. This ensures the active pursuit of objectives.

Good communication is a prerequisite for good leadership. The most productive dialogue occurs where there is not a limited agenda. All participants should have the opportunity and freedom to express their views and opinions and also to be constructively critical. This can only occur where the culture of the organisation is conducive to such behaviour.

**Our research findings on the subject of communication are self-explanatory; it does not show a trend but outright dissatisfaction.**

Welch states quite clearly “that the main reason that most companies don’t face reality well is that their dialogues are ineffective” (effective communication is a prerequisite) (J. Welch, 2003)

We have a lesson to learn!

## LEADERSHIP

The research on the subject of leadership has shown huge disagreement under all headings. It demonstrates very clearly that the organisation has never broken away from its classical roots, which must be said was very successful for a time. This was a similar predicament to what Jack Welch faced in 1981 in GE, they were a formal massive bureaucracy, with too many layers of management, which hindered communication and impacted negatively on performance.

On his appointment as CEO in 1981, he immediately addressed the problems and set about management change, which in fact was a revolution in terms of the history of the organisation. He was very successful in achieving his aims as the literature clearly points out.

Welch had a very clear roadmap and did not deviate, he delivered the goods. Roadstone as can be seen from our research, do not have any visible roadmap nor are they willing to share the defined objectives for the organisation, other than make profit. This approach neglects the most basic ingredients of management and has the effect of demotivating managers.

The 4 E's of GE leadership as defined by Jack Welch are also prerequisites for the effective operation of successful organisations and do not feature in Roadstones approach. A lack of energy promotes apathy and indifference and these characteristics reflect themselves in other elements of leadership.

The Performance Management System as practised by GE is particularly effective in that it has a two-fold effect:

1. Non-performers are quickly and easily identified and are then exited.
2. The performance bar is raised year on year and successful executives are well rewarded.

The result of this is GE's rightful claim to having the most effective leadership model in place.

## ORGANISATIONAL CULTURE

The installation of the right culture in an organisation is vital to its success. According to the best practice model individuals possessing the right values will assist immeasurably in getting the right results. When the culture is right, ideas from all personnel gained inside or outside the organisation are highlighted and if evaluated positively will be actioned immediately. Welch says it's the idea that wins.

The research under this heading shows a marked difference between Roadstone and GE, with the exception of the executive function. The data from the research suggests absolute indifference. Here again we see the effects of the classical format of leadership.

Pride in or loyalty to an organisation cannot be bought. In the GE model the changing of the culture was embarked on with energy and drive and very quickly took root at all levels. It was not seen as a desirable abstract but as an integral part of the management function, so much so that individuals who were perceived as not having the organisation culture were exited.

The classical format, which is so dominant in Roadstone, is reflected in the negative attitude as seen in the research. Attracting the right calibre of person in future could be a problem unless the format changes quickly.



## RECRUITMENT/SELECTION AND TRAINING/DEVELOPMENT

Recruitment, Selection, Training and Development are key areas of any business. How these are approached depends very much on how the leadership is involved.

In the GE model an enormous amount of time is devoted to these subjects. Generally candidates are promoted from within following various but intensive forms of evaluation.

In Roadstone the emphasis especially for Recruitment and Selection is largely based on one interview. The behavioural aspect of the candidate plays a major part in this area. Similarly with training and development, the emphasis if any is on training and then only if thought to be strictly necessary. There is little or no consideration for personal development, as can be seen from the research.

In the best practice model, we have seen that Welch's absolute passion is to make people the core competency. The retention, motivation, development, training and rewarding of people has paid off handsomely for GE. Roadstone must act quickly to make the necessary quantum leap in recognising that people are their greatest asset.

## STRATEGY

The research findings indicate almost total dissatisfaction with the lack of strategy in the organisation. This is hardly surprising since all other elements of the research have shown negative reaction.

The lack of strategic focus is again very obvious in that the classical format is completely endemic in the organisation.

Unlike GE whose strategy are visibly focused and communicated to all personnel. Roadstone pays scant attention to the necessity of defining or outlining strategy.

**CHAPTER 6**  
**RECOMMENDATIONS**

## RECOMMENDATIONS

- Seek approval from M.D for a thorough review based on the data obtained
- Move from the Classical Style to a Transformational format
- Introduce an effective Performance Management System
- Examine the feasibility of superimposing the relevant aspects of the GE model on Roadstone.
- Roadstone must move away from a fear-based culture towards a performance-oriented culture.
- Introduce informal and robust dialogue.
- Roadstone must learn the discipline of execution.
- Roadstone must input the required time into the people process.
- Move from rhetoric to reality.

### FURTHER RESEARCH

This course of study has enlightened me significantly in the general area of business. It has broadened my knowledge but indicates that further research to include all locations and all personnel would be most useful. Studying the various formats of leadership is a fascinating exercise. The most striking aspect of leadership is that the Human Resource Function is the one heading under which all other leadership qualities can be grouped.

I am now aware that leadership is not necessarily a natural state but can be acquired by study, training, mentoring and exposure to different commercial environments.

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## CHAPTER 7 BIBLIOGRAPHY

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**APPENDICES**

## Questionnaire A

### Communication in the Organisation

6. There are clear channels of communication from top to bottom in our organisation.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

7. Our lines of communication are clear?

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

8. Information is effectively communicated

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

9. Our communication system contribute's to competitive advantage .

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

10. Our overall company business strategy is communicated clearly.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

6. There is an effective mechanism in place for taking on board feedback from whatever source?

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

Questionnaire B

LEADERSHIP

6. Our Current Leadership style is very effective

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

7. Our current Leadership style is responsive and is capable of reacting to ongoing change.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

8. I am satisfied with the current style of Leadership !

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

9. Our current Leadership style enhances individual and organisational performance.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

10. Our Leadership delivers on it's promises!

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

**6. Our current Leadership style energise's and challenge's you.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

Questionnaire C

ORGANISATIONAL CULTURE

**1. Our culture enhances individual and organisational performance.**

Strongly Agrees	Agree	Neutral	Disagrees	Strongly Disagrees
-----------------	-------	---------	-----------	--------------------

**2. Our culture has a positive impact on the atmosphere in the organisation.**

Strongly Agrees	Agree	Neutral	Disagrees	Strongly Disagrees
-----------------	-------	---------	-----------	--------------------

**3. Our Culture impacts positively on productivity**

Strongly Agrees	Agrees	Neutral	Disagree	Strongly Disagrees
-----------------	--------	---------	----------	--------------------

**4. We learn from our mistakes?**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

**5. Our Culture help's to attract and retain the right calibre of person?**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

### Questionnaire D

#### RECRUITMENT AND SELECTION

**1. Our current recruitment and selection process is very effective?**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

**2. We are very successful in achieving the right fit of person for the job?**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

**3. The quality of people in our organisation is very good.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

**4. Our recruitment and selection process is placed high on the Leadership agenda .**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

**5. Our recruitment and selection process has enhanced the overall effectiveness of the organisation?**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------



[Empty response box]

**6. Our organisation will not tolerate poor performance.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

**Questionnaire E**

**Training and Development**

**1. Our induction training process is very effective.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

**2. Our training programme's are well thought out and are mutually beneficial to the employee and the employer.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

**3. Our monitoring and evaluation processes ensure that people are developed in the required fashion.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

**4. In our organisation training leads to knowledge, which is harnessed, and in turn fuels performance.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

**5. For the effective development of people , the organisation has in place an effective mentoring coaching and support process.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

**6. People are developed in accordance with the future demands of our organisation.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

**7. Our succession planning process is very proactive and is based on merit.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

**Questionnaire F**

**STRATEGY**

**2. Our organisation is strategically focussed.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

**2. Our organisation executes on strategy.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

**3.Strategy is effectively linked to the people process and the operating plan in our organisation.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

**4. Our Business Strategy is well aligned to the environment in which we operate.**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------