

# An Analysis of the Leadership in Cameron

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## **Abstract**

This study is based on Cameron, a US multinational manufacturing company whose head office is in Houston, Texas and the organisation used in this study, Cameron Ireland Limited based in Ireland. The research aims to identify the leadership exhibited within the organisation and to compare this to the key principles of the Cameron Leadership Essentials program. The data is further analysed to understand if the management practices within Cameron Ireland Limited are consistent.

The researcher assumed a practitioner research role. The researcher attempted to establish if the leadership style was; reflective of the corporation's philosophy and secondly if leadership style was the same within the management team in Cameron Ireland.

The methodology used throughout the research was a combination of three parts; primary research was qualitative and the logic was inductive consisting of a survey completed by employees where n=136, and secondary data consisted of a literature review on management, leadership, the manufacturing environment and finally examining the results of the survey through a focus group.

The results from this study indicate that Cameron Corporation have a clearly defined leadership model which is both relevant and meaningful with the organisational culture. It is reflected within Cameron Ireland however there is still room for improvement which can be addressed by a focus on training leaders. There is further research required to determine exact gaps in the skill set of leaders and to the consistent approach of leadership within Cameron Ireland Limited.

## **Declaration**

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

Signed: \_\_\_\_\_

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# Chapter 1 – Introduction

## 1.1. Background

*“The study of leadership rivals in age the emergence of civilisation, which shaped its leaders as much as it was shaped by them. From its infancy, the study of history has been the study of leaders – what they did and why they did it” (Bass, 1990a, p. 3).*

At some time we have all experienced leadership, it occurs in all aspects of life, within businesses, social settings, educational environments and consists of informal or formal groups both large and small (Bass, 1990). However a conclusive definition of a leader or leadership remains as elusive as ever despite the extensive studies in the last number of years. Leaders need to adapt to an every changing environment, acquire new skills and be more flexible (Bennis and Townsend, 2005).

This study focuses on the management/leadership team of a multinational manufacturing company, Cameron Ireland Limited and its parent company Cameron Corporation based in Houston, Texas.

Cameron Corporation ([www.c-a-m.com](http://www.c-a-m.com)) has been manufacturing a wide range of products for the Oil and Gas Industry worldwide for more than 100 years. The company employs over 27,000 people across operations in over 300 locations worldwide. Through its commitment to its core values; collaboration, accountability, integrity, responsibility and respect, all encompassed by a stringent focus on health and safety, along with product delivery and customer service the company is a leader in their field.

The organisation has recently introduced a number of different initiatives including employee engagement, customer engagement and leadership development. Cameron have an ambitious growth strategy and have acknowledged that in order to reach their full potential they must have a strong focus on employee engagement,



retention of key employees, succession planning and leadership development. As part of the strategic plan to reach their full potential Cameron are investing heavily in training all supervisors and managers in Leadership Essentials, a comprehensive program tailored specifically for Cameron.

The facility in Longford has existed since 1978 and employs more than 260 people. There are 120 unionised employees on the shop floor and over 140 employees in office based roles that are not unionised. Relations are good between the company and the union. The Longford organisation is structured in to nine functional departments each headed with a department manager.

The researcher is a manager in the Human Resources (HR) department. Through her role the researcher was interested in examining the leadership within the organisation. There is a very traditional culture within the Cameron Ireland facility and the perceived autocratic leadership intrigues the researcher.

Working in HR for over six years, the researcher has seen how the HR function has evolved from a transactional role to a more strategic business aligned role focusing on areas such as career development, succession planning, on-boarding, talent management, retention, leadership development and performance and appraisal systems.

Cameron has introduced all of the aforementioned initiatives and although not unique in doing so, their effectiveness when introduced is often a direct result of the skills of those tasked with implementing them. Traditionally Cameron Ireland's philosophy has been to promote from within, with eight of the nine departmental managers promoted to their current roles. Only one manager has gained their current position from outside the organisation. The researcher was cognisant of this and working as part of the management team the researcher decided to examine the leadership within the Organisation.

## **1.2. Purpose Statement**

The purpose of this dissertation was to examine the leadership in Cameron Ireland Limited. In order to do this effectively it was important the researcher first examined the literature available on the subject. Cameron Ireland is primarily a manufacturing facility and the leadership is referred to as management therefore the researcher also included both manufacturing and management in the literature review.

## **1.3. Research Question**

The study aims to analyse the leadership within Cameron Ireland Limited to see if is reflective of the Leadership Essentials program of Cameron Corporation. After reviewing the content of the leadership essentials program it was important to see how the current management practices within Cameron matched the criteria. This formulated the research questions:

*“Are the management practices in Cameron Ireland Limited reflective of the Leadership Essentials program of Cameron Corporation?”*

*Are the management practices the same within Cameron Ireland Limited?*

## **1.4. Research Methods**

The method of research is qualitative. This research examines the key principles of the Cameron Leadership Essentials program and compares this to the current practices in Cameron Ireland using a survey completed by employees. This data is further analysed for consistencies within the management team in Cameron Ireland. This approach is subjective and open to interpretation due to personal perceptions.

In order to identify the current status of the management practices within Cameron Ireland Limited a survey was used which formed the primary research. A survey is an economical way to gauge responses quantitatively (Saunders et al, 2007). It is statistically possible to analyse and generalise the results based on the data analysis in a systematic manner.

The final aim of the researcher is to make recommendations on how to, and by what means Cameron Ireland Limited could maintain and improve the leadership skills of their management team to gain consistency within the management team and also in line with the overall Cameron Corporation program.

## **1.6 Research Outcomes**

As the researcher is aware of no initial problem the research is not intended to solve a problem, rather to contribute to the general knowledge and understanding of the theory of leadership and in particular the leadership within Cameron Ireland Limited.

## **1.7 Limitations**

Working within the area being researched, it was important the researcher set aside any bias in relation to the leadership within Cameron in order to gain a true reflection of current practices, leadership styles and relevant theory.

As with any research project there are constraints which may affect the outcome of the research.

- This is the first time the researcher has completed a research of this nature and therefore had to ensure clarity and understanding at all times to overcome inexperience.

- The research is limited to Cameron Ireland Limited and therefore can only be benchmarked against the initial criteria outlined as part of the research project.
- Due to confidentiality issues and the concern of the researcher that any identifying information used as part of the questionnaire would limit the response rate, the information is generic and cannot be analysed further by department, demographics, tenure or other key areas.
- The analysis of the survey and the review of the vast amount of information available on leadership posed difficult due to time limitation and working full time however the researcher utilised her skills to write concisely and this dissertation focuses on the key principles of the leadership program as identified earlier.

## **1.8 Report Structure**

The report is structured as follows. Chapter 2 focuses on the literature review where the researcher has critically analysed the opinions of authors. Where available literature based in a manufacturing environment was used. Chapter 3 explains the methodology and the methods used to gather the data. Chapter 4 gives the analysis and findings. Chapter 5 discusses the finding and recommendations and finally chapter 6 gives the conclusion.

## **Chapter 2 – Literature Review**

### **2.1 Introduction**

For the purpose of this literature review the researcher sourced literature on both Leadership and Management and where possible the use of both concepts within a Manufacturing Environment. There is an immense amount of literature available on the subject of leadership, management and manufacturing, however the amount the researcher was able to locate which showed a link between all three areas was limited.

### **2.2 Defining Leadership**

There is no clear definition of leadership despite the number of studies conducted by researchers from which over 350 definitions exist (Daft, 2002) and which Bennis (1959) summed up with “*probably more has been written and less known about leadership than any other topic in the behavioural sciences*” a thought shared by Stogdill (1974) who said “*there are almost as many definitions of leadership as there are persons who have attempted to define the concept*”. Bass (1990) suggests that the hunt for a true definition of leadership is fruitless, as the appropriate definition will depend on the method used to observe leadership. For the purpose of this research project it is important the researcher identifies a definition of leadership in order to use this as part of the analysis tool to answer the research question.

It is a discussion topic of many theorists who argue that it may be only those that have followers that can be called a leader (Drucker, 1999), however there are those who believe that a leader is somebody who can influence change in their surroundings (Winston, Patterson 2006). It is clear that leaders must set a direction, align people, motivate and inspire (Kotter, 2001) while influencing

situations and environments as concluded by Bowditch and Buono (2001) who summed it up as *“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”*.

Many experts agree that leaders must demonstrate the skills and capabilities to influence their followers to achieve the goals and objectives of an organisation, whilst improving the success rate of initiatives and the performance of both the organisation and employees (Hesselbein, Goldsmith and Somerville, 2002). They must be effective communicators, adaptable and flexible and ultimately change agent champions as their role in the organisation is critical to the success or failure of the company (Bass, 1990).

The competencies of leaders is paramount to their success, they need to inspire trust, in order to change how people think about what is possible (Zaleznik, 1977, Bennis 2003) whilst obtaining the goals of the organisation in conjunction with meeting the needs of both employees and the organisation is a challenge (Northouse, 2007). Whether this is done through influence or coercion could be an identifying trait of a leader as leadership is not about power but more about influencing others.

In the context of leaders within an organisation, they must be engaged, role models, lead by example and work towards a positive culture. *“Leaders are individuals who establish direction for a group of individuals and then gain commitment from this group of members to achieve the direction’s outcomes”* (Conger, 1992, p18). To contribute to the organisations competitive edge leaders must be forward thinking with strong planning skills and a strategic focus. Leaders will directly impact the bottom line of the organisation through their leadership skills and style (Rappe and Zwick 2006).

From the literature studied it should be understood that it is the researchers view that:

- Leaders require followers however these do not need to be a direct report relationship. Followers can choose to “follow” leaders without any hierarchical chain,
- Leadership is not always coercive; power is maintained by the leader and many times change is implemented through the use of this power.

### **2.3 Defining Managing**

Managing is a process which is used to accomplish organisational goals and objectives, a concept already defined in the previous section for leadership. However managers must accomplish the organisational goals and objectives through selection and retention of key personnel, problem solving, planning, budgeting and leading. Their role is critical to the success of the organisation and yet more often than not managers achieve their roles as a result of their technical skills rather than their management skills.

Considering the role of the manager is to instruct a team, delegate and monitor the work of their team on which their own performance is measured it is perhaps surprising that more value is not assigned to management skills from the outset. Research by ACAS and CIPD (2009) concluded that a manager’s role can be broken down into the following tasks: managing work, managing the team and the individual, managing conflict and making difficult decisions and finally managing oneself.

Managers need a wide range of competencies including but not limited to communication skills, empathy, team focus and leadership in order to challenge and encourage their teams to gain success. Managers are most often task oriented with the main focus on output; however they must create an environment where

they engage in the work and their team in order to meet the desired output. Management has a significant effect on the organisations culture, teams' performance and morale.

## **2.4 Leading or Managing**

Rost (1991) argued there are very distinct differences between leadership and management, contending that leadership is multidirectional whereas management is a unidirectional authority relationship. It is also believed if the stronger attributes of both leaders and managers are combined, you will have an authoritative figure who can lead the organisation to greater success, albeit with different approaches.

Although some view leaders and managers as different types of individuals, others argue that successful leadership requires successful management, that leadership and management are complementary, that leadership goes beyond management, and that leadership is necessary for outcomes that exceed expectations (Bass, 1985; Antonakis, Cianciolo, Sternberg, 2004).

A well balanced organisation should consist of a few great leaders and many first-class managers, who work together to complement the skill set each can bring to the organisation in order to succeed (Kotterman, 2006). *"Managers are people who do things right and leaders are people who do the right thing"* Bennis and Nanus (1985, p. 221). A leader is flexible, innovative, inspiring, courageous and independent and at the same time a manager is consulting, analytical, deliberate, and authoritative (Capowski, 1994).

There is a belief that when managers are promoted they will automatically become leaders, a misconceived ideology according to Annmarie Neal (ASTD 2013) *"A leader is somebody who sees opportunity and puts change in motion. A manager is somebody who follows that leader and sees how to structure things to create value for the company."* Leaders and managers think differently. Management needs to



be understood but not necessarily practiced by leaders and it may be difficult for one person to excel both in leadership and management.

**Table 1: Kotter’s Distinction between the Essentials of Leadership and Management**

| <b>Managing</b>  | <b>Leading</b>  |
|--|---|
| Plans and budgets – detailed plans to reach short-term goals                   | Establishes and leads direction – defining the future vision and long-term objectives |
| Organising and staffing – organises work teams and delegates responsibility    | Aligns people and skills. Influences people   |
| Controlling and problem solving – monitors results and is reactive to problems | Motivates and Inspires – energises people to deliver results and meet higher needs    |
| End Result:<br><br>Produces predictable results and order.                     | End Result:<br><br>Produces change to a dramatic degree                               |

Kotter (1990) argued that the functions of management and leadership were quite different. He believed management was focused on providing order and consistency to organisations whereas leadership produced change and movement. Management seeks order and stability; leadership seeks constructive and adaptive change. Bennis and Nanus (1985) also found there were distinct differences between the two, stating that managers accomplish activities and master routines whereas leaders influence others and create vision for change. Both concepts have their own particular strengths. Managers are involved in leadership when they are influencing their teams to meet their goals and similarly leaders are involved in management when they plan, organise and influence a group to meet a mutual goal (Northouse, 2007).

The following table from Conger and Kanungo (1998) expands Kotter’s (1996) essentials from Table 1 and further clarifies the distinction between management and leadership.

**Table 2: Distinction between Leadership and Management**

| <b>Managing</b>  | <b>Leading</b>  |
|--|---|
| Engages in day-to-day activities and maintains and allocates resources.  | Formulates long-term objectives and plans strategy and tactics to reach objectives  |
| Exhibits supervisor behaviour and acts in a way to make others maintain standard behaviour.                      | Exhibits leading behaviour and encourages change in other congruent with long-term objectives.                              |
| Administers sub-systems or departments within organisations.   | Innovates and drives the entire organisation.   |
| Asks how and when to engage in standard practice.  | Asks when and why to change standard practice.  |
| Acts within established culture of the organisation.   | Creates vision and meaning for the organisation and strives to transform culture.   |
| Uses transactional influence by inducing compliance in behaviour using rewards, sanctions, and formal authority. | Uses transformational influence to induce change in values, attitudes, and behaviour using personal examples and expertise. |
| Relies on control strategies to get things done by subordinates.   | Uses empowering strategies to make followers internalise values.  |
| Supports the status quo and stabilises the organisation.   | Challenges the status quo and creates change to grow the organisation.  |

The International Journal of Leadership Studies cited Bower (1997) who believed that for organisations to be successful, they must move from being management based to leadership based. This requires the organisation to acknowledge this and to invest in up skilling their management team as a fundamental gap appears to be the lack of training given to new managers in their new role (Rappe and Zwick 2006).

## **2.5 The Manufacturing Environment**

*“To cherish traditions, old building, ancient cultures and graceful lifestyles is a worthy thing – but in the world of technology to cling to outmoded methods of manufacture, old product lines, old markets, or old attitudes among management and works is a prescription for suicide.”* (Sir Leun Maddock, 1982)

In a manufacturing environment leaders can have difficulty in finding a balance between “getting the product out the door” and people management. However there are excellent examples how effective leadership and a strong focus on people management can improve the output from the organisation, in particular the way Toyota evolved from a very poor performing organisation to one of the leaders of organisational excellence today (Liker, 2004).

Due to the nature of manufacturing organisations, the organisation is normally compiled of both manufacturing staff (shop floor or blue collar) and office staff (white collar). In Ireland within manufacturing firms there may often be a union presence, which can be viewed as a “third” person in the relationship between the employer and employee. A three party relationship in turn brings its own challenges to the leadership team of the organisation.

According to Finnegold and Wagner (1999) quoted in “Developing leadership competence of production unit managers”, many manufacturing firms have started to introduce self managed production units headed up by a production unit manager. Within a manufacturing environment there are many levels of

management and leadership, including unit managers, frontline managers, department managers and normally a plant or organisational manager in the hierarchy. As previously noted both managers and leaders have a direct impact on the overall organisations bottom line; therefore it is essential there are strong leaders in place. However in a manufacturing environment, many managers reach their position through internal promotions and may not have the necessary competencies, training or drive to effectively lead teams.

## **2.6 Leading in a Manufacturing Environment**

In the International Journal of Leadership Studies, Daft and Lengel (1998) were cited as believing that leaders must create an image in the minds of followers that they belong to something more important than just their individual job. This is an important concept also agreed by Liker (2004) who had a great ethos on respect for people. In a manufacturing environment the focus is typically on getting the products manufactured and shipped as a matter of priority, with little emphasis or focus on the greater picture, therefore the employees may often be unaware of their input in the organisation.

Leadership and management in a manufacturing environment have traditionally been focused on the production element of the role with less emphasis placed on the people aspect of the role. Production managers have a greater difficulty with leadership tasks rather than the traditional tasks of doing their own job, however as the role evolves, there is a greater desire to change the emphasis from traditional supervision to one with a greater emphasis on coaching and facilitation. Bernard M Bass in his article “From Transactional to Transformational Leadership: Learning to Share the Vision” believed leaders were transactional; based on transactions between manager and employees or transformational; leaders who inspire through intellectually stimulating their employees. Transformational leaders are more

likely to gain the respect of the workforce and instil pride and commitment in their employees. They will lead by example and fully believe in the culture at work.

People can choose to become leaders and can learn the skills needed to be effective; however it is the desire for this that differentiates successful leaders and unsuccessful leaders. This view is shared by the author of the article *International Journal of Leadership Studies*, who quoted Bass who implied that transformational leaders would work for the greater good of the group or organisation rather than for their individual gain.

In the article “The Toyota Way ....” by Jeffrey Liker (2004), he believed that in order to be successful, managers must take responsibility to develop a mutual trust and understanding in their teams. He believed that the success of the an organisation would be borne through “Continues Improvement” and “Respect for People” which is apt today with the development and introduction of Lean Six Sigma and other lean processes particularly in manufacturing environments.

## **2.7 Leadership Theories**

A review of the leadership theory reveals an evolving series of ‘schools of thought’ from “Great Man” and “Trait” theories to “Transformational” leadership. While early theories tend to focus upon the characteristics and behaviours of successful leaders, later theories begin to consider the role and contextual nature of leadership.

Bowditch and Buono (2001) argue no one theory in isolation can fully explain the dynamics underlying leadership. Fiedler (1967) explored the idea that there was not just one ultimate style of leadership for a given circumstance, but leaders would be more effective by varying their style depending on the situation. The theories have been criticised for being too narrow in focus or in the case of the trait approach inconsistent in different situations.

As part of this research four categories are explored further which gives the reader an insight to the area of leadership theory however it is not intended to be a conclusive guide to the area of leadership.

The four categories explored are:

- Trait approach
- Behaviour approach
- Contingency approach
- Transactional/Transformational approach.

### **2.7.1 Trait Approach**

One of the oldest approaches to describing leaders and leadership, the trait approach defines leadership by “traits” which all leaders are said to possess. Adair (1973) summed up the attributes as follows:

- Enthusiasm
- Confidence
- Integrity
- Humility
- Toughness
- Warmth

Stogdill (1948) argued however that one could not become a leader by virtue of the possession of some combination of traits, they must also be capable of setting direction, gaining individual commitment and engendering organisational capabilities (Ulrich et al, 1999). Levine (2008) agreed *“it is clear that traits alone are not sufficient to give rise to successful leadership, and there is no agreement as to which mix of traits really distinguished one leader from another”*.

### 2.7.2 Behaviour Approach

Behavioural approach is based on the belief that great leaders are made and not born and focuses on the actions of the leaders not the qualities or the leaders. According to Kurt Lewin (1930) there are typically three types of leadership style within behavioural theory:

- Autocratic leaders make decisions without consulting their teams which allows for quick decision making. There is no participation from the team therefore buy in may be more difficult.
- Democratic leaders allow their team to have an input to decision making. When differences of opinion arise within the team during decision making it can be difficult for an agreement to be reached and the process can be slow.
- Laissez Faire allow the people within their team to make the decision, which is excellent for team morale and requires little supervision if the team are highly capable and motivated however if the team are not then decision making can fail.

Interestingly some of the first studies on leadership conducted by Ohio State University in the late 1940s were based on Stogdill's (1948) work which indicated that there were two clusters of behaviours which were important in successful leadership. They were described as:

- Initiating – task based on organising work, roles or responsibilities to get the job done
- Consideration – based on trust, respect and relationships (Northouse, 2007).

Studies have been inconclusive as to which form of leadership is most successful as it depends on the context in which they are used, however it is agreed that rating high on both behaviours is demonstrative of the best leaders (Northouse, 2007).

Having reviewed both trait theory and behavioural theory it is the researchers considered opinion that although they are very different, they are in some way

interlinked and in fact possibly work well together. Trait theories appear to be emotive based which when linked with a behaviour theory such as consideration will strengthen the leaders' capabilities. Behaviours are taught and can be learned, whereas traits are intrinsic and cannot be taught or learned. It is the researchers' belief that one is not better than the other, as both will be applicable in differing situations, however they are ultimately much stronger when combined.

### **2.7.3 Contingency Approach**

It became apparent to researchers that there was no single most effective style for leadership in all situations, hence the emergence of the contingency approach. Stogdill (1974) advised that not only the type of leadership should be considered, but also the situation that leadership is applied to.

Fielder (1967) wrote *“Leadership performance...depends as much on the organisation as on the leaders own attributes. Except perhaps for the unusual case, it is simply not meaningful to speak of an effective leader or an ineffective leader. We can only speak of a leader who tends to be effective in one situation and ineffective in another”*.

Furthermore task motivated leaders perform best in situations in which they have very high or very low potential power to influence a group. While on the other hand, relationship-motivated leaders perform best in situation in which they have moderate control (Fielder, 1993; Dorfman, 1996). In context of this approach considerate leaders perform better in unstructured situations or where their leadership power is restricted. The leaders' attributes are directly linked to the success or failure of their leadership.



#### **2.7.4 Transactional/Transformational Approach**

Transactional or transformational ideas emerged in the 1980s in response to dissatisfaction of prevailing views of leadership. They were developed by Burns (1978) and Bass (1981) and were clarified by using a developmental theory to explain how using critical personality differences will determine if a leader demonstrates a transactional or transformational leadership style. Leaders were identified by their actions and the impact those actions had on others. They are very different approaches however in most research they are put together and compared against each other.

**Transactional leadership** can be defined as the relationship between superior and subordinate (Yukl, 1981). Transactional leaders will have a relationship of mutual dependence with their followers and contributions from both parties will be acknowledged and rewarded, however leaders must fulfil the expectations of their followers (Kellerman, 1984). Transactional leadership is often referred to as a management style leadership as the focus tends to be on maintaining the status quo where consistency and reliability are fundamental for success. This can be a very effective leadership style when used in the right environment or in instances where there is an urgency or critical factor impeding a decision.

The researcher acknowledges there are situations where transactional leadership is required particularly in a task driven environment which supports operational effectiveness such as a production environment and is most likely linked to the traditional managerial style of such an environment.

**Transformational leadership** originates from the personal values and beliefs of leaders who inspire their followers to change expectations, perceptions and motivations to work towards common goals and garner trust, respect and admiration from their followers. They will have deep personal values such as integrity and justice by which they will motivate their followers and change their goals and beliefs (Bass, 1985), (Burns, 1978).

Transformational leadership displays the following competencies which are people focused in order to support the organisation:

- Individual consideration which respects employees and addresses individual needs
- Intellectual stimulation to encourage employees to consider new ideas
- Inspirational motivation to inspire employees to take on new challenges
- Charismatic leadership who lead by personality and charm rather than power or authority.

## 2.8 Characteristics of Successful Leaders

*'The very essence of leadership is that you have to have a vision'. Theodore Hesburgh, [http://www.wisdomquotes.com/cat\\_leadership.html](http://www.wisdomquotes.com/cat_leadership.html)*

Interestingly the characteristics of successful leaders inadvertently point to the trait approach which summarises the most relevant aspects of successful leaders as (Yukl, 2001):

- Emotional Stability
- Conscientiousness
- Agreeableness
- Adjustment
- Intelligence.

In addition successful leaders must demonstrate the following characteristics:

- **Empathy:** helps to build rapport and trust
- **Consistency:** assists in gaining respect and getting buy in from a group
- **Honesty:** builds on trust and credibility
- **Direction:** having a vision and guiding towards it

- **Communication:** effective communication ensures clarity and understanding
- **Flexibility:** demonstrating an open mind will engage followers
- **Conviction:** a belief and strong vision will inspire others.

It is clear much is demanded and expected of a successful leader, however with changing times a leader must grow and change with the organisation. Regardless of the many characteristics and theories, one common thread throughout all literature is that leadership is about people.

*“Leadership is not magnetic personality that can just as well be a glib tongue. It is not "making friends and influencing people", that is flattery. Leadership is lifting a person's vision to higher sights, the raising of a person's performance to a higher standard, the building of a personality beyond its normal limitations.” Peter Drucker, 1993.*

## **2.9 Leadership Summary**

The literature has shown that there are many contributing factors in leadership, the leader and their style; the organisation and its style; the people or followers and the context in which the leadership is applied. As this literature review focused only on the leaders and the organisation and not on followers or situations the researcher summarises based on the leadership traits and characteristics. On this basis the researcher proposes to use Daft’s (2002) definition for the basis of this research with some reservations in relation to followers and power as previously noted.

## **Chapter 3 – Research Methodology**

### **3.1 Introduction**

The following section outlines the research method chosen, procedures and research measures. The background to the research has been discussed in the previous chapter.

Methodology is a body of knowledge that enables researchers to explain and analyse methods – indicating their limitations and resources, identifying their presuppositions and consequences, and relating their potentialities to research advances (Miller 1983).

Research methodology has been defined as “*the analysis of methods used in research study*” (Jankowicz 1991). Careful consideration must be given to any research method employed as the methodology forms an integral part of the project. As captured by Kirby and McKenna (1989), “*good research includes making observations, recording them fully, reporting on them in an understandable way and distributing the information to others*” (p. 43).

### **3.2 Research Aims and Hypothesis**

There were two main aims to the research as previously identified. Having identified consistency with the leadership model of the corporation the researcher wanted to identify areas for recommendation. Secondly having analysed the data in relation to Cameron Ireland the researcher planned to make recommendations.

Primary data was collected in the form of a survey to employees where n=136. The researcher then set up a focus group with representatives from across the organisation to analyse the data. The focus group allowed the researcher to gather qualitative data. Strauss and Corbin (1990) defined qualitative research as any kind of research that produces findings not arrived at by means of statistical procedures

or other means. The researcher adopted the following hypothesis to achieve the research aims:

*The leadership within Cameron Ireland will be positively influenced by the recommendations made relating to the core values of the organisation which the leadership essentials program is based on.*

The researcher feels this is an appropriate hypothesis as the initiative of the Cameron corporation leadership essentials program is based on best practice and is in line with the core values of the company; integrity, respect, responsibility, accountability and collaboration.

### 3.2 Research Design

The researcher chose to focus her research on the organisation which she currently works for a number of reasons. Primarily, as a practitioner-research (Saunders et al, 2007) she was guaranteed research access to sources therefore eliminating the potential obstacle of not gaining access which hinders many research projects. Secondly she felt the information gained from the research topic would be beneficial to the organisation and may be of use to the current leadership team to identify the opportunities for improvement within the leadership team.

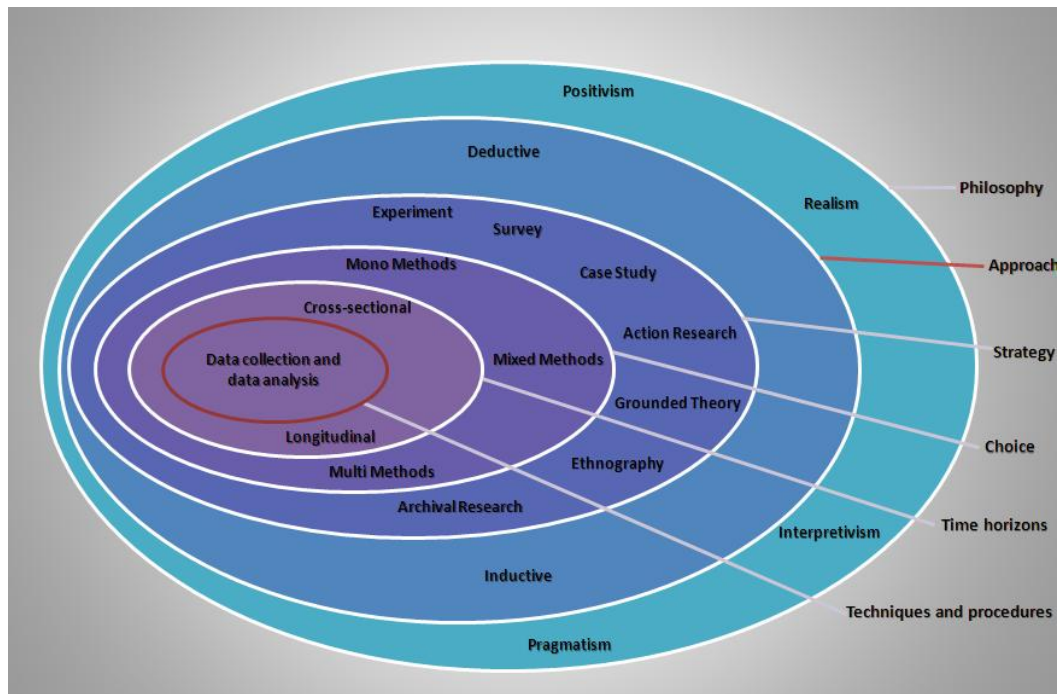


Fig 1. The Research Onion (Saunders et al 2006)

### **3.3 Research Approach**

Saunders et al (2009) “Research Onion” consists of six layers. A research process should start with the outermost layer and peel away each layer until the centre is reached. For this research project the research onion model has been used.

The research approach chosen is fundamental to the researcher’s choice of research design. It enables the researcher to consider research approaches that will work and those that will not work (Saunders et al 2009). Research approaches considered for this project were an inductive or deductive approach. An inductive approach refers to “the development of theory as a result of the observation of empirical data” whereas a deductive approach involves testing an existing theory or hypothesis through your own research (Saunders et al 2009). It is however possible to use elements of both approaches depending on the research topic.

Considering both approaches, it did not appear to be conducive to the research project to use a deductive approach as although there is a vast amount of literature available on leadership there was not as much literature available referring to leadership in a manufacturing environment in order to develop and test a theory and hypothesis.

It was therefore the choice of the research project to use an inductive approach which allowed the researcher to use multiple choice questions.

### **3.4 Questionnaire Pilot Testing**

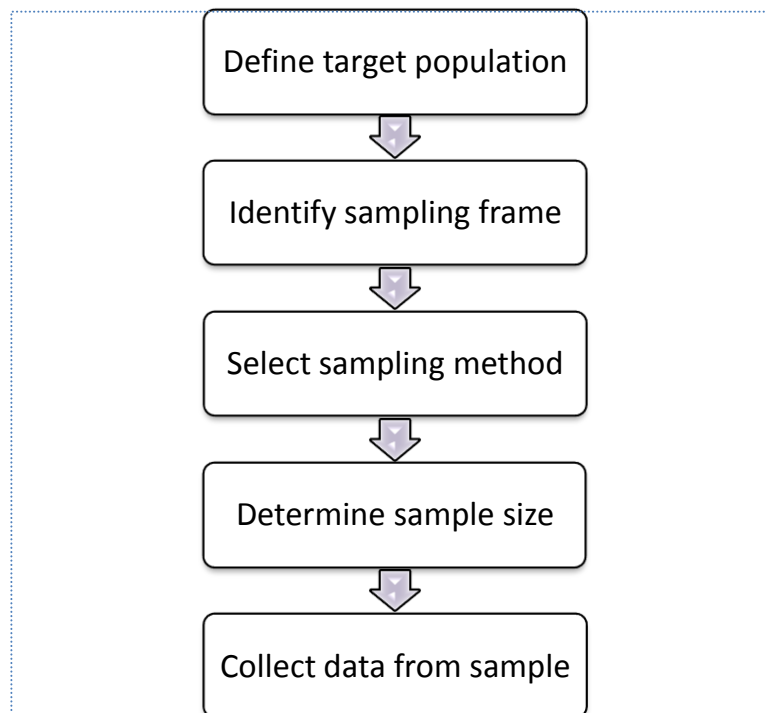
It was important to have a survey which was unambiguous, structured and easy to complete. A pilot test of the questionnaire was conducted prior to distributing the questionnaire to all potential participants. Three people were asked to complete the questionnaire and give their feedback, which was then used to improve the final questionnaire before distributing to the larger population. By using a pilot test the

researcher “*may help to identify items that are difficult to understand, increase response rates, reduce missing data, and obtain more valid responses on the final questionnaire*” (Schwab, 2005).

### 3.5 Research Sampling

Research sampling is “the selection of a fraction of the total number of unit of interest to decision makers for the ultimate purpose of being able to draw general conclusions about the entire body of units (Parasuraman et al. 2004, p. 356). A conclusion can be made from the sample about the population to achieve the research objective” (Saunders et al. 2007). The sample for this research project was based on a five step procedure using Churchill and Lacobucci’s (2002) and Wilson’s (2006) suggestions. The following diagram illustrates the process.

Fig. 2 Five step procedure for drawing a sample



Source: Based on Churchill and Lacobucci (2002, p. 315)



The population identified in this study were from the Cameron Ireland location. The sample for inclusion in the study was identified by the HR Manager and all employees were advised of the purpose of the study and its confidentiality. Those identified were encouraged to complete the survey within a one week period and were given permission to complete the survey during working hours. From a population of 260 employees approximately 150 employees have access to PCs, and approximately 136 can access external sites. Those who could access external sites were selected to take part in the survey.

The sample population to take part in the survey was determined from the following criteria:

- Must have a Cameron email address in order to complete the online survey
- Must have a manager or supervisor

In addition to this the researcher was able to determine from her role in HR that the sample population covered all office departments within Cameron, were aged between 20 and 64 and consisted of both male and females. In total the survey generated 75 responses from a possible 136. The invitation to participate in the survey included information on confidentiality and anonymity. It was deliberately chosen to not allow participants to be identified in order to receive as many responses as possible. Due to the nature of the questions the researcher was concerned that if participants felt they could be identified in any way they would not partake.

Distribution of the invitations to complete the survey was issued on Tuesday, 13 August 2013, with the bulk of the responses collected during the first two days.

The setting up of a focus group to analyse and comment on the survey results allowed the researcher to obtain both qualitative and quantitative data. Creating the opportunity for the discussion and review of this data by peers brings scientific rigor to the process (Palys, 1997).

### **3.6 Data Collection, Reliability & Validity**

The intent was for the online survey to act as a foundation for analysis for a focus group. To assist in the triangulation of the data, the researcher obtained feedback from individuals whom had taken part in the survey. Methodological triangulation allows for the results from surveys to be compared to see if similar results are being found. Triangulation aids *“increasing confidence in research data, creating innovative ways of understanding a phenomenon, revealing unique findings, challenging or integrating theories, and providing a clearer understanding of the problem”* (Thurmond, 2001, p. 254). It *“adds rigor, breadth, complexity, richness and depth”* (Denzin & Lincoln, 2005, p. 5) and assists researchers to *“overcome the weakness or intrinsic biases ... that come from single method, single-observer, single-theory studies”* (Yin, 1984, para. 3).

Using a qualitative method enabled the researcher to perform the research study within Cameron in a manner not offensive to employees or management. Supporting this approach, Kirby and McKenna (1989) noted that *“the selection of the method is a critical aspect of researching and is usually based on what kind of information is sought, from whom and under what circumstances”* (p. 62). The researcher engaged participants with an electronic survey and used the focus group to assess initial findings, gain their validation and further clarification.

### **3.7 Designing the Survey**

The data for this quantitative research project was compiled from data in the Cameron Leadership program and questions were designed using survey monkey against the information contained within the Leadership Essentials program. The survey consisted of 31 questions relating to the leadership style of employees direct supervisor/manager/leader. For consistency through the survey the term supervisor was used to cover all levels of management. This was explained to participants in the email inviting them to take part.

Each question gave a multiple choice option of answers and participants were asked to choose the answer which was most applicable to them. The questions were based on three types of data variable – opinion, behaviour and attribute (Dillman, 2000) which the researcher thought was appropriate as many of the questions were based on emotive and intrinsic factors.

### **3.8 Focus Group**

In order to substantiate the qualitative data from the initial survey and the secondary data from previous surveys the researcher set up a focus group. The aim of the group was to:

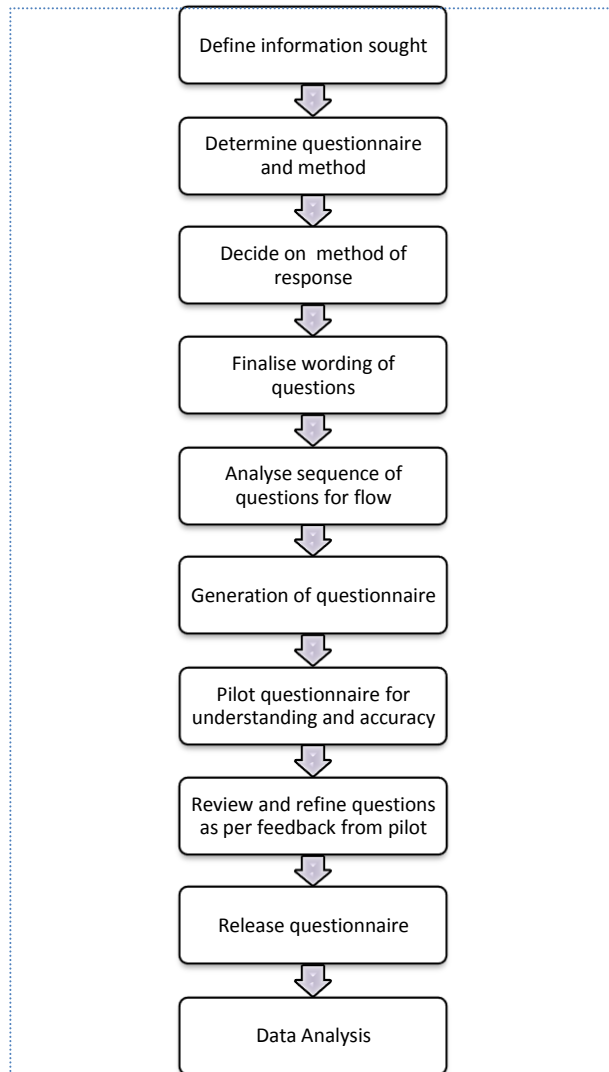
- Review the data and provide qualitative feedback which would support or contradict the finding of the survey.
- Review the data and make recommendations.

Participants for the focus group were selected by the researcher and contacted by phone to ask them to partake in the focus group. Each potential participant was advised of the study and the role they would play in the group. Participation was voluntary and they were assured of confidentiality. Similarly they were requested to keep all information they were party to as part of the focus group confidential.

The researcher facilitated the group and spent some time with them prior to sharing the results explaining leadership theory, styles and philosophies to them. They were provided with a copy of the literature review which they were encouraged to read.

The group met one week after selection and discussed the results from the primary research. The group openly gave their opinions on the data which proved to be very beneficial in gaining a diversity of opinions. This provided information or the researcher to make recommendations which are given in Chapter 5.

Fig. 3 Questionnaire development process



.Source: Based on Churchill and Lacobucci (2002, p. 315)

Cameron Corporation released a Leadership Essentials program in 2010. The objective of the organisation was to train all supervisors, managers and leaders in their program in order to gain strength and equity amongst their leadership team. The program focuses on the leadership journey and is based on equipping all managers to accelerate in their new role as a leader in order to support the organisations business strategies. Within the program there are key principles which are the basis of the “essentials of leadership program”. Whilst the list of

key principles is quite exhaustive, the researcher has chosen to focus on the following:

### **Travelling with Key Principles**

| <b>Key</b>  | <b>Principle</b>      |
|---|-----------------------|
| <b>Offer the “whys” when possible.</b> Ensuring people know why something is happening by providing rationale to those affected by a decision or change. Keeping people informed helps to build trust and acceptance of change. | <b>Trust</b>          |
| <b>Encourage responsibility.</b> Ask people to take part and carry out a plan by actively seeking participation and responsibility.   | <b>Responsibility</b> |
| <b>Understand and respond to facts and feelings.</b> Be aware of emotions. Demonstrate empathy and understanding.   | <b>Understanding</b>  |
| <b>Focus on facts and clarify motives.</b> Stick to facts, avoid jumping to conclusions, and be aware of people’s self worth and confidence.  | <b>Factual</b>        |
| <b>Help others think and do.</b> Help others to develop ideas and solutions and execute a plan.   | <b>Development</b>    |
| <b>Make participation your first choice.</b> Ask others for their ideas and thoughts. Seek participation.   | <b>Involvement</b>    |
| <b>Empathise with positive feelings.</b> Identify and respond to positive and negative feelings. Do not shy away from expressing feelings.  | <b>Empathy</b>        |
| <b>Be specific and sincere</b> when recognising accomplishments. Be specific when giving feedback about what they did well and why.   | <b>Feedback</b>       |

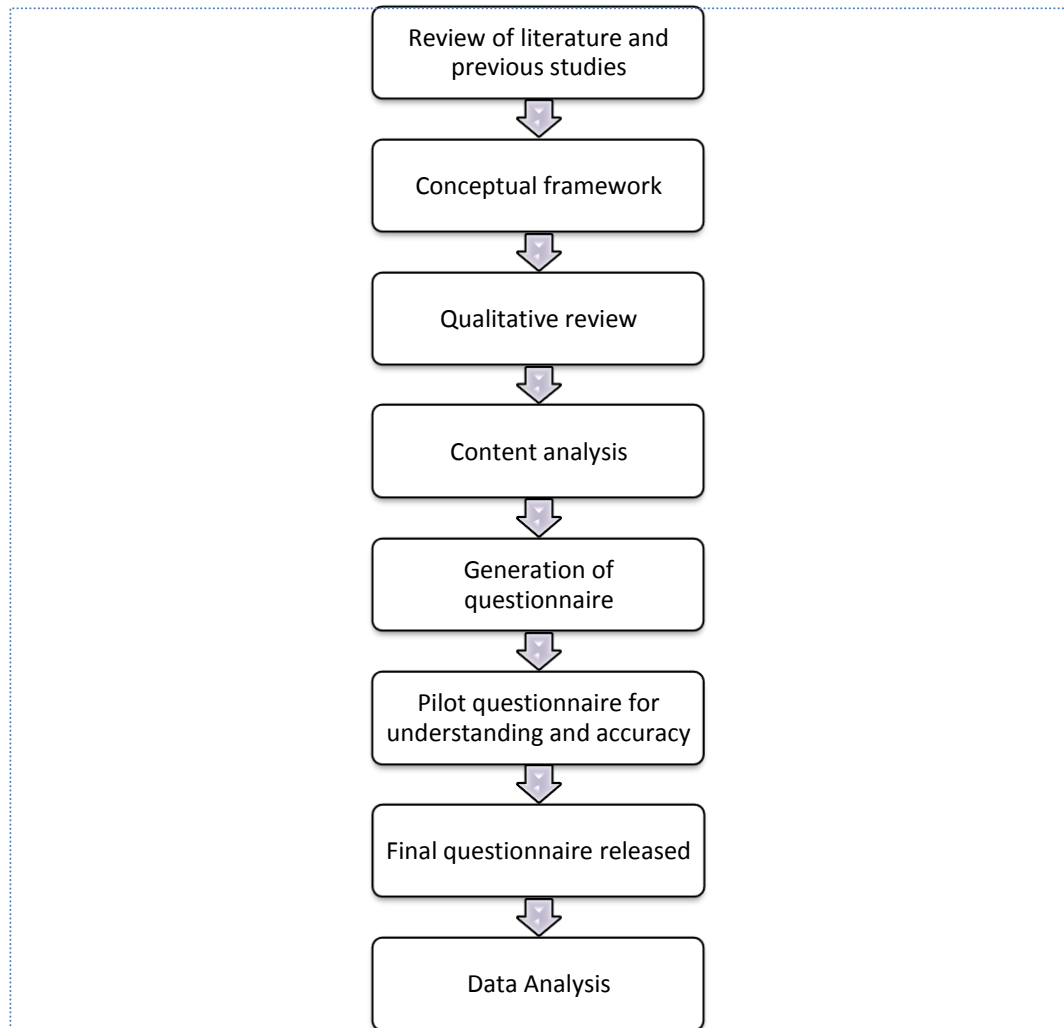
Source: DDI, Essentials of Leadership, Cameron

In addition to the key principles the course also defines “leadership imperatives”. These seven essential capabilities represent the basic essential knowledge and skills leaders must demonstrate to succeed. They are:

| <b>Leadership Imperative</b>            | <b>Explanation</b>   |
|---|--|
| <b>Coach and Develop for Results</b>    | Leaders get work done through others and must be effective coaches to gain group results. They must be focused on the development of others through training and targeted experiences to grow the person’s experiential knowledge. |
| <b>Drive Performance</b>                | Leaders must get results from themselves and also from their group. Setting and aligning performance expectations and holding people accountable are critical for results.   |
| <b>Inspire Loyalty and Trust</b>        | Employee satisfaction is the key to retaining talented employees. Good leaders need to ensure they maximise talents and encourage performance at or above expectation.   |
| <b>Manage Work</b>                      | Resources, time and budget need to be deployed effectively for leaders to meet their group’s objectives.   |
| <b>Partner Within and Across Teams</b>  | Both formal and informal groups need close teamwork in order to be effective and high performing. Cross boundary partnership is a key leadership role.   |
| <b>Influence Through Personal Power</b> | Leaders need to get things done without using position power.  |
| <b>Select Talent</b>                    | Identifying, evaluating and selecting talent are essential skills of a leader.   |

Source: DDI, Essentials of Leadership, Cameron

Fig. 4. Procedural step of study



Source: Based on Churchill and Lacobucci (2002, p. 315)

### 3.9 Ethical Considerations

Ethical considerations are an important consideration of any research project. According to Saunders et al (2009), ethics refers to *the “....appropriateness of your behaviour in relation to the rights of those who become the subject of your work, or are affected by it”*. The research process should not at any time pose a threat to any one individual involved and the researcher has a responsibility to consider their

participants at all stages of the process (Landeweerd, et al, 2005). The interests of the participants in the survey were protected by allowing complete anonymity and all participants were assured of confidentiality at all stages. All data obtained was given voluntarily with the consent and understanding it was used to form part of a research project (Denscombe, 2005).

Chapter 6 contains the findings of the researcher using the survey data, the data collected from those who took part in the survey and the focus group. By using this information along with the literature review the researcher has honoured Patton's (2002) criteria for rigorous methods to ensure the credibility of the findings, conclusions, and recommendations. A list of recommendations that builds on the conclusions is also included in chapter 6.



## **Chapter 4 – Analysis and Findings**

### **4.1 Chapter Introduction**

The purpose of this chapter is to present the initial findings from the study. The first aim is to determine if the leadership style in Cameron Ireland is reflective of the Leadership Essentials program which the Cameron Corporation is implementing. The second aim is to review if the leadership within Cameron Ireland is the same across the management team. The researcher proposes to meet these aims by analysing the survey results and the secondary data. The final aim for the researcher is to make recommendations which will be discussed in Chapter 5. At all times throughout the research process, the main research question and sub question were paramount in the researchers mind:

*“Are the management practices in Cameron Ireland Limited reflective of the Leadership Essentials program of Cameron Corporation?”*

*Are the management practices the same within Cameron Ireland Limited?*

In order to answer the research questions, an interpretive approach was used. The findings for this study are derived from qualitative data collected from the following sources:

- Results of employee survey using survey monkey
- Focus group discussions

### **4.2 Data Analysis**

The initial step for analysing the data was to review the survey results from SurveyMonkey.com. Survey Monkey compiled the results in percentages which the researcher was able to use to analyse the data with the focus group. Because the questions were only composed for the survey, there is no historical or comparative data.

### **4.3 Survey Response Rate**

The data for this study was derived from a questionnaire compiled of 31 questions which was sent to 136 participants, consisting of senior managers, managers, supervisors and employees. Seventy five employees completed the survey; however some respondents chose not to answer some of the questions. This represented a response rate of approximately 55%. The respondents represented a range of occupational backgrounds, levels and demographics and included senior managers, middle managers, supervisors and employees. The graphs from the survey results can be viewed in Appendix C.

### **4.4 Survey Findings**

The findings detailed below are not all conclusive and should be reviewed with the knowledge they are an interpretation of the results by the researcher. The researcher has grouped the questions against the Key principles which is the benchmark identified in research question and also the Core Values of the organisation which underpins the business strategy. Appendix D shows the linkage of each question, however it is important to note that some questions may relate to more than one key principle and core value. In each area below a general synopsis is given and the researchers view.

### **Trust** - Questions, 1, 2, 3, 7, 26 and 31

Average response rate: 71/75

In relation to the questions on Trust and average of 63% of employees answered positively, 22% neutral responses and 15% negatively. This indicates although there are some high levels of trust within the supervisor employee relations almost a third of those surveyed did not have high levels of trust. This is a concerning finding as trust is a fundamental building block in any relationship. It is one of the contributors to the core values of Cameron and is developed from a joint experience of working together, exhibiting certain behaviours, being accountable and setting clear expectations and a better working relationship.

Perhaps the most alarming response from the questions was that nearly 8% of employees did not feel their supervisors accepted responsibility for his/her mistakes with a further 12.5% reporting that their supervisors only “slightly often” accepted responsibility for their mistakes. Accountability is a core value of Cameron’s and yet almost 20% of employees surveyed are not confident their supervisor will always be accountable, which is reinforced that almost 25% of employees feel their supervisors are moderately or less than moderately trustworthy.

### **Involvement** - Questions 4, 6 and 10

Average response rate: 74/75

It appears employees are generally happy with the level of involvement within the Company. There was a high response rate to these questions and the overall result show 78% of answers were positive, 20% neutral and 2% negative. Indications are employees generally feel their managers are involved with them and are approachable, available and dedicate enough time to them.

### **Empathy – Question 8**

Average response rate: 72/75

The researcher felt only one question fitted with this key principle. Responses were generally positive with nearly 88% saying their supervisor was respectful of others, 11% neutral and just over 1% saying they did not feel their supervisor was respectful. Empathy is a key skill for leaders and it is encouraging to see such positive results.

### **Development – Questions 5, 9, 11, 20, 22, 23, 27, 28, 29 and 30**

Average response rate: 66/75

The largest volume of questions related to development however the response rate was low. Perhaps the most worrying of all the statistics, 45% of those surveyed responded in a way which indicated their supervisor encouraged development, however a larger percentage responded neutrally with 48% and 7% were negative. Considering the focus all supervisors should have on employee development, this is perhaps the most startling and concerning result. All supervisors are tasked with setting development goals for employees however the response generated by these results indicated less than half of employees feel their supervisor is concerned with their development. Development can be used as a talent acquisition and retention tool therefore it is important to ensure there is a strong focus on this area.

### **Feedback – Questions 12, 13, 14, 15, 16, 19 and 24**

Average response rate: 68/75

One of the lowest ranking scores of the survey related to feedback with 38% reporting positively, 51% neutral and 11% negatively with some questions scoring 0 for feedback at all. We grow through feedback; it is the basics of how we learn and is important in both our professional and personal growth. It is therefore concerning to note the following from the questions relating to feedback, 54% of respondents reported receiving feedback slightly often, not often or never. When analysed further feedback was given moderately consistently or higher for bad work 72% of the time, therefore it appears feedback is given more readily for negative work rather than positive reinforcement.

### **Feedback/Development/Factual – Question 17 and 18**

Average response rate: 64/75

A worrying low response rate on this question with 11 respondents choosing to skip the question. From those that did respond there was almost 34% who felt their performance was significantly improved after receiving feedback, 58% moderately improved and 8% reported no improvement. This raises the question of the effectiveness of the feedback given and manager skills in delivering feedback

### **Understanding – Question 21 and 25**

Average response rate: 64/75

Again a low response rate to these questions and with 11 respondents choosing not to answer either of the questions. 42% of respondents felt their supervisors actively demonstrated understanding, with 53% agreeing their supervisor moderately demonstrated understanding and 4% did not feel their supervisor was

understanding. This is a positive result in view of the fact that supervisors respond positively to mistakes and handle employee problems well.

#### **4.5 Summary on Findings**

The survey was not all inclusive in aligning the key principles, core values and survey questions. In addition to this the survey results were given from an employee's perspective therefore they are subjective and depending on the relationship factor may be misinterpreted. Notwithstanding this the data received and analysed can be summarised as follows, recommendations will be given in the next chapter.

1. Supervisors in general are understanding of employees needs and demonstrate empathy. This is an important attribute of a successful leader and is both a key principle and can be classified under the core value of respect.
2. There is a generally a semi-high level of trust between supervisors and employees. The basis is in place to build on this key principle in line with integrity and accountability of the core values.
3. Worryingly feedback scored low in the survey. We grow through constructive feedback and it is an essential development tool.
4. Development scored quite low which is a concern for employee morale, development, progression and retention.
5. Involvement is important for employees to feel their opinions count and the overall result was positive.

## **Chapter 5 – Recommendations**

### **5.1 Chapter Introduction**

This chapter summarises the main components of the study including the findings and recommendations. Once the findings and analysis have been presented a summary of the main findings will be presented after which the researcher will conclude if the hypothesis has been proven or otherwise.

### **5.2 Recommendations**

Supervisors, managers, leaders and those in key positions within the organisation should be encouraged to identify their own developmental needs through critical introspection. They must be self aware and able to recognise their own strengths and weaknesses. Senior leaders should nurture mentoring and coaching within the organisation in order that the next generation of leaders have positive mentoring and coaching experiences from which the Company will benefit in return.

An understanding and commitment to the core values of the organisation is important in order for leaders to be able to implement the leadership philosophy of Cameron. From the findings it appears there are some opportunities for improvement and the following recommendations are proposed:

- All those in supervisory positions should attend the Leadership Essentials program and afterwards be evaluated on the effectiveness of the training.
- After completing the program it is important their next level supervisor reinforces the program and its importance to the organisation.
- The core values are being demonstrated by some but not all, therefore it is recommended to implement “Living and Leading Our Values” by means of coaching, advising and training.

- Communication is paramount to the success of any organisation. Leaders need to know what is expected of them.

Further research is recommended in three key areas:

- Determine the skill set of the current leadership team to determine where the gaps exist in their skills.
- Examine the desire of the current leadership team to not only, engage and participate in Cameron's leadership essentials program but to also live and demonstrate the program in their daily role as leaders.
- Determine the personal development needs of each of the leaders and how the organisation can meet these needs to benefit both the individuals and the company.
- Talent management and succession planning should be fully implemented to ensure both performance and potential are effectively measured.
- Current promotion and selection processes should be aligned to Cameron's core values and the process should also consider both performance and potential, in order to develop a more effective talent management system.
- All existing leaders should undertake the Leadership Essentials program and new leaders should be assigned it as part of their new hire on boarding process.

### **5.3 Chapter Conclusion**

In answer to the research questions the researcher finds as follows:

*“Are the management practices in Cameron Ireland Limited reflective of the Leadership Essentials program of Cameron Corporation?”*

Yes, the key principles of the Leadership Essentials program are generally understood and practiced however not in all areas or by all supervisors. Unfortunately due to the design of the question and the targeted audience the



researcher was unable to determine if this is as a result of all supervisors not having undergone the training. There is scope for improvement and it would be suggested to re-evaluate in a similar survey later this year to target supervisors and gain their responses/inputs.

*Are the management practices the same within Cameron Ireland Limited?*

The researcher was unable to conclude on this question due to the lack of detailed demographic information in the survey. Therefore the question remains unanswered.

#### **5.4 Hypothesis – Proven or Unproven?**

On reviewing the findings the researcher is of the opinion that the leadership of Cameron Ireland will be positively influenced by the recommendations made relating to the core values of the organisation which the leadership essentials program is based on.

However to reinforce this the researcher believes further research is also required as detailed above to further prove the hypothesis. It would also be interesting to do a further study on the leadership styles exhibited in the organisation to ascertain if they are task oriented transactional leaders or transformational leaders.

## **Chapter 6 – Conclusion**

Today's challenging business environment demands much more from their management team. In order to be a dynamic organisation with a competitive advantage the organisation must be led by a competent management (Waldman, Ramirez, House and Puranam, 2001). Regardless of the label put on the function of leading an organisation, one commonality is the understanding that organisational leaders influence the work environment with a direct result on the bottom line (Drucker, 1999).

Leadership is a complex issue and there is no single agreement on its definition, which theory is best or who makes a good leader. From the literature review there appears to be a common trend of using the words leaders and managers for the same roles in different articles and organisations; however the view of some of the authors is that these roles are significantly different and are not interchangeable. There is further scope to understand the differences in the roles within a manufacturing environment and what each one means within the organisation.

What is apparent throughout the literature reviewed is the ever evolving role of managers who can now be referred to as, and are called upon to be people developers, change agents, leaders, and organisational champions; however they may have transgressed to their role of manager through the ranks without adequate training for their role. It is essential for these managers to have role clarity and understand their position in order to be effective.

Both management and leadership have a role to play within the manufacturing environment and to help the organisation obtain a competitive edge the leadership team must be strategic; change management agents; aware of the culture and have a holistic approach to leadership rather than solely a transactional approach. In reference to management the autocratic style of behaviour leadership appears most applicable and one could say that production management is more in line with behaviour style or transactional leadership. Transactional leadership may be best suited to group settings however as there will be no buy in from the group the

immediate results are perhaps outweighed by fact that they will be short time and not very valuable over time (Larochelle 1995, cited in Trott & Windsor, 1999)

Leadership is an integral part of organisations. Leadership is reflected in the organizational culture, which encompasses the organization's core values, beliefs and methods for accomplishing work. Each theory discussed has merit in its own right when used in specific settings. The transformational leadership style appears to be most in line with Cameron Corporations philosophies and Cameron's core goals of collaboration, integrity, respect, responsibility and accountability. Thyer (2003) stated that transformational leaders create a collaborative learning environment, supports empowerment, encourages accountability and is proactive towards change. Transformational leaders demonstrate care for their workers (Yukl, 2003). Transactional leaders on the other hand are reactive; goal oriented and leads by passive management. Within the context of a manufacturing environment it is difficult to say if one is more successful than the other, however in the context of a global organisation focused on the larger picture of becoming a market leader through collaboration, integrity, respect, responsibility and accountability it appears transformational leadership is of paramount importance in reaching the goals and is reflective in the contents of the course designed. It is the opinion of the researcher that the leadership style most in line with the Cameron philosophy is that of a Transformational leader.

Cameron has identified its own leadership model in line with best practice. They understand the need for a consistent structured leadership program for those in supervisor, manager or senior key positions. It is a large investment in their leaders in order to strengthen the organisation. There has also been a greater focus on succession planning and talent management to ensure that in the future Cameron will have the right leaders. By focusing on this early there will be a pool of talented and suitably developed people to move to senior positions. This is different than the traditional process of promoting internally due to longevity and not necessarily the skill set of the individual. The talent management system will allow the senior leaders of the organisation to consider an individual's potential as

well as their performance and they should have completed the comprehensive training Cameron is implementing for leadership.

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## Appendix A

Email request to complete survey

Dear all

As part of the Dissertation for my Degree, I am conducting a research study on Leadership. The objective for this study is to understand if Cameron Irelands Leadership is reflective of the Leadership Essentials initiative released by Cameron Corporate.

Although your participation in the survey is voluntary I would be very grateful if you would take part. All responses will be kept confidential and anonymous and you will not be required to give any personal information.

The survey is a multiple choice online based questionnaire and should take 5- 8 minutes to complete. I would be grateful if you could complete the questionnaire by **Wednesday, 7 August 2013.**

If you have any questions or concerns about completing the questionnaire or participating in this study, please contact me.

The link to the survey is: <https://www.surveymonkey.com/s/JJK5BSK>

Thank you in advance.

Kind regards

Jennifer Kiernan

## Appendix B

### Survey Questions

- Q1. My supervisor and I have a good working relationship.
- Q2. Does your supervisor inspire motivation, confidence and commitment?
- Q3. How trustworthy is your supervisor?
- Q4. How approachable is your supervisor?
- Q5. How motivational is your supervisor?
- Q6. How available to employees is your supervisor?
- Q7. How understanding is your supervisor?
- Q8. How respectful of other employees is your supervisor?
- Q9. How clear are the goals your supervisor sets for you?
- Q10. Do you interact with your supervisor too much, too little, or about the right amount?
- Q11. How realistic are the expectations of your supervisor?
- Q12. How often does your supervisor ask you for your opinion on improving things in your department?
- Q13. How consistently does your supervisor reward employees for good work?
- Q14. How often does your supervisor request feedback from you?
- Q15. How often does your supervisor give you feedback about your work?
- Q16. How helpful is the feedback your supervisor gives you about your work?
- Q17. When your supervisor gives you feedback does he/she provide specific examples of what you did well and what you could have done better?
- Q18. How improved is your performance after getting feedback from your supervisor about your work?
- Q19. How consistently does your supervisor give feedback to employees for bad work?
- Q20. How often does your supervisor listen to employees' opinions when making decisions?

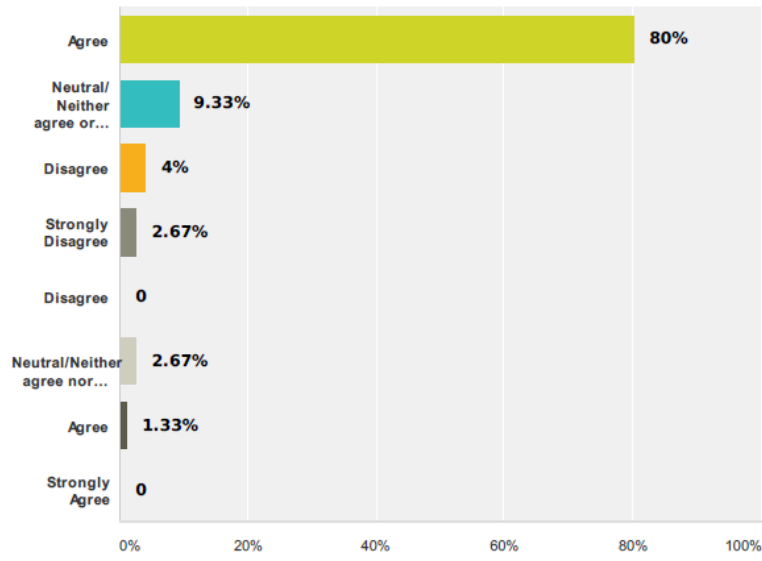
- Q21. How well does your supervisor respond to employees' mistakes?
- Q22. How often do the tasks assigned to you by your supervisor help you grow professionally?
- Q23. How realistic are the expectations of your supervisor?
- Q24. How consistently does your supervisor reward you for good work?
- Q25. How well does your supervisor handle problems?
- Q26. How consistently does your supervisor reward employees for good work?
- Q27. How knowledgeable is your supervisor about the company's goals?
- Q28. How clearly does your supervisor explain the company's business plans?
- Q29. How well does your supervisor explain why plans change?
- Q30. How involved is your supervisor with employee career development planning?
- Q31. How often does your supervisor take responsibility for his/her mistakes?

# Appendix C

## Leadership Survey Results

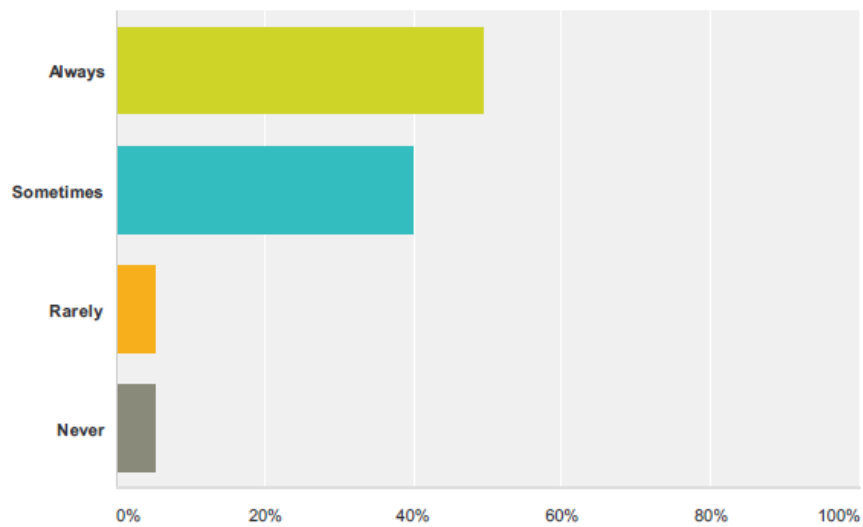
### Q1 My supervisor and I have a good working relationship.

Answered: 75 Skipped: 0



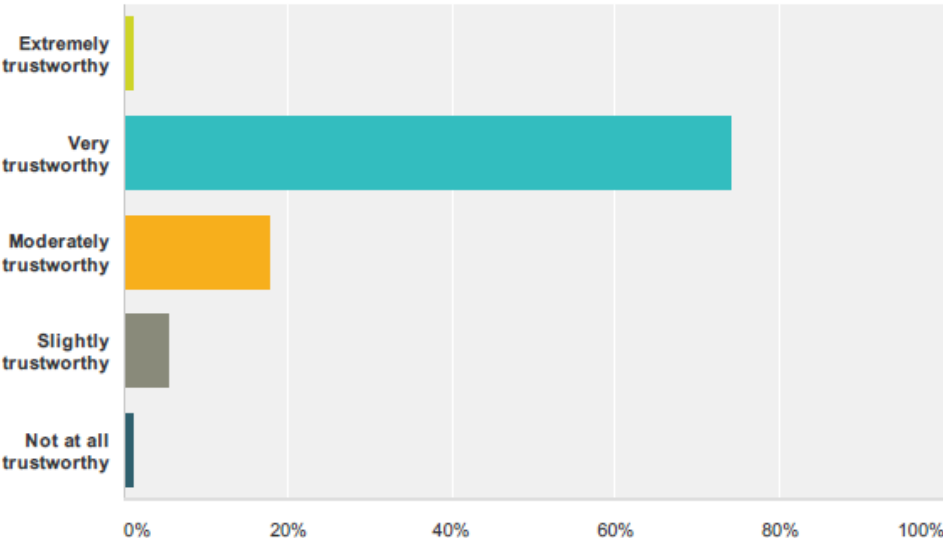
### Q2 Does your supervisor inspire motivation, confidence and commitment?

Answered: 75 Skipped: 0



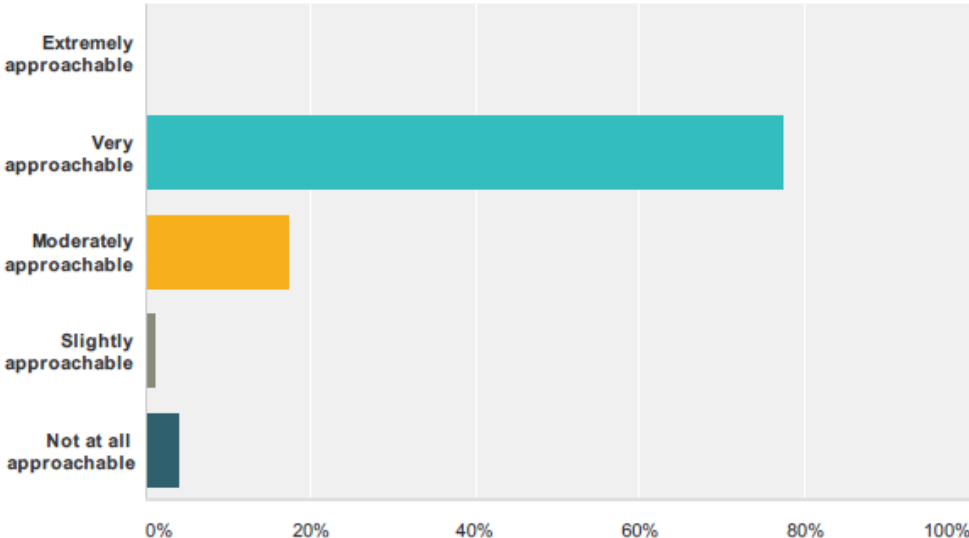
### Q3 How trustworthy is your supervisor?

Answered: 73 Skipped: 2



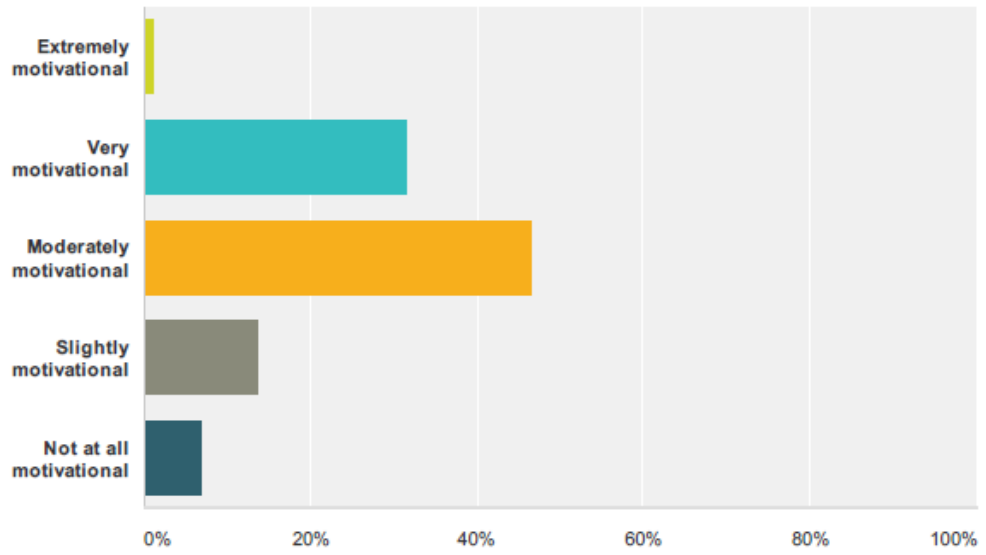
### Q4 How approachable is your supervisor?

Answered: 75 Skipped: 0



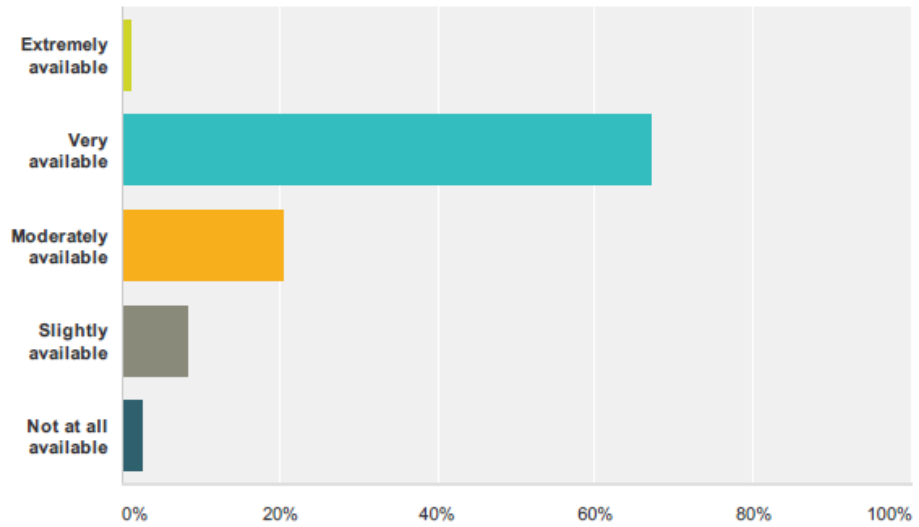
### Q5 How motivational is your supervisor?

Answered: 73 Skipped: 2



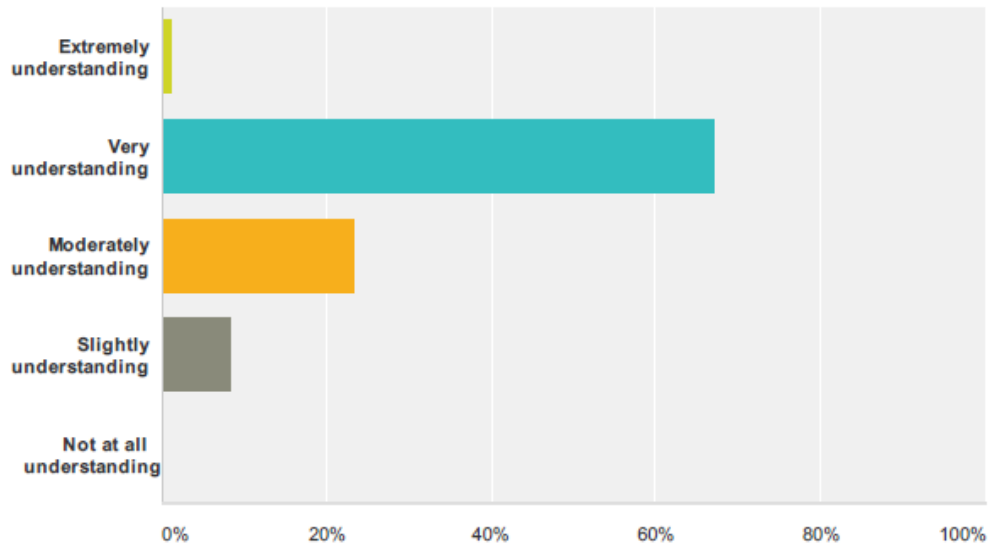
### Q6 How available to employees is your supervisor?

Answered: 73 Skipped: 2



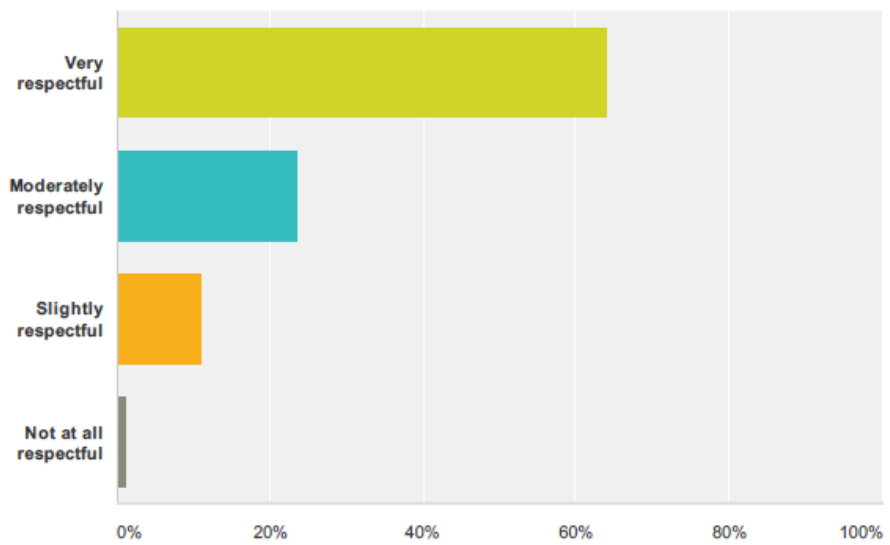
### Q7 How understanding is your supervisor?

Answered: 73 Skipped: 2



### Q8 How respectful of other employees is your supervisor?

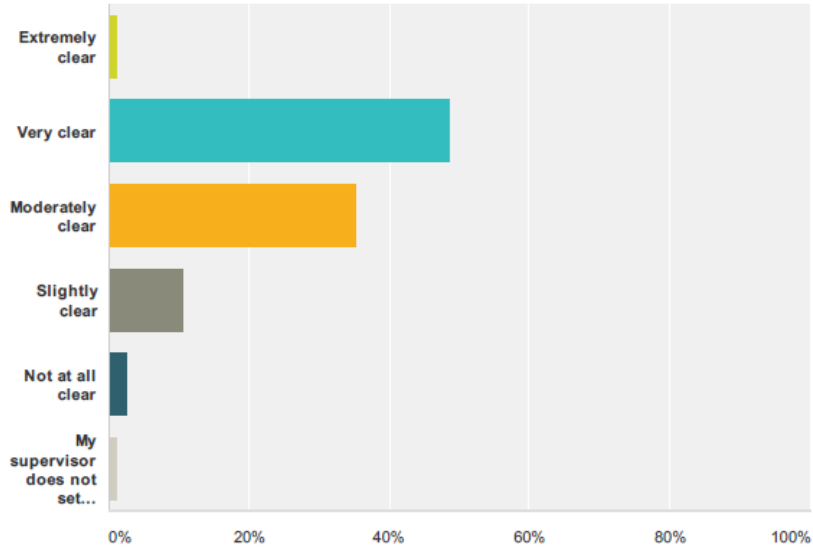
Answered: 72 Skipped: 3





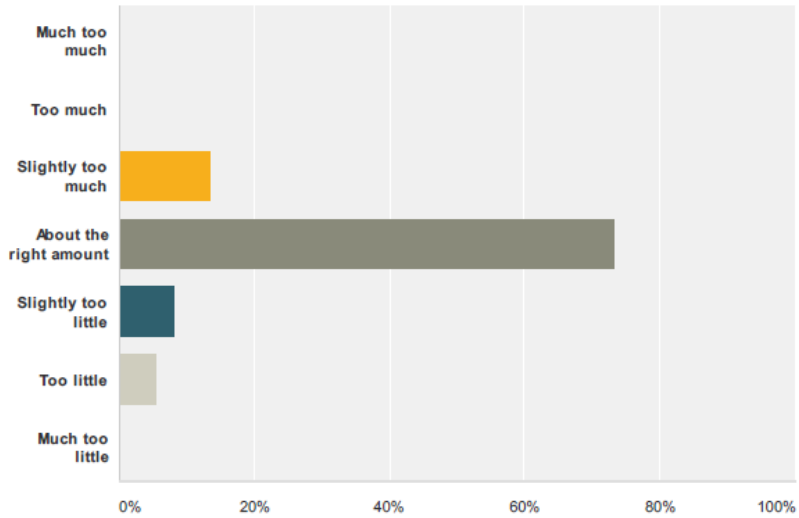
### Q9 How clear are the goals your supervisor sets for you?

Answered: 74 Skipped: 1



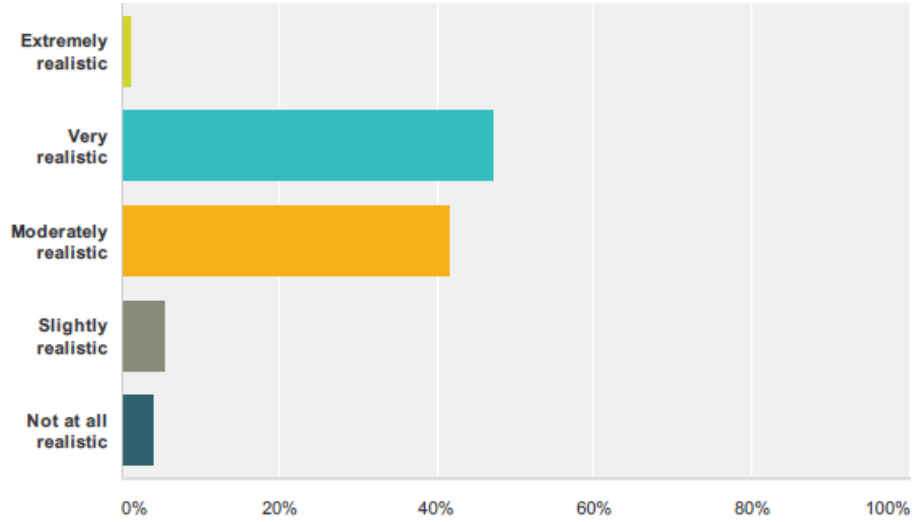
### Q10 Do you interact with your supervisor too much, too little, or about the right amount?

Answered: 74 Skipped: 1



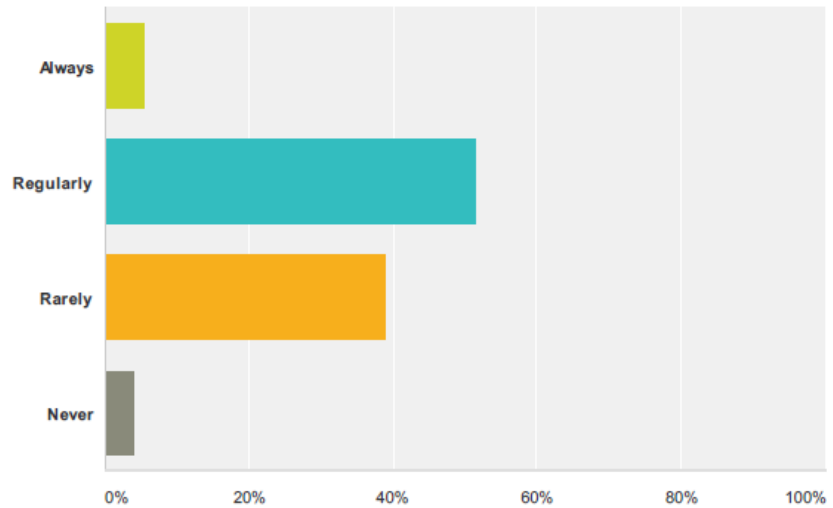
### Q11 How realistic are the expectations of your supervisor?

Answered: 72 Skipped: 3



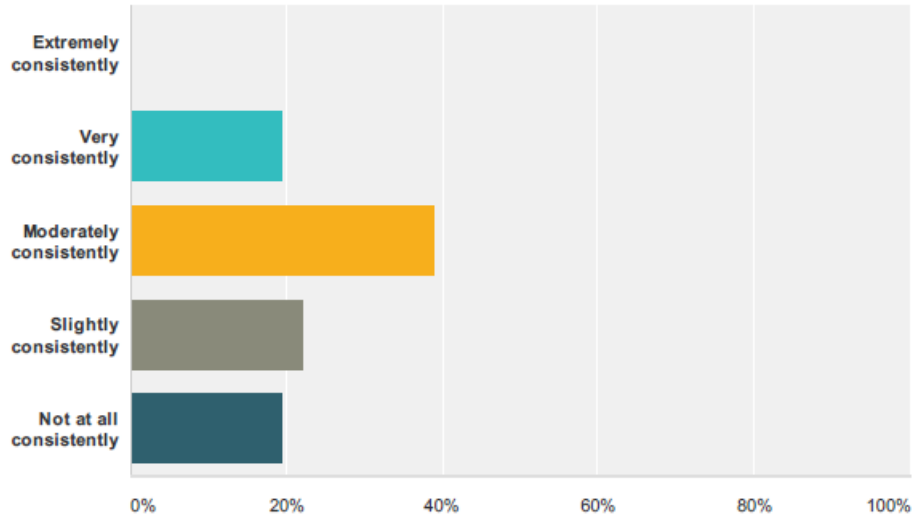
### Q12 How often does your supervisor ask you for your opinion on improving things in your department?

Answered: 72 Skipped: 3



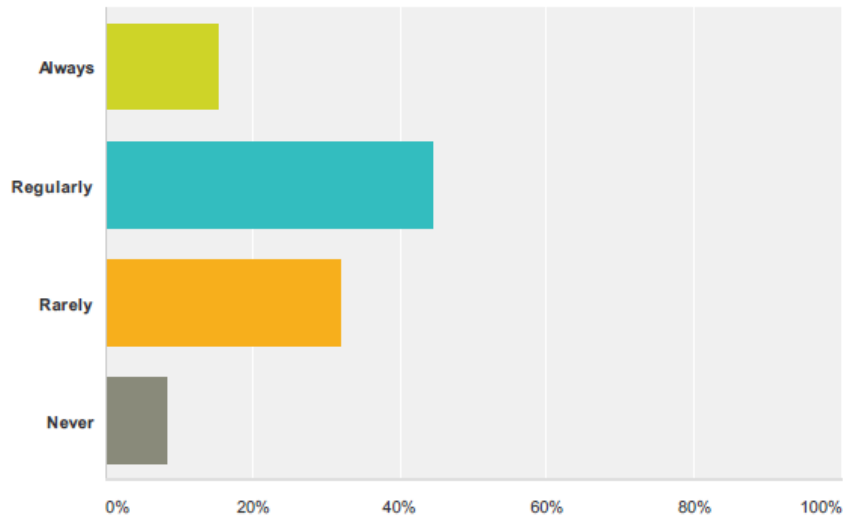
### Q13 How consistently does your supervisor reward employees for good work?

Answered: 72 Skipped: 3



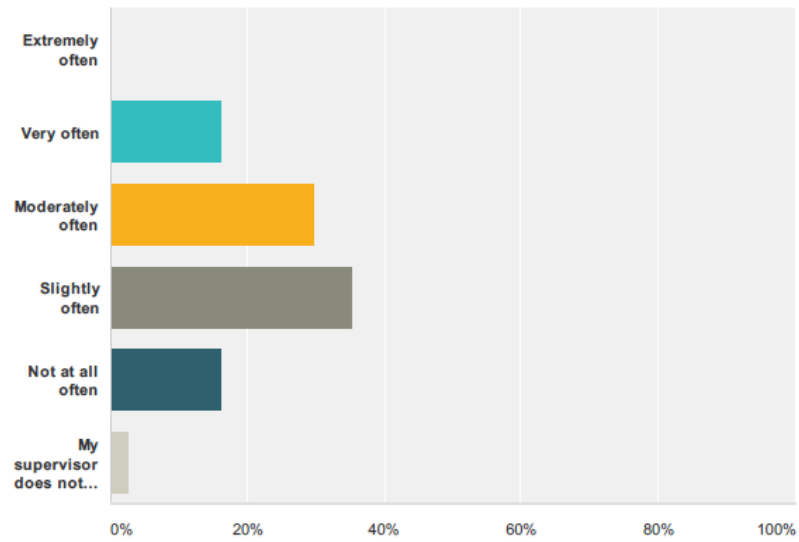
### Q14 How often does your supervisor request feedback from you?

Answered: 72 Skipped: 3



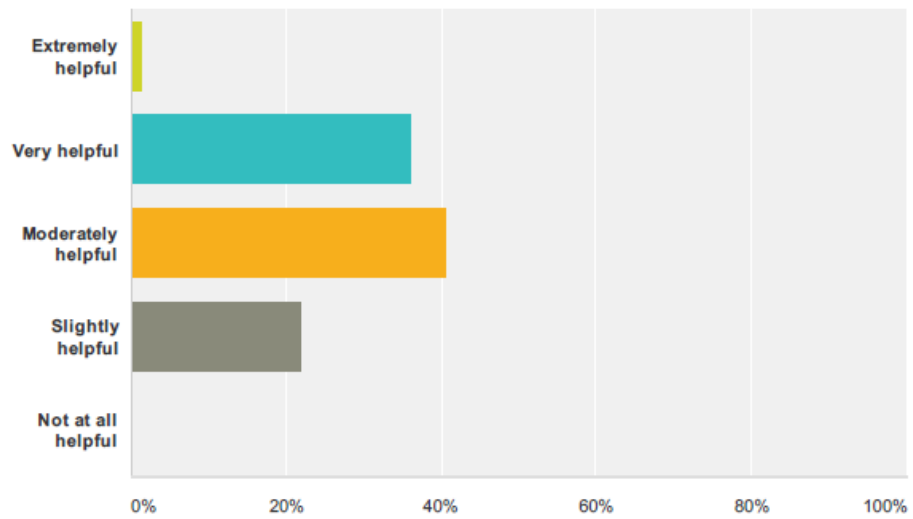
### Q15 How often does your supervisor give you feedback about your work?

Answered: 74 Skipped: 1



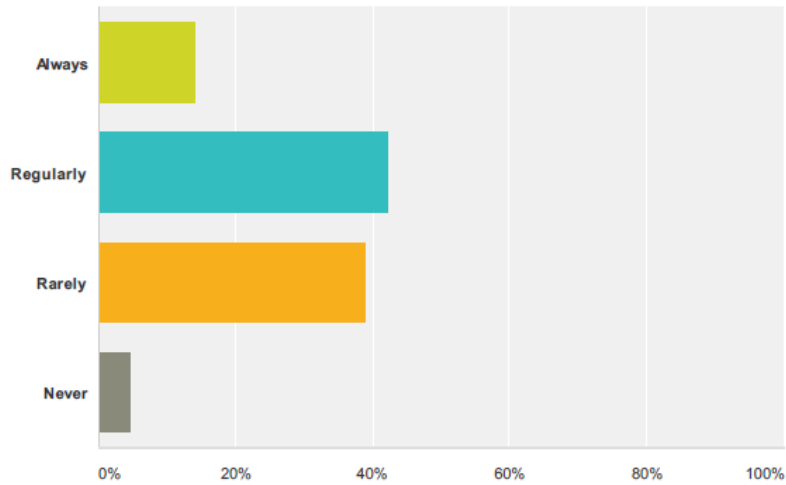
### Q16 How helpful is the feedback your supervisor gives you about your work?

Answered: 64 Skipped: 11



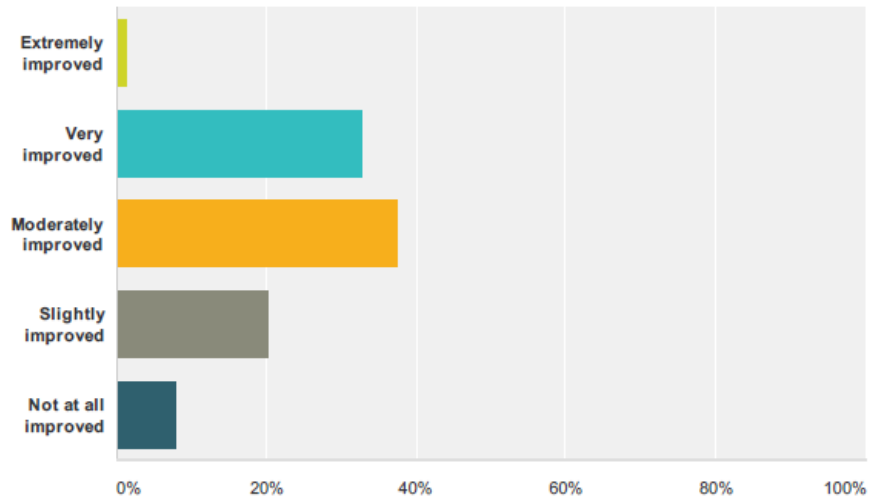
**Q17 When your supervisor gives you feedback does he/she provide specific examples of what you did well and what you could have done better?**

Answered: 64 Skipped: 11



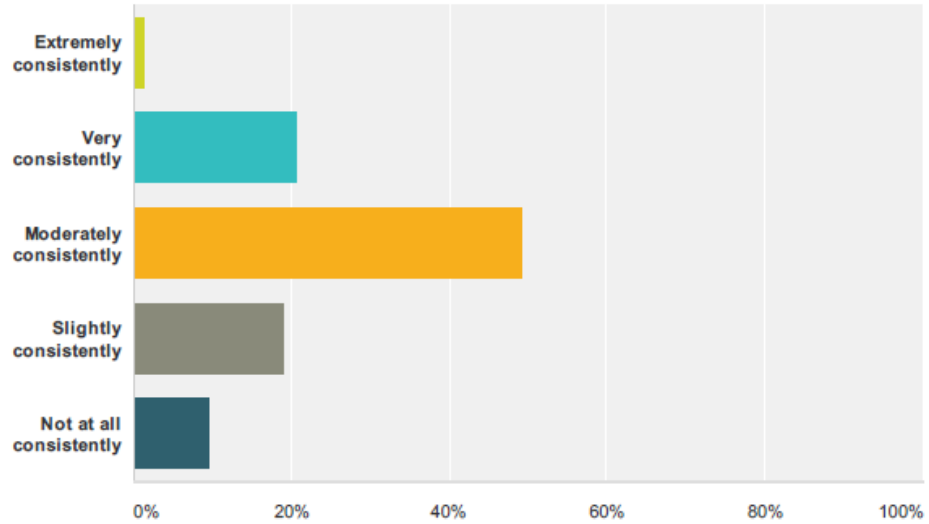
**Q18 How improved is your performance after getting feedback from your supervisor about your work?**

Answered: 64 Skipped: 11



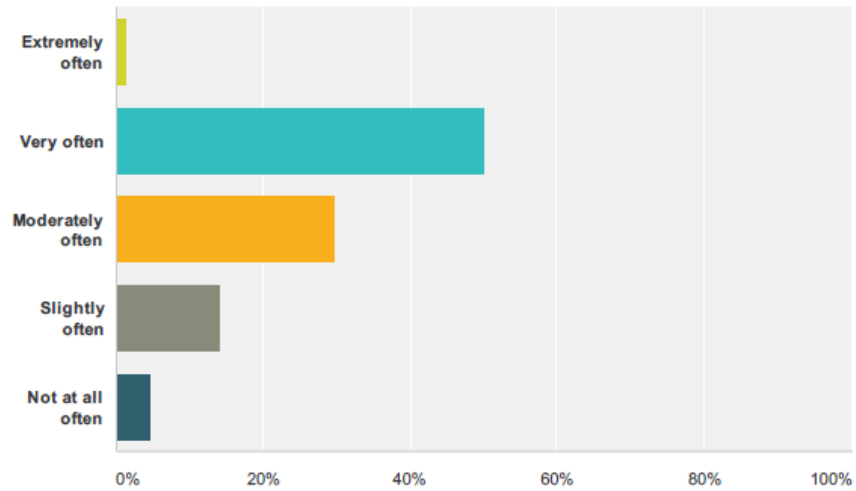
### Q19 How consistently does your supervisor give feedback to employees for bad work?

Answered: 63 Skipped: 12



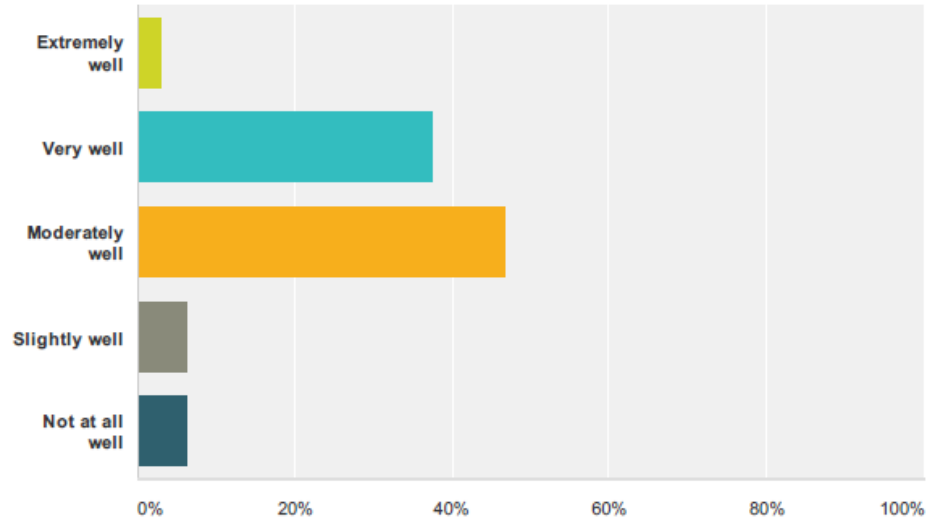
### Q20 How often does your supervisor listen to employees' opinions when making decisions?

Answered: 64 Skipped: 11



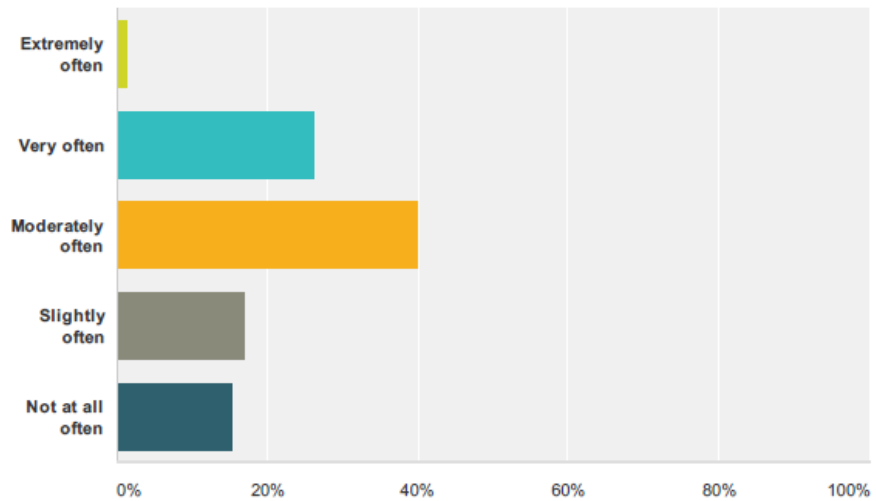
### Q21 How well does your supervisor respond to employees' mistakes?

Answered: 64 Skipped: 11



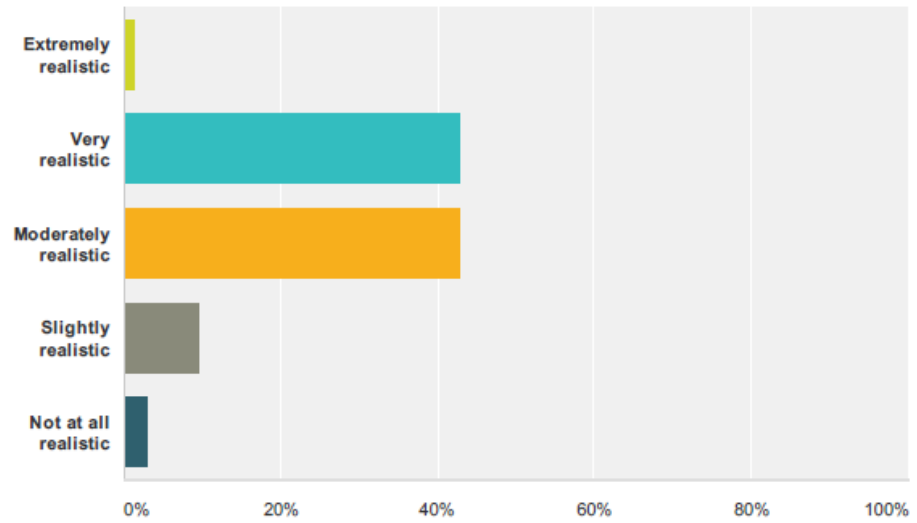
### Q22 How often do the tasks assigned to you by your supervisor help you grow professionally?

Answered: 65 Skipped: 10



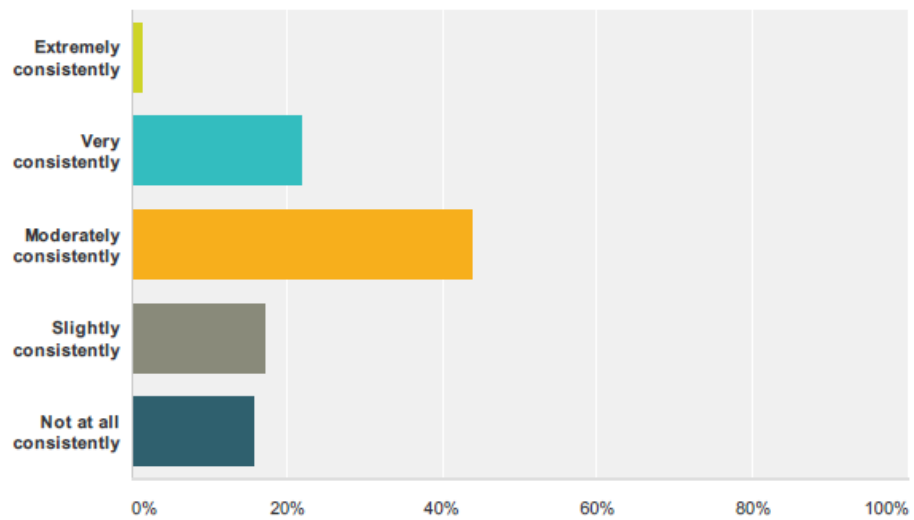
### Q23 How realistic are the expectations of your supervisor?

Answered: 63 Skipped: 12



### Q24 How consistently does your supervisor reward you for good work?

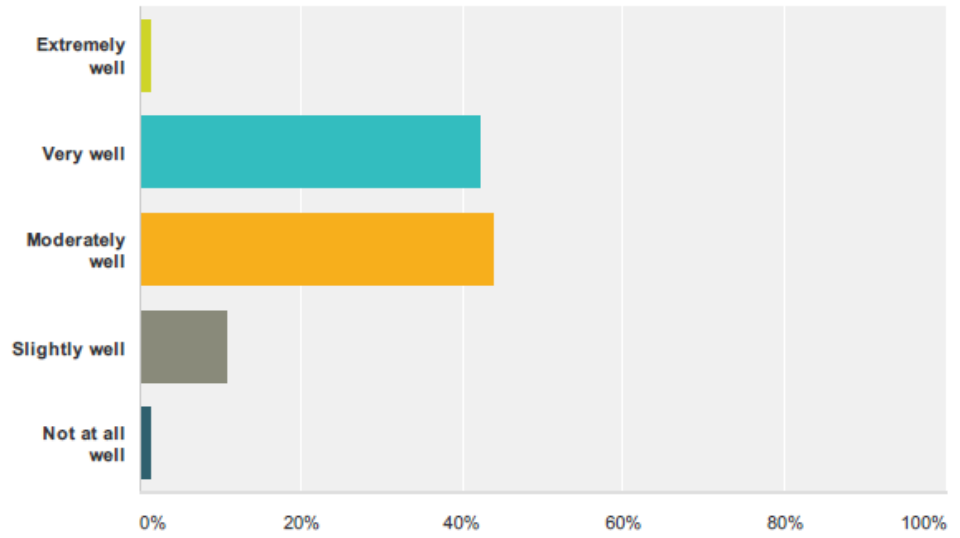
Answered: 64 Skipped: 11





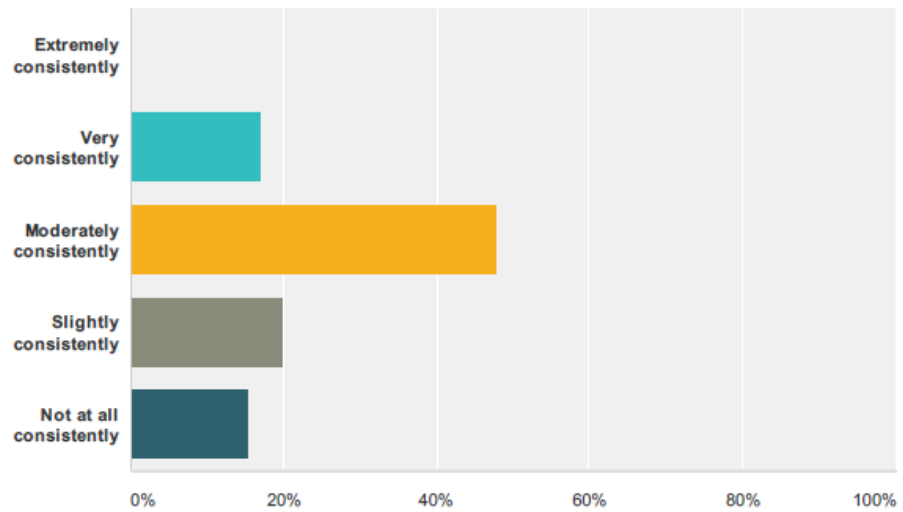
### Q25 How well does your supervisor handle employee problems?

Answered: 64 Skipped: 11



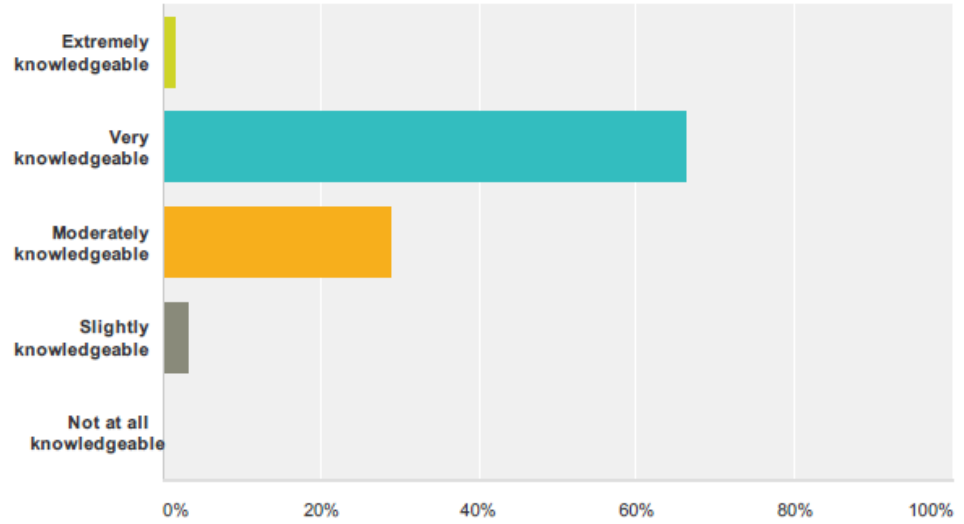
### Q26 How consistently does your supervisor reward employees for good work?

Answered: 65 Skipped: 10



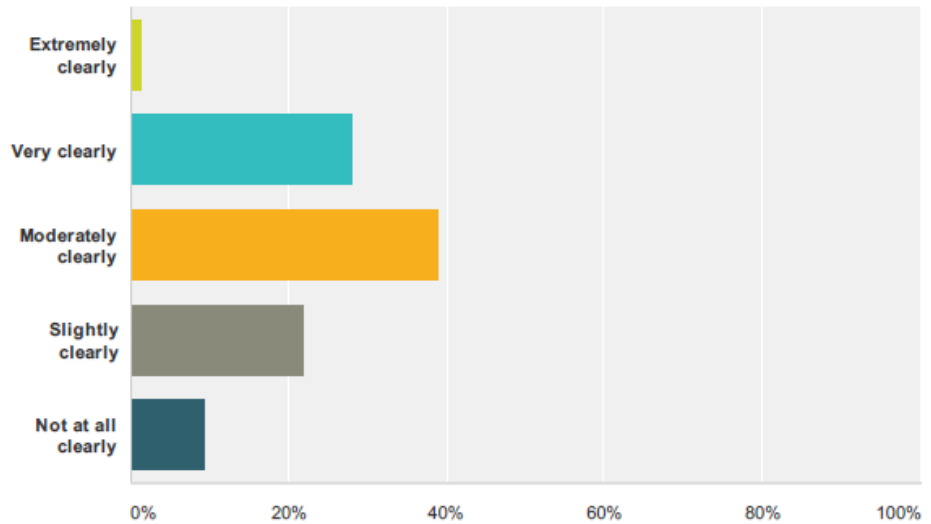
### Q27 How knowledgeable is your supervisor about the company's goals?

Answered: 62 Skipped: 13



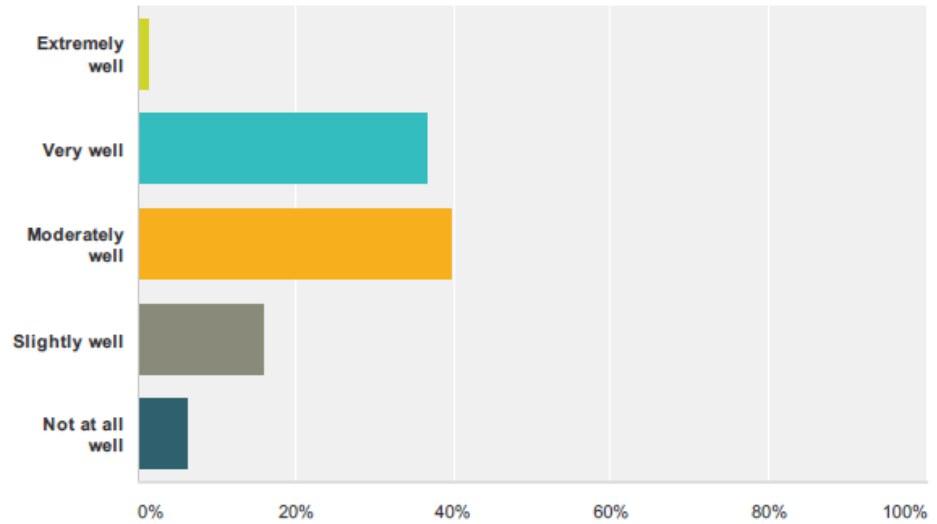
### Q28 How clearly does your supervisor explain the company's business plans?

Answered: 64 Skipped: 11



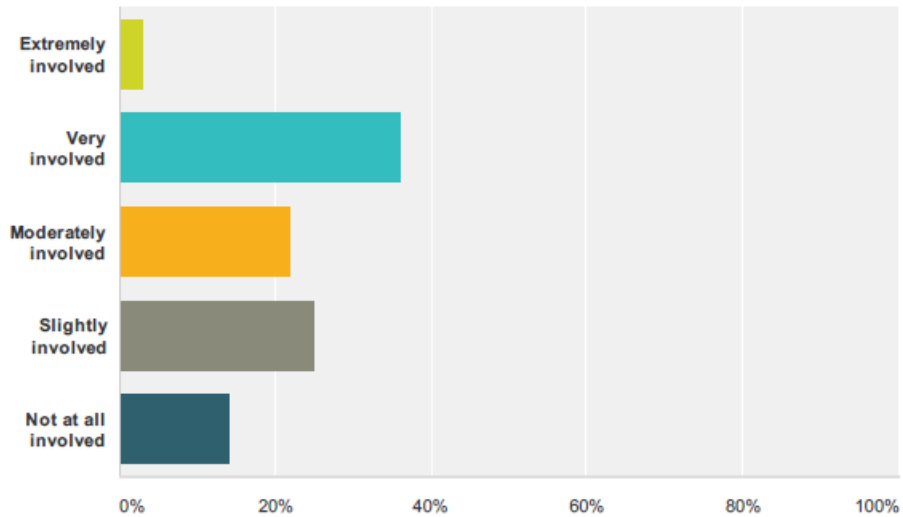
### Q29 How well does your supervisor explain why plans change?

Answered: 63 Skipped: 12



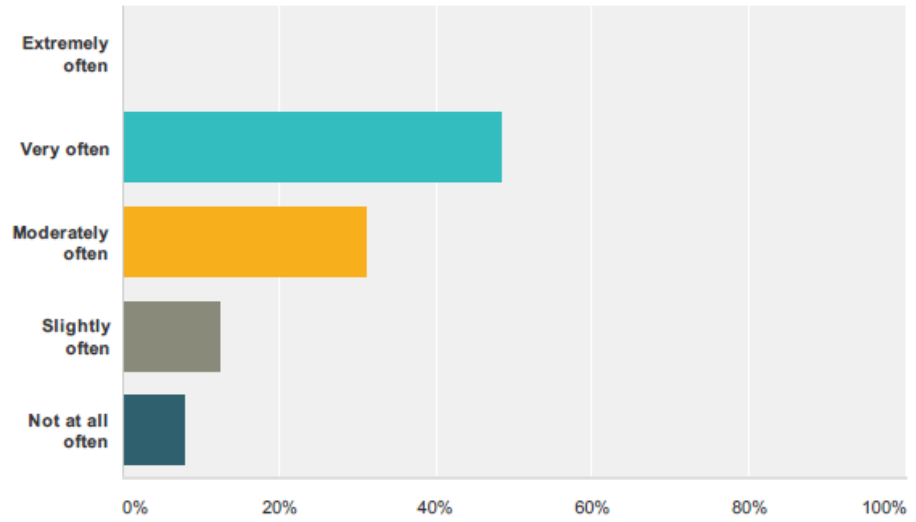
### Q30 How involved is your supervisor with employee career development planning?

Answered: 64 Skipped: 11



### Q31 How often does your supervisor take responsibility for his/her mistakes?

Answered: 64 Skipped: 11



## Appendix D

| Question  | Matching Key Principle | Core Value     |
|---|------------------------|----------------|
| Q1.<br>My supervisor and I have a good working relationship.                                    | Trust                  | Respect        |
| Q2.<br>Does your supervisor inspire motivation, confidence and commitment?                      | Trust                  | Respect        |
| Q3.<br>How trustworthy is your supervisor?  | Trust                  | Respect        |
| Q31.<br>How often does your supervisor take responsibility for his/her mistakes?                | Trust                  | Accountability |
| Q7.<br>How understanding is your supervisor?  | Trust                  | Respect        |
| Q26.<br>How consistently does your supervisor reward employees for good work?                   | Trust                  | Integrity      |
| Q4.<br>How approachable is your supervisor?   | Involvement            | Collaboration  |
| Q6.<br>How available to employees is your supervisor?   | Involvement            | Respect        |
| Q10.<br>Do you interact with your supervisor too much, too little, or about the right amount?   | Involvement            | Collaboration  |
| Q8.<br>How respectful of other employees is your supervisor?                                    | Empathy                | Respect        |
| Q5.<br>How motivational is your supervisor?   | Development            | Respect        |
| Q20.<br>How often does your supervisor listen to employees' opinions when making decisions?     | Development            | Collaboration  |
| Q22.<br>How often do the tasks assigned to you by your supervisor help you grow professionally? | Development            | Responsibility |
| Q23.<br>How realistic are the expectations of your supervisor?                                  | Development            | Respect        |
| Q27.<br>How knowledgeable is your supervisor about the company's goals?                         | Development            | Responsibility |

|   |                      |                |
|---|----------------------|----------------|
| Q28.<br>How clearly does your supervisor explain the company's business plans?  | Development          | Responsibility |
| Q29.<br>How well does your supervisor explain why plans change?   | Development          | Integrity      |
| Q30.<br>How involved is your supervisor with employee career development planning?  | Development          | Collaboration  |
| Q9.<br>How clear are the goals your supervisor sets for you?  | Development          | Collaboration  |
| Q11.<br>How realistic are the expectations of your supervisor?  | Development          | Accountability |
| Q12.<br>How often does your supervisor ask you for your opinion on improving things in your department?   | Feedback             | Collaboration  |
| Q13.<br>How consistently does your supervisor reward employees for good work?   | Feedback             | Integrity      |
| Q14.<br>How often does your supervisor request feedback from you?   | Feedback             | Collaboration  |
| Q15.<br>How often does your supervisor give you feedback about your work?   | Feedback             | Accountability |
| Q16.<br>How helpful is the feedback your supervisor gives you about your work?  | Feedback             | Respect        |
| Q19.<br>How consistently does your supervisor give feedback to employees for bad work?  | Feedback             | Integrity      |
| Q24.<br>How consistently does your supervisor reward you for good work?   | Feedback             | Respect        |
| Q21.<br>How well does your supervisor respond to employees' mistakes?   | Understanding        | Accountability |
| Q25.<br>How well does your supervisor handle problems?  | Understanding        | Accountability |
| Q18.<br>How improved is your performance after getting feedback from your supervisor about your work?   | Feedback/Development | Respect        |
| Q17.<br>When your supervisor gives you feedback does he/she provide specific examples of what you did well and what you could have done better? | Factual/Feedback     | Respect        |

