

**AN INVESTIGATION INTO THE FACTORS THAT AFFECT
CHANGE IN THE ATTITUDES OF MANAGERS
IN HIGHER EDUCATIONAL INSTITUTIONS ON
REACHING POSITIONS OF AUTHORITY**

by

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DECLARATION

I declare that this research project is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

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Dedication

To my late mum and dad,
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ABSTRACT

This study aimed to identify the factors that affect change in attitudes of managers reaching positions of authority in Higher Educational Institutions. Traditionally, managers sat in their office and managed organizations. Today the market place demands something different and there is greater emphasis on leadership qualities for those in positions of authority. Today, leaders are needed who have sound principles, ethics, sound values, integrity, human and communication skills. Individuals in leadership positions who lack the skills listed, experience problems leading and managing a modern organization.

A qualitative research approach underpinned the analysis of data gathered using both open-ended and closed questioning in interviews and written responses to determine the opinions, perceptions and views of the employees of the three Technikons in the KwaZulu-Natal region, namely Natal Technikon, M L Sultan Technikon (now called Durban Institute of Technikon) and Mangosuthu Technikon. The data was analysed to determine frequencies and percentages of responses. The interview transcripts were evaluated and synthesised in order that the perceptions and opinions of respondents could be categorised and prepared for analysis.

From the literature review, and the data gathered it was evident that people promoted to managerial positions, do change their attitudes. The change of attitude was attributed to :

- greater responsibilities;
- reaching the top of the corporate ladder in a short space of time;
- people exerting power in the wrong direction; and
- the belief that the new managers now had to view people differently because of their change in status.

The categories listed above were generally perceived to be a consequence of insecurity as people were unsure of how to perform in their new position. It is also evident that top management do not care about their employees and undervalue their staff.

It is recommended that top management spend more time with their employees, to learn about their issues and find solutions to problems. They need to be seen by their employees, to be actively engaged in constructive processes to overcome the issues put forward by their staff in order to create harmonious and positive work relationships.

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CHAPTER 1

INTRODUCTION, MOTIVATION AND NEED FOR THE STUDY

“If we want our students to acquire the democratic virtues of honesty, tolerance, empathy, generosity, teamwork, and social responsibility, we have to demonstrate those qualities not only in our individual professional conduct but also in our institutional policies”(Astin:1995).

1.1 INTRODUCTION

This thesis seeks to investigate the factors that affect change in the attitudes of managers in Higher Educational Institutions on reaching positions of authority. The study would also be looking at leadership and the difference between leaders and managers.

In a progressive society most employees seek to be promoted at some stage of their work life. In Higher Educational Institutions some employees, upon reaching positions of authority, have shown a negative change in attitude to fellow employees and this has had an adverse effect on staff performance. This negative ripple effect has led to staff at the institutions that are being investigated, viz the Mangosuthu Technikon and Durban Institute of Technology (formerly M L Sultan Technikon and Technikon Natal) becoming counter-productive in their duties and in their attitudes to the organization as a whole.

On reaching the higher echelons of the management hierarchy, some individuals lose their humanity and the factors that contribute to this are the focus of this thesis. Individual career paths of some employees determine how and when they will move up to the upper echelons of the organization. Those who are not so ambitious may prefer to remain at a lower level so as to avoid the additional responsibilities that accompany promotion. At the same time, there are those who are overly ambitious and who will try to obtain promotion to a higher post even if this entails the use of unscrupulous methods.

Middlehurst (1993:8) associates leadership with being in charge or in command of people

and events. It is also identified as being in a position of authority and discharging responsibilities related to that position. He explains that since moral values are often related to leadership, certain ethical and moral behaviour is expected of leaders and therefore questions the actions and behaviour of Hitler and Stalin in the 1940s and is confused that this kind of behaviour can be described as leadership. Middlehurst (1993:8) further enquires: “Can the expert use of techniques and processes of power and influence, in a particular social setting, be identified as leadership, or are the purposes to which these skills are put of relevance in the attribution of leadership? Is there a distinction to be made between ‘good leadership’ and leadership for good?”.

Lee (1997:xvii), makes a very tactful comment when he says that “we should never in the slightest violate the unique agency of an individual despite the position we may have over them”. He gives an example of a Third World dictatorship where a ruler, for decades, uses fear and deception to keep his subjects in line but is eventually overthrown by these same “maliciously obedient” people. What we learn from this is that power that has been gained from authority and control will eventually die.

Individuals who are promoted to new/higher positions must be promoted for the right reasons. However, in most cases that is not what happens. Management in charge of creating these promotional posts should be aware that the candidate they select should have supervisory potential and human skills. The person concerned should display a leadership role in his or her work and people promoting them should make sure that the individual will be effective in his or her new position.

Individuals in senior positions have the authority to give orders, delegate tasks and coordinate activities. Authority is a word not often liked by employees. Authority equals power and power is open to abuse. Managers should be placed in positions of authority because of the trust and faith that people have in them. Many are guilty of using their authority or exerting their power without consideration of the effect it has on the employee/s at the receiving end. They believe that their employees are obliged to do special and personal favours for them, making it appear as if it is part of their job

description. They believe that they should command that absolute respect. But this respect should be reciprocated. In order to earn respect from others, one needs to respect others. Levine and Crom (1994:118) maintain, that employees should be treated like colleagues, and not with condescension. Neither should they be commanded, or chided. They need to be treated with respect as they are employees not servants or best friends. Recognize the humanity that is shared amongst employees and remember, acting like the big boss does not motivate employees to produce, but makes them resent the individual pulling rank. According to Smit & Cronje, (1997:240) “authority resides in positions, rather than in people - managers acquire authority by means of their hierarchical position in the organization, rather than their personal characteristics. When a manager steps down from his or her position, the authority is relinquished”.

In some instances individuals are promoted to managerial positions for which they are not ready, but because of some task they have accomplished, they are promoted to a senior position. Unfortunately, accomplishment of a task does not qualify an individual to be a supervisor. A big plus for leadership success is a desire to be a leader. This desire motivates the individual to find ways of acquiring leadership skills to reach his/her goals.

The following is an example that informs us of a manager who uses undesirable methods of being promoted to the detriment of the organization. The manager's behaviour makes us aware of the strong lack of leadership skills.

One of Estelle's problems was thinking of her own promotion ahead of the welfare of her organization. She sought influence and contacts too assiduously. It seemed to her employees that her current assignment was merely a stepping stone to her next promotion (Betof and Harwood 1992:191).

Betof and Harwood (1992:191), make it clear in their text that Estelle's employees had observed that she spent too much time outside the department. They felt she prepared reports for committees to which she belonged, and attended lunches that were called 'power lunches' with top and middle management. She never lunched with employees.

Her employees found that she was not concerned about their work or well being.

Due to challenges facing today's managers in education and the decisions they have to make, moral and ethical training is imperative. This training should be aimed at teaching them how to exercise responsibility in their relationships with their employees, the community and students. Managers will continually be confronted with difficult decisions which may be further affected or exacerbated by conflicting loyalties and cultural differences, resulting in ethical dilemmas. The researcher concurs with Bundy's (2000:14) view that "institutions of higher education must be seen as deeply moral and political spaces in which intellectuals assert themselves not merely as professional academics, but as citizens whose knowledge and actions presuppose specific visions of public life, community and moral accountability".

It is often said that top management is not transparent and are responsible for the mismanagement of funds in their respective institutions. A very pertinent issue is the deficit of funds at the former Technikon Natal. This was only discovered post April 2002, after the merger of the two Technikons. A very interesting question to pose is, how could such a well established, recognized institution which was always fortunate to attract A and B aggregate students, be guilty of not tending to its financial obligations? What happened to the money they received from the students? Is it possible that the money received was not channeled in the right direction? People place a certain amount of trust in top management to do the right thing. We all place total trust upon people in higher authority, unfortunately that is where the mistake lies. We take management for granted and they in turn do not expect to be questioned by employees on how they run their institutions.

A pertinent issue which was discussed in the *The Daily News*, April 3, 2000 titled "[CEO] unmoved as secrets are revealed by secretary" has relevance. The Chief Executive Officer of a Higher Education Institution was described by a staff member as "uncaring and disrespectful at a disciplinary hearing". The critical question to address in this situation is, how did the manager reach this position if he showed the qualities mentioned? This

article indicates that if leadership qualities are lacking and there is no humility and no moral integrity, as well as no forum for employees to address grievances (open door policy), the organization suffers. In the aforementioned case the executive caused a month long strike which crippled the institution. It can be gleaned that the success of any organization is linked to the quality of its leadership.

Bernhardt (2001:6) believes that the prime function of a leader is to take decisions and it is the leader who takes responsibility for the consequences of these decisions. He further explains that whatever decision the leader makes he/she must be aware of who is going to be affected by it.

In organizations, either educational or businesses, very rarely do we encounter leaders or managers who possess the qualities of leaders such as Nelson Mandela and Mahatma Gandhi. While a person may get appointed on the merit of excellent references, unfortunately in the actual performance of his/her duties he/she fail miserably. He/she is influenced by greed, status, dishonesty and various other unsavoury characteristics that brings them down as leaders. Sometimes a manager might have to take a decision that may be frowned upon by colleagues and subordinates, but such a decision will survive if it is the right decision. Being a leader is not about money or status, it's about, humanity, integrity, providing direction and doing what is right for the organization.

According to Covey (*Principle Centred Leadership*, 1992:61), "many problems in organizations stem from poor relationships at the very top - between two partners in a firm, between the owner and president of a company, between the president and an executive vice president. And it takes more nobility of character to confront and resolve those issues than it does to work diligently for the many people and projects out there"

Labich (1996) talks about Richard Farson's new book, *Management of the Absurd*, "If you fail to establish a genuine relationship with workers, chances are good they will eventually come to feel equal contempt for you".

When employees vote for a person, be it the Dean, Head or a Chairperson of an employee organization, there are certain abilities or capabilities, or competencies that they should look for. Some of the qualities that are important are, interpersonal skills, sense of fairness and humanity, honesty and professionalism, integrity and leadership qualities. Although it is important to look at a person's qualification it is not as important as the other qualities mentioned earlier. It is believed that the individual with these qualities will head the organization with the focus on the well-being of all his/her employees within the institution. On the basis of these factors we place a degree of trust in them.

In Higher Educational Institutions there are many managers who have excellent managerial skills but unfortunately may not be called leaders. It takes a special few with special qualities whom we are proud to call our leaders. Manning (1988:145) enhances the researchers' view on leadership by explaining that "leadership is mysterious", and it is common knowledge what managers do and how they are trained. But what makes leaders special? How do we recognize them and how do we develop more of them?

The difference between leaders and managers is elaborated by Bennis and Naus as cited by Charlton (1993:25), "The problem with many organizations and especially the ones that are failing, is that they tend to be overmanaged and underled. This is the profound difference between management and leadership and both are important. Managers are people who do things right and leaders are people who do the right things right".

The issue regarding the difference between leadership and management has flared up for many years. It is critical to note that leadership/ management should not be debatable, nor is it an either/or, because both are necessary. However, if organizations do not have sufficient leaders in addition to managers they will not survive the new millennium (Charlton, 1993:23).

Pretorius who holds an honorary Professorship in Business Management and is CEO of McCarthy Retail Ltd, and recognized as a business leader with high integrity, explains that effective leaders choose a leadership style that is not personality based but based on sound

principles. Those principles are *patience, gentleness, acceptance, consistency, integrity and fairness* because the one reality of our world today is that leaders cannot demand respect, they have to earn respect. Leaders must live according to the right values - those values are the foundation and while it is easy to talk about the values, there must be perfect alignment between the behaviour and the values.

1.2 OBJECTIVES AND CRITICAL QUESTIONS

The objectives and critical questions are :

- ☐ To identify the change in attitude of managers when they are promoted to managerial positions or positions of authority;
- ☐ To identify the major factors that influence change and how these changes impact on the department and subsequently the organization;
- ☐ To identify changes in management style to accommodate the new challenges demanded of their positions;
- ☐ To identify the positive and negative influences of executive management on managers;
- ☐ To identify and analyse the commitment of managers to transformation and multi-culturalism; and
- ☐ To identify qualities/skills required by managers to keep within the work ethos and professionalism of the organization.

1.3 NEED FOR STUDY

The topic under research is a relevant issue as the success of higher educational institutions stems from good interpersonal relationships and excellent leadership qualities. Negative attitudes of managers have a ripple effect, impacting on all

employees of the institution. The study will investigate the problems managers experience, how they affect managers, how they change their attitudes, and how this can be overcome and the recommendations thereof.

This study would expect people at management level to reassess their attitude to employees with whom they work. The study will be beneficial to the business sector and more importantly for staff and student development in higher educational institutions.

1.4 MOTIVATION

As an employee of a Higher Educational Institution for the past 18 years and a student for approximately 8 years, the researcher has become aware of problems in relationships between employees and managers in the academic sector. Managers' attitudes seem to change negatively after they have been promoted to a higher position, which is sometimes detrimental to the organization. These managers lack common courtesy and respect. Some of the qualities that are lacking in some managers are :

- ☐ how to be courteous;
- ☐ how they address an employee;
- ☐ their tone of voice when addressing an employee;
- ☐ their ability to acknowledge and greet an employee; and
- ☐ their concern for the well-being of their employee.

This research will posit ideas and reasons why individual's attitudes and behaviour change when they are promoted or reach positions of authority.

1.5 ASSUMPTIONS

- ❑ there is a change in attitude of individuals when they are promoted to managerial positions or positions of authority;
- ❑ there are positive and negative influences of executive management on managers; and
- ❑ the responses received from respondents are valid and honest.

1.6 RESEARCH METHODOLOGY

A Literature study of significant key concepts will be conducted to determine the issues relevant to the study, namely ‘leadership’, ‘morals, ethics and values’, ‘change and transformation’ and ‘cultural diversity’.

A qualitative research approach will underpin the study. Primary and secondary data sources will be consulted in the collection of information relevant to this study. Questionnaires and structured interviews are two research instruments that would be used in the collection of information. The sample will be chosen from academic personnel ranging from Associate Lecturers to Deans and will include support staff from the three surrounding Technikons, namely M L Sultan Technikon, Technikon Natal and Mangosutho Technikon. The M L Sultan Technikon and Technikon Natal have now merged to form the Durban Institute of Technology.

The distribution ratio of the sample range will be explained in detail in Chapter 3. The raw data from the questionnaire will be analysed using the Statistical Package for Social Science (SPSS).

1.7 DEFINITION OF TERMS

- ❑ **Ethics :** According to Kreitner, Kinicki and Buelens (1999:74), ethics

involves the study of moral issues and choices. It is concerned with right versus wrong, good versus bad, and the many shades of grey in supposedly black and white issues.

- ❑ **Leadership** : Leadership is defined as the competencies and processes required to enable ordinary people (regardless of race or gender) to do extraordinary things in the face of adversity - and constantly turn in superior performances to the benefit of themselves and the organization/country (Charlton, 1993:113).
- ❑ **Authority** : Is the right to command or to give orders. It includes the right to take action to compel the performance of duties and to punish default or negligence (Smit & Cronje, 1997:240).
- ❑ **Transformation** : According to Kotter (1995:60) transformation often begins, and begins well when an organization has a new head who is a good leader and who sees the need for a major change.
- ❑ **Diversity** : According to Kreitner, Kinicki and Buelens (1999:74), diversity includes the collective mixture of differences and similarities, not just the pieces of it. Dealing with diversity requires managers to integrate the collective mixture of differences and similarities that exist within an organization.
- ❑ **Culture** : Schein as cited by Kreitner, Kinicki and Buelens (2002:87), maintains that a pattern of basic assumptions - invented, discovered or developed by a given group as it learns to cope with its problems of external adaptation and internal integration-that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems.
- ❑ **Change** : According to Karp (1996:9) change in organizations usually is a

result of somebody wanting something to be different from the way it is. In a work-group setting, change usually entails requiring people to do something differently.

- ❑ **Values :** These are ideas about what a society believes to be good, right, desirable, or beautiful. They provide the basic underpinnings for notions of individual freedom, democracy, truth, justice, honesty, loyalty, social obligation, collective responsibility, the appropriate roles for men and women, love, sex, marriage, and so on (Jones, George & Hill, 2000:126).
- ❑ **Integrity :** The Odhams dictionary defines integrity as : “The state of being complete or unimpaired, wholeness, entireness, the controlled realisation of all the component aspects of ones’s personality; moral soundness, uprightness, honesty”.

1.8 LIMITATIONS

This study will be restricted to the Technikons in the KZN region. Distance Education institutions are not included in the investigation.

Questionnaires will be given to academic staff ranging from lecturers to Deans as well as academic support staff.

Only gender issues that are pertinent to the study will be discussed as the gender issue as a whole does not fall within the parameters of this study.

1.9 OUTLINE OF CHAPTERS

Chapter 1

Chapter one discusses the background to the problem, the objectives of the study, the need, and motivation for the research, the assumptions together with the limitations and definition of terms.

Chapter 2

Having gone through various reference texts, journals, internet articles and articles pertaining to the research topic, it was found that many of them provided sufficient information with regards to the theoretical aspects of the study namely:

Leadership;

Morals, Ethics and Values;

Change and Transformation; and

Cultural Diversity.

This chapter will underpin the above mentioned points and review the literature aspect.

Chapter 3

This chapter outlines the design and method of research, the sampling techniques used, the different kinds of questions used and the distribution of the questionnaires. It also makes reference to the types of instruments used and the kind of sampling chosen. Details of the method used to analyse the data will be summarized. Issues around reliability and validity will also be addressed.

Chapter 4

Data analysis, interpretation and graphical representation of the data will be outlined in this chapter giving greater substance to the research investigation. Research analysis and findings will be covered.

Chapter 5

This chapter deals with the recommendations and conclusions drawn from previous chapters more especially from the findings of the data analysis. The chapter also concludes with suggestions for future research.

CHAPTER 2

LITERATURE REVIEW

“One person who really knows how to lead is worth more than a hundred who have merely studied leadership”. Mahatma Gandhi (Lee, 1997:258)

2.1 INTRODUCTION

Chapter 2 will focus on the literature relevant to the study but more importantly it will focus on issues applicable to the critical questions and the objectives of the research. It addresses the gender issues pertinent to the study and the importance of leadership, cultural diversity, ethics, morals, change and transformation. This chapter also highlights examples of other studies in relation to the present study.

2.2 LEADERSHIP

Every manager can relate a story of a highly intelligent, highly skilled executive who was promoted to a leadership position only to fail at the job, they also know a story about an individual with solid - but not extraordinary, intellectual abilities and technical skills who was promoted into a similar position and then soared. These stories back the general belief that identifying someone with the *right stuff* to be leaders is more art than science.

Individual styles of remarkable leaders differ, some leaders are calm and analytical; others shout their manifestos from the mountaintops (Goleman, 1998:93).

Leadership is not easy to describe in simple words; it has intangible qualities which one cannot study, but are easily recognised. Good leaders set high standards for themselves and have similar expectations of others. They interact easily with people and have a way of handling everyday problems. Good leaders do not boast of being more skilful or more intelligent than others but accept their own technical and human limitations. They are

aware of their responsibilities and use their authority in a fair and impartial manner (Levine & Crom, 1994).

Good leaders respond to small things in terms of returning a phone call, remembering a name, treating someone respectfully, small things like 'Good morning' and 'Thank you', these are some of the important things a leader can do (Levine and Crom, 1994:116-118). These are basics that work and that is what separates them from the crowd. There is an atmosphere where people can perform at their peak; there is an atmosphere where people feel they are respected and treated like individuals. This does not exist where people believe they are just a number.

2.2.1 Gender and leadership

As women are slowly holding more managerial positions in organizations, a comparison between male and female leadership is flaring. Kreitner, Kinicki and Buelens (2002:453) indicate that the increase in the number of females in the workplace has caused a stir in understanding the similarities and differences between male and female leaders.

According to Jones, George and Hill (2000:488), leadership style may vary between women and men, women tend to take on a more participative approach than men, involving subordinates in decision making and seeking their input. Male managers on the other hand tend to be less participative, making more decisions on their own and wanting to do things their own way. "A widespread stereotype of women is that they are nurturing, supportive, and concerned with interpersonal relations whereas men are stereotypically viewed as being directive and focused on task accomplishment". They further state that female managers have a more participative leadership quality, show stronger interpersonal skills than male managers and also believe that there is a strong interaction between employees and female managers, because they show signs of sensitivity to subordinates' feelings, and also have the ability to make decisions that may be unpopular but necessary for goal achievement.

Griffin (2001:20) maintains that, women have a totally different style of management and leadership. Other research conducted suggests that male managers and female managers who have leadership positions in organizations behave in similar ways. Booysen (1999) notes that female leadership shows concern for the living environment with a leaning towards relationships, modesty, caring for the weak and improving the quality of life. She further describes men as assertive, competitive and tough, with the focus being on heroism and material success (cited by Dayaram, 2002:51).

2.2.2 Leaders vs Managers

In most organizations that are experiencing problems, the problem would be partly because of management. Teal (1996:35) clearly supports this view and indicates that if companies in trouble are examined closely, management would probably be the root of the problem. And if employees are questioned or a conversation arises about their jobs, they will certainly complain about management. He further states that if large companies are researched it will be discovered that the biggest barrier to change, creativity and new ideas is very often management and also adds that management stifles employees creativity and hold back their careers. They are also responsible for missing out on excellent opportunities for the organization and the cause of botched projects.

People in positions of authority often play the role of manager but are not leaders. What is it that differentiates one from the other? The expression, “managers do things right while leaders do the right thing”; aptly describes this difference. According to Manning (1988:145) managers keep things running smoothly, effectively and harmoniously so that things work in the present, and the present becomes a stepping stone into the future. Their responsibility is to keep the peace rather than to make waves. Their skill lies in getting things done. Depending on circumstances, leaders perform many of the same tasks but there is a subtle difference from that of a manager. A leader will look at the human element in any kind of situation. So the distinction is not always as simple as we might like it to be.

When sharing his views on leadership, the former United States president Richard Nixon describes management as prose and leadership as poetry. In Nixon's use of literary terminology, leaders emphasize symbols and images, and are persuaded by reason, but moved by emotion. Nixon believes that the thinking of managers is characterized by thoughts of today and tomorrow whereas the leader thinks of the day after tomorrow (Manning:1988). De Pree, cited by Charlton (1993:98) supports Nixon's view of leadership as an art, the art of weaving relationships that is learnt over time. One has to be mindful of the impact of the quality of relationships, communication and trust in the development of leadership.

Middlehurst (1993:8) has a much more pragmatic approach to defining leadership. He associates leadership with being in charge or in command of people and events. He identifies leadership as being in a position of authority and discharging responsibilities related to that position. Middlehurst does alert us to the confusion of 'real leadership' with that of leadership characterized by social influences such as power and authority.

According to Zaleznik as cited by Manning (1988:146) describes the difference between managers and leaders as follows. On the one hand he regards managers as problem-solvers and believes that it does not take a genius nor heroism to be a manager but it entails persistence, tough-mindedness, hard work, intelligence, analytical ability, and more importantly tolerance and good will. On the other hand he describes leaders as pro-active instead of reactive, having creative ideas and a personal and active attitude towards goals. Grove, however, notes that "Leaders are individuals who make ordinary people do extraordinary things in the face of adversity", while Townsend describes leaders as people who come in all ages, shape, sizes and conditions (Manning, 1988:146). Some are weak administrators while some are not overly bright and because most of them are only mediocre, they are recognized as true leaders because their people consistently turn in superior performances (Manning,1988:146). From Townsend's description of leaders it can be noted that to be a leader you do not have to be a rocket scientist or a person with a Ph.D.

Bennis, offers another perspective. He believes managers administer, leaders innovate, managers maintain, leaders develop. The manager relies on systems, the leader relies on people. The manager relies on control; the leader counts on trust. The manager does things right, the leader does the right thing (Manning 1998:146) .

The table below explains simply the differences between leaders and managers.

Table 2.1 Differences between leaders and managers

Leaders	Managers
Innovate	Administer
Develop	Maintain
Inspire	Control
Long-term view	Short-term view
Ask what and why	Ask how and when
Originate	Initiate
Challenge the status quo	Accept the status quo
Do the right things	Do things right

Source: W G Bennis, On Becoming a Leader (cited by) Kreitner, Kinicki & Buelens (2002:451) *Organizational Behaviour*

2.2.3 Leading with Honour

One does not have to be a leader only when one is in a senior position or in authority over others. Lee (1997:258) believe that we are all leaders. Whatever our title, role or position we are looked to for direction, advice or guidance. Covey maintains that we all have leadership responsibilities, whether we are teachers, students, the head of a large organization, or a small entrepreneurial project (*Daily News*, 2001:4). Therefore, however small the leadership role, there is a need to lead with honour. This means our actions towards others must come with truth and honesty. Lee (1997:274) explains, “you begin

leading with honour by believing that you will never be more effective as a leader than you are as a person. Leadership is a journey towards integrity, union, and wholeness". Managers too need to follow these principles to experience this integrity and unification with employees. A relationship with trust, understanding and morality starts budding.

Some managers are under the misconception that the key to power resides in forcefulness, negotiation, compulsion or compromise. This perception is not correct as these tactics only help you in the short term. Real and lasting power does not stem from manoeuvres or tactics, negotiation or intimidation. It is more subtle and more complicated than that. The key to power is something we all know and understand, it is honor (Lee, 1997). When a person is honoured, he experiences many rewards. When employees and managers honour each other it is found that there is deep respect and trust that develops between the individuals. They make decisions based on what is right, what is best for the organisation and not for themselves.

Covey (2001:141) provides these words of wisdom to leaders and managers when he says that, to meet alignment, all team players must be filled with true understanding of the needs; and also share a powerful commitment to accomplishing the vision and they must be invited to create and continually improve the structure and systems that will meet the needs of their employees and the organization. He further states that, "without these human conditions, you cannot have world-class quality. All you have is brittle programmes and frustrated people. Ultimately, we must learn that programmes and systems are vital, but that people are the programmers".

2.2.4 Managers' Role in Mergers

During the merger between Technikon Natal and M L Sultan Technikon in April 2002 to form the Durban Institute of Technikon (DIT), questions that were uppermost in individuals' minds were whether executive management from both the Technikons were concerned about the loss of jobs. It is normal for one to worry about ones' job because of financial and family commitments – but members of executive management do not have to

worry to the same extent because they can afford to step down to a lower position if the worst case scenario is applied. But the employees that are designated as general assistants, labourers and clerks would have a continuous fear of losing their jobs because they unfortunately do not have other skills to fall back on. A year after the inception of the merged institution, employees were informed that some of them would be retrenched, and that there would be phasing out of some departments and some departments would be put on probation. Part of this problem arose out of mismanagement of funds, bad leadership and most importantly no business plan. The headline “Staff protest against retrenchment proposal” in the *Mercury*, Wednesday, December 3, 2003 relates that hundreds of disgruntled staff at the Durban Institute of Technology protested against management’s proposal to retrench 230 employees. The employees further demanded that the institution’s Vice-chancellor and the newly merged institutions’ council be relieved of their duties because of their alleged failure to manage the institution properly.

Macfarlane’s (2002:2) view has relevance, “mergers already under way in South Africa do not show clear efficiency or financial gains, nor have they achieved greater racial or gender equity among staff and students”. Macfarlane makes a very interesting observation when he states, “leaders who are pre-occupied with their own personal careers cannot serve institutions well in a merger process”. He further states weak leadership is also problematic and “would invariably damn the lesser institution going into the merger”(Macfarlane, 2002:2).

The above two view points of Macfarlane is exactly what the Durban Institute of Technology is experiencing. Staff have to bear the brunt of weak leadership.

2.2.5 Poor Leadership

Some managers may want to climb the ladder quickly to achieve self glory and may have hidden agendas. Any task that they accomplish will be for personal gain. These individuals could be guilty of using manipulation, authority, pressure, fear and sometimes charm and bribery to attain their goals. They lack integrity and humility. There is a need

therefore, for such managers to engage in personal development and for them to be committed to other employees. The extract below explains the thorns that surface because of the display of authority, pressure or fear and autocratic leadership.

According to Pretorius (2001), Prof Edward Demmings, (a world famous productivity expert) describes autocratic transactional leadership in the following manner :

The way we are managing our people is destroying them, because if we don't inspire and if we live according to the command and control and transactional approach we undermine self esteem, we prevent our people from developing, we dampen their initiative, there will be no spirit, there will be limited commitment, there will just be reluctant compliance and no sense of belonging.

Managers in organizations do not often tell their employees that they believe in their decisions, the route they are going, and that they are there to support and guide them in their successes.

In an article in the *Sunday Times*, December 3, 2000 "Staff and students seek to axe rector", the rector under discussion insisted on staying despite the overpowering call for her to go. The senate claimed that the individual was 'authoritarian' and her intolerance of criticism had created an atmosphere of fear on the campus. The Student Representative Council said they wanted the individual to go because they had a problem with her "demeanour and tone of her leadership". They also believed that her style of management was autocratic, unaccountable, divisive, demoralising, confrontational and racialistic. They further believed that it was difficult to retain academics and create and foster an atmosphere of intellectual excellence when people were treated like schoolchildren, ignored, threatened and devalued. "Her tenure was not a happy one. What started off with great fanfare has quickly degenerated into failure. She did not have the qualities to preside over an institution of higher learning". The article in the *Sunday Tribune*, December 3, 2000, also has relevance to the same institution, "This week the university senate, which is the institution's highest academic body, passed a motion of no confidence in the principal, by a margin of 74 votes to six. The senate accused her of incompetence, mismanagement and an authoritarian management style." This is another example of poor leadership qualities. People reaching these kinds of positions display qualities of incompetence.

In more recent articles about the same university, the following allegations were noted, “regarding the remuneration of the vice-chancellor, Minister Kader Asmal noted that there were problems with the role and modus operandi of the management of the university which appeared to be contributing to a climate of fear and suspicion. Also to be investigated was management’s perceived disregard of the policies and processes of the university in the appointment of senior staff and procurement of services”(Sunday Tribune, September 14, 2003).

Other articles have relevance on the power struggle between the two vice-chancellors fighting to head the merged university in KwaZulu-Natal (KZN). The struggle is happening while the merger is taking place. It was alleged that an academic’s phone was tapped with a secret device which captured a telephonic conversation. Further unprofessional allegations, were made against the executive manager, not having any track record or having done anything of substance in the last ten years. He was also accused of being a cheat in an exam. (Sunday Tribune, August 24, 2003).

In another article relating to the same story, the vice-chancellor of the University of Durban-Westville alleged that the vice-chancellor of Natal University was thrown out of Witwatersrand University for embellishing his curriculum vitae.(The Mercury, August 26, 2003).

According to Makhanya, “Merging two KZN universities is a mammoth task that is not being helped by sparring between the institutions’ top two academics”. The tension and anxiety between the two vice-chancellors regarding merger issues and the competition for the top managerial position is part of the controversy between the two vice-chancellors (The Mercury, August 26, 2003).

It must be noted that these two individuals are the leaders/managers of two established Universities. The criteria used in appointing them is questionable as one needs to look at what the selection committee rated as important tools/skills a manager should possess.

What is very evident is that there was a mud slinging match between both of them. Leaders/managers should not set an example of this nature. They are leaders to their students and fellow employees. What value system are they establishing for the community? It is obvious that some professional qualities prevailed at the time of their appointment. The vice-chancellors of both the institutions used coercive power to achieve their end result.

Power can be positive but can also be destructive and demoralizing. Coercive power is negative and destructive and people in control of that kind of power use fear as their weapon (Lee, 1997). Employees are forced to obey their superiors, who use forceful tactics to gain control. Some managers are under the misconception that when they are promoted or in a position of authority they have the right to be forceful and intimidating. Prozesky (2000:46) states “power must always be governed by conscience, and the more educated the conscience, the better”. According to Charlton (1993:124) leaders must have the courage to see the present situation as it is, to facilitate a response regarding the progress of their plan or approach and the effect they themselves are having on others. He further states that: “In this respect bad news is better than no news, and this means that leaders should consciously encourage the devil’s advocates, or people who have a different but honest perspective”(Charlton, 1993:124).

2.2.6 Leadership skills

The skills required at each managerial level are different. Managers will require all three skills to be successful but each will take on a different prominence depending on the managerial level and the task at hand. The three broad categories of skills are conceptual, human and technical skills. All these skills must be present to a certain degree, but middle managers would require human skills the most, supervisory managers would require technical skills the most and top management would require the most amount of conceptual skills. Keeling (2000:6) explains the different skills.

- ❑ Conceptual Skills: For a manager, conceptual competence includes analyzing problems, devising solutions and action plans, and anticipating the consequences of decisions.
- ❑ Human Skills: Also known as interpersonal, “soft” or people skills, are skills that allow you to work effectively with others. These skills include a manager’s ability to communicate, coach, lead, resolve conflicts, achieve consensus and motivate workers.
- ❑ Technical Skills : Technical skills are work-related skills that demonstrate the manager’s ability to use the technology, tools, techniques and procedures specific to a particular field.

According to Price (1997:27) when leaders were interviewed the following leadership skills which also demonstrates strong character and positive attitude were found to be common to all.

- they could develop a deep sense of trust and sustaining of relationships with people;
 - they managed to maintain balance and a sense of ‘pacing’ between spirituality, themselves (physical, mental, social, emotional), the family/marriage, work and the community;
 - they were authentic and genuine and cared for others;
 - they had a strong conviction and a sense of purpose that they were linked to doing something significant, something that will make a difference;
 -
- they shared hope with all. They were encouragers of others. “You can do it.....we can do it” were words used;
- they had a healthy self-concept which was not linked to their position;
 - they were people of action who could take risks and seemed to enjoy adventure;
 - they were committed to a life long learning process and were competitive. They were aware of competition and enjoyed being creative.

Smit & Cronje (1997:20) relates an incident at the Centre for Creative Leadership in Greensboro, North Carolina. They compared 21 derailed executives with 20 executives who reached the top of the company. The derailed executives were successful people who had been expected to go far but who had reached a plateau, were fired, or were forced to

take early retirement. Successful and derailed managers were similar in many ways. They were bright and excelled in a technical area such as accounting or engineering. They worked hard, made sacrifices in order to achieve, and established good track records.

The workers that reached the top, however, had more diverse track records - they did not rely on a single functional skill. Furthermore, they had excellent interpersonal skills. They maintained composure under stress, were able to laugh at themselves, and handled mistakes with poise and grace. They had a strong sign of conceptual ability and could focus and sort out problems.

Of the managers who had been derailed, the biggest flaw was that they lacked sensitivity towards others. Most times this characteristic was associated with other negative personal qualities, such as abrasiveness, aloofness and arrogance. These managers also failed to display conceptual skills and were unable to think strategically, that is, take a broad, long-term view.

2.2.7 Leadership is an Art

In an article in the *Sunday Tribune* (2000:10), Ardé writes about a medical dean at the university of Natal who exchanges handshakes with students bewildered by his 'hi bro' approach, he is also described as having a 'Patch Adams' quality. The first thing he did when he started at the medical school was to move his desk against the wall in order to avoid a 'don't intrude' message to visitors. This individual practices an open door policy and is definitely maintaining pupil and staff contact.

It is imperative that if one wants to be a good leader or a good manager he/she will require human skills. With human skills one knows oneself and believes in peoples viewpoints, attitudes and behaviour. One would show strong trust and openness in one's relationship

with others. It creates an atmosphere that allows people to express themselves easily. Such managers have the ability to understand what other members are experiencing because they were in similar positions. They demonstrate empathy towards their employees. Heckman (2002) states that when listening, do so intensely; be empathetic by placing yourself in the speaker's shoes; listen to what the speaker has to say rather than what you want to hear.

Being empathetic is an important skill required in a manager or leader. Managers are then able to put themselves in the shoes of others and understand what goes on in an employees mind. People sometimes get promoted because they are excellent at their jobs, yet they lack interpersonal and human skills. Jones, George and Hill (2000:465) believe that whatever one's leadership style is, a key component of effective leadership is found in the power that the leader has to affect other people's behaviour and get them to act in certain ways.

An excellent example of informal leadership, is the way Ingvar Kamprad manages IKEA, the world's largest home furnishing chain. The patriarchal way in which he treats his customers and staff reflects his philosophy of life. He is blessed with a genuine warmth and interest in people, which is undoubtedly one of the most important reasons for his success. Thanks to his influence, the company has an informal atmosphere stressing simplicity. It is reflected in the neat but casual dress of the employees - jeans and sweaters - and in the relaxed office atmosphere with practically everyone sitting in an open-plan office (Kreitner, Kinicki, & Buelens, 1999:471). Just like Kamprad stimulates genuine warmth and interest in people, would it not be wonderful if leaders could emulate the qualities mentioned. Michael Abrashoff the world's best management guru stated "It was important to make all employees feel equal, even though they had different salary and status levels" (*The Mercury*, November 18, 2002).

Mandela shares with us his experiences with the great leader Oliver Tambo whose death devastated Mandela. He felt a part of him had died. Mandela described Oliver as pure gold. There was gold in his intellectual brilliance, in his warmth and humanity, in his

tolerance and generosity and in his loyalty and self-sacrifice. Mandela's love and respect for him as a leader were equal (Mandela, 1994:601).

A very important tool for organizations and managers to practice is empowering people with responsibilities. This increases a person's commitment and responsibility. It gives employees a sense of control, and a voice in decision-making in the organization. If employees feel that the organization is not theirs, they are just there to earn a salary, then they do not care about the success of the organization. The failure or success belongs to other people. But if they feel part of the institution then they will be part of all the challenges and hardships that the organization experiences. From the discussion it is clear that not all managers are leaders. Leaders are endowed with special and extraordinary qualities that are only found in a chosen few.

2.3 MORALS, ETHICS AND VALUES

"A person cannot do right in one department of life while attempting to do wrong in another department. Life is one indivisible whole." Mahatma Gandhi (Covey, 2001:138)

Ethics and values are of importance to every one of us in our collective endeavours, and yet this is a subject that we seldom address directly and publicly. Too often, the magnitude and complexity of ethical and moral questions frighten us. For higher education, our times bring with them a great amount of financial pressures that reflect the ruthlessness of capital markets and the difficulties of being a public institution subject to the budgetary demands of state expenditure. Higher education is continuously under enormous pressure to meet the high intellectual skills needed for a prosperous South Africa. Under these circumstances, it is therefore very easy to suffer from a 'moral wilting' (Asmal, 2000:ii).

Ethics are concerned with our beliefs and moral principles about what is right or wrong. These beliefs and principles guide individuals in their interactions with other individuals, groups or stakeholders and guide us according to what is right and proper behaviour. (Jones, George and Hill 2000:149). Similarly, Smit and Cronje (1997:490) maintain that, ethics can be described as a code of moral principles and values which align the behaviour

of an individual or group in what is right or wrong . Relative to the workplace, the terms *business ethics* and *management ethics* are often heard. Moral implications spring from virtually every decision, both on and off the job. Managers are challenged to have moral imagination and the courage to do the right thing. To meet the challenge, present and future managers need a conceptual framework for making ethical decisions”(Kreitner, Kinicki and Buelens, 1999:74).

2.3.1 Higher Education’s Role in terms of Morals, Ethics and Values

All Higher Educational Institutions have a moral obligation of inculcating human values, morals, principles and all the fundamental qualities required to mould ones’ character. To quote Prozesky (2000:46), “herein lies a special moral responsibility for our universities, namely to find ways to infuse education with moral values and to enrich moral values with knowledge at the cutting edge of intellectual advances. Is there a better way than this to honour our responsibility as academics to serve society and be accountable for the use we make of scarce funds and great liberty?”

It is important to note that compared to previous years some students in the new millennium are embarking on courses with very weak matriculation results and therefore it is impossible to obtain a 100% pass rate in class. Management on the other hand emphasise a 100% pass rate. This may entail lecturers passing students that are not ready to either go to the next level or more importantly to go out into industry. In spite of this some higher education institutions still maintain they are world class with quality education. Students who are not ready to go into industry or the next level need to spend another year in class. One would find maturity is a big advantage to these students.

The above discussion draws attention to management’s lack of ethical values in allowing students to pass although they are not ready. They do this to increase their full-time enrolment figures in order to get funding. This questions the kind of education these institutions are providing. An article in the *Sunday Tribune*, December 28, 2003 stated that in pursuing an improved matric pass rate, the government has failed to check the declining

standards of qualifications. The focus is on the quantity of candidates rather than quality. Education officials scoff at these suggestions, but academics are anguishing about the calibre of students entering higher educational institutions. Many students are inadequately prepared, which reflects a high first-year failure rate at tertiary institutions. In part, the fault is that of the education system, as it does not prepare students for life after school and for the big world. Similarly Jansen maintains, when matriculants go into tertiary institutions, they realize how far behind they are. He further believes that all students struggle with first year, all around the world (*Sunday Tribune*, February 8, 2004).

According to Prozesky (2000:45), “if our institutions of higher education are to contribute to the creation of the humane, ethically-rich knowledge that we need, then they need to be ethically exemplary places themselves”. He further states that they need to conduct ethic audits of their performances to realize where their moral strengths and weaknesses lie, and the behaviour needed to grow in moral stature. It is therefore suggested that institutions and more especially individuals heading these institutions, need to be transparent and maintain congruence and ethical behaviour at all times.

Sutherland (2000:43) shares with us the importance of core values by expressing that if universities embrace and communicate these values, then life will sometimes be uncomfortable, but the possibility of just and fair societies that encourage increasing quality of life for members of those societies will be considerably enhanced. Similarly, Prozesky (2000:44) states that he would like to propose a Higher Education Institution that will be worth nurturing and the kind that would take the question of ethics and values on board as never before, which is notably relevant at the present time in South Africa. He states: “From our country’s past we have not only inherited greatly damaged human relations and a greatly damaged school system, but also a damaged higher education system”. Most of all we are an ethically damaged nation, uncertain in the quest for moral values with which to build a worthwhile and durable future. To succeed in this quest we need more knowledge, more than the brilliant scientific knowledge demonstrated by Albert Einstein. We need humane knowledge (Prozesky, 2000:44).

From the literature mentioned we can conclude that educators have a moral obligation to their students. It is expected that educators will put their students before themselves. However some educators put their personal development first, to the detriment of their students. Their ambitious drive, striving for higher qualifications is undertaken for personal gain, status, promotions and monetary gain. Personal development should happen for the right reasons, namely :

- sharing information to students and other employees
- for the benefit of the organization.

There are also those individuals that are regarded as excellent and dedicated educators by their students, but unfortunately will remain where they are because they have not attempted any higher qualifications because they were not keen to compromise their students in the process.

Goduka (1999:53) states that, when educators view all learners as pious or sacred, they naturally have high expectations of them and when learners are given unconditional love and support, they will flourish. All that is needed is a combination of spirit, built upon the principle of *ubuntu* and human rights fostered by moral education that will guide and inspire its members towards a vision of greatness and a life that matters.

Dignity and worth that's what it's all about. If we cannot give our children that, by the time they leave school, then we should re-evaluate why we are in the business of education at all (Virginia Ubribe, cited by Goduka 1999).

2.3.2 Management and Ethics

Management have to keep in mind that employees do not always share the same value systems therefore decisions made by management should be carefully considered so as not to conflict with the different value systems of all stakeholders (Smit & Cronje, 1997:360).

According to Smit & Cronje (1997:500), “Individual managers’ ethical standards are the ‘filters’ that screen the organization’s action according to what is right and what is wrong”. Ultimately, managers should consider each demand made upon their organisation according to their ethical standards and the organisation’s code of ethics which forms the foundation of decision making with regard to complicated issues. Managers have the moral responsibility not to get involved with embezzlement, misappropriation of funds, taking advantage of inside financial information, nepotism and other behaviour that brings bad publicity to the organisation and places the organization in a bad light, disrepute and slanders management.

Managers continuously face an ethical dilemma when they are required to take a decision or a particular course of action which could be detrimental to the other party. Jones, George & Hill (2000:149) substantiate by stating that managers very often undergo an ethical dilemma when they are faced with a situation that requires them to choose between two courses of action, especially if one of them is likely to benefit the interests of one particular group to the detriment of the other. Hosmer (1991:1-2) gives an example of ethical issues that occur frequently in management and extend beyond the common problem of bribery, collusion and theft and reaches areas such as corporate acquisitions, marketing policies and capital investments. Because of the merging of companies, positions are duplicated. He questions if it is right to fire or demote employees holding these duplicate positions, many of whom have served the organization for years. He further explains while it seems wrong to fire these employees, the people on the top believe the basic reason for the merger was to become more effective and withstand foreign competition. The question that therefore arises is, what will happen if staff reduction does not happen.

Jones, George & Hill (2000:166) maintain that managers play an important role in developing ethical values and standards in employees as employees naturally look to those in authority to provide leadership guidance. Managers become ethical role models whose behaviour is observed and scrutinized by their employees and subordinates. Jones, George & Hill further maintain if top management do not show ethical behaviour, their subordinates are not likely to behave in an ethical manner (2000:166). They may believe that if it is okay for a top manager to engage in dubious behaviour, it is okay for them too. One of the recommendations given by a team of management researchers for improving ethics at work:

Behave ethically yourself. Managers are potent role models whose habits and actual behaviour send clear signals about the importance of ethical conduct.

Ethical behaviour is a top-to-bottom proposition (Kreitner, Kinicki & Buelens, 2002:22).

A quote from Pennington cited in Lee (1997:167) is appropriate, “Strangely there are some in business today who want the benefits of Scout-like ethics without having to actually adhere to those standards themselves”. This kind of behaviour is very common with managers, who expect honesty and trust but do not display these qualities themselves.

In Covey’s discussion, cited in Lee (1997:xvi-xvii), he makes us aware of management’s attempt to sort out major issues because its rife or they don’t want to look bad in public, but unfortunately minor issues are not dealt with in the hopes that the right time will be found to address them. Covey goes on to explain that in today’s global market place world class realities make it clear that image and status rather than content and quality erodes trust, erodes emphasis on products and relationships. Short cuts become the norm bringing about customer’s and employee’s dissatisfaction with quick fix ideas and results. Suspicion and distrust sets in, dependency grows, control plans and hidden agendas escalate, and the cycle feeds on itself. Thus credibility in almost all institutions has slowly disintegrated.

Hodgson a management consultant and writer cited in Kreitner, Kinicki & Buelens (2002:21) helps managers take a closer look at ethical decisions by identifying seven general moral principles, which he calls ‘the magnificent seven’. Interestingly, according to Hodgson, there are no outright ethical answers for decision makers. Their goal is to rely on moral principles to make decisions that are principled, appropriate, and defensible.

Table 2.2 *The Magnificent Seven: General Moral Principles for Managers*

(1) <i>Dignity of human life: The lives of people are to be respected.</i> Human beings, because of their existence, have a value and dignity. We may not indulge in any acts that may cause harm or kill another human being. We have an obligation to respect the lives of other human beings. Human life is to be cherished and treated as sacred.
(2) <i>Autonomy: All persons are intrinsically valuable and have the right to self-determination.</i> We should behave in a manner that demonstrate each person’s worth, dignity, and freedom of choice. It is our right to act in ways that affirm our own worth and justifiable needs. We must respect others and treat them like human beings. Every person has equal rights to basic human choice, appropriate to similar freedom for others.
(3) <i>Honesty: The truth should be told to those who have a right to know it.</i> Honesty, integrity, and honour are all the same. What one thinks, says and does must be in congruence. The way we speak and act should give an indication of the present situation. Sometimes people need to hear the truth, sometimes they do not.
(4) <i>Loyalty: Promises, contracts, and commitments should be honored.</i> Loyalty includes allegiance, keeping promises, upholding the public trust, good citizenship, perfection in quality of work, credibility, dedication, and honoring just laws, rules, and policies.
(5) <i>Fairness: People should be treated justly.</i> One has the right to be treated fairly, impartially and nondiscriminatory. One has the obligation to treat others fairly and justly. Each human being have the rights to the necessities of life—especially the disadvantaged, needy and the helpless. Justice incorporates equality, impartiality and being unbiased. Fairness and honesty is the tolerance of diversity and accommodating and accepting the differences in people and their ideas.
(6) <i>Humaneness.</i> There are two parts: (a) <i>Our actions ought to accomplish good,</i> and (b) <i>we should avoid doing evil.</i> We are obliged to do good to others and to ourselves. We must be concerned for the well-being of others; by showing compassion, generosity, kindness, service and caring.
(7) <i>The common good: Actions should accomplish the ‘greatest good for the greatest number’ of people.</i> One should behave in a manner that is beneficial to the welfare of the largest group of people, while ensuring the rights of individuals.
Source: A Rock and a Hard Place: How to Make Ethical Business Decisions When the Choices are Tough (cited by Kreitner, Kinicki & Buelens 2002:21-22)

2.3.3 Leading with Integrity

It is believed that until World War 1, organizations as well as people paid particular importance to character ethics such as character traits and integrity, industry civility, co-operation, service, modesty and honour which were highly valued. But after the Second

World War the emphasis on character (traits and qualities) became almost insignificant as more cosmetic strategies became prominent. Personality (behavioural and mental characteristics) took centre stage and organizations shifted towards exterior rather than interior concerns. Only serious problems were often addressed leaving other less serious problems to fester and resurface (Lee:1997). Hence integrity is a very important characteristic that should be found in all managers in any institution. If this quality is dominant it will eliminate dishonesty and deceitfulness. Integrity is being consistent with one's words, feelings, thoughts, and actions and being able to live with congruence.

Gandhi, a leader of great integrity, moved the crowd when he arrived at the great hall, where a historic meeting was to take place. People and the press were shocked at his dress, he held no political office, and had no material possessions. Questions were asked about how he spoke out from the abundance of his heart without any notes. The reply was that what Gandhi thinks, is what he feels, what he feels is what he says, and what he says is what he does. Thus what Gandhi thinks, feels, says and does are all the same. While people think things that are sometimes different to what they feel, what they say depends on who is listening and what they do depends on who is watching (Lee, 1997:167).

Lee (1997:170) shares with us a story of a rare kind of integrity. There was a time when a mother took her little boy to Mahatma Gandhi so that the great leader could tell her son not to eat sugar because it was not good for his diet. But to the mother's dismay Gandhi did not tell the child anything but told her to come back a month later. When the child arrived a month later Gandhi knelt beside the child, held his hand and very warmly told the child not to eat sugar because it is not good for him. When the mother asked Gandhi why he did not tell her son that a month ago. Gandhi's reply was that a month ago Gandhi was still eating sugar.

People believed in Gandhi. When he said something everyone believed it. Employees and managers in the new millenium do not share the same kind of trust. If one influences people with positivity one will be amazed at how this influence will grow. Covey (1992:61) defines integrity "as the value we place on ourselves, as we clearly identify our values and proactively organize and execute around our priorities on a daily basis, we

develop self-awareness and self value by making and keeping meaningful promises and commitments. If we can't make and keep commitments to ourselves as well as others, our commitments become meaningless. We know it and others know it. They sense our duplicity and become guarded.

Covey (*Principle Centred Leadership*, 1992:91) writes about a man who for five years was employed as the 'ethics director' at a major aerospace company but finally resigned the post and contemplated leaving the company, even though he would lose a big salary and benefit package. The reason for his resignation was that the executive team had their own separate set of business ethics and that they were deep into rationalization and justification. Wealth and power were high on their agendas, and they made no excuse for it anymore. They were distanced from reality even inside their own organization. They talked about servicing the customer while robbing their own employees.

2.3.4 Moral Foundation

Managers must realise that commitment and loyalty are advantageous in employees for good organisational performances – it is proven that these qualities come easily to employees if they are treated fairly, by showing an interest in their needs and strengthening and developing their individuality.

Mandela was put in prison for what he believed in. He sacrificed his family and social life to fight for his people. The quote below exhibits his strong moral obligation to his people:

I was made, by the law, a criminal, not because of what I had done, but because of what I stood for, because of what I thought, because of my conscience....

.Whatever sentence Your Worship sees fit to impose upon me for the crime for which I have been convicted before this court, may it rest assured that when my sentence has been completed I will still be moved, as men are always moved, by their conscience; I will still be moved by my dislike of the race discrimination against my people when I come out from serving my sentence, to take up again,

as best I can, the struggle for the removal of those injustices until they are finally abolished once and for all....(Mandela, 1994:318-319).

In his book *Moral Sentiments*, Smith cited in Covey (1992:20) explained how fundamental to the success of our systems is the moral foundation: how we treat each other, the spirit of benevolence, of services, of contribution. If we ignore the moral foundation and allow economic systems to operate without the moral foundation and without continued education we will soon create an amoral, if not immoral, society and business. Economics and political systems are ultimately based on a moral foundation (Covey, 1992:90).

According to Kalunga (2002), 10 years ago terms such as honesty, justice, fairness, care and trust were not considered part of the economic or business language, but today, businesses that ignore these terms do so at their own risk. Organizations and business are always under scrutiny regarding their business and ethical standards and practices. More and more people are not keen to support companies that practice dubious and irregular behaviour. There must be a certain amount of trust in the people they support. Trust is about being consistent, reliable and predictable. It is about being congruent and fair in word and deed and interactions with people. It is an unspoken bond. "The trust between me and my executive team is such that no notes are needed. If I say yes then they know I mean yes, and that I will remember that I said yes, and that if it turns sour, I'll take the rap with them"(Charlton, 1993:78).

Lee (1997) discusses issues that are very pertinent regarding certain grave concerns confronting most employees. He relates the story of an event that occurred while he taught at and directed the National Speaker's School, where professional speakers came to get coaching on how to become better speakers even though they believed themselves to be excellent. Lee explained to the speakers that when you get on the platform, people want to know why they should listen to you. They want to know what have you done? What have you accomplished? What do you radiate that confirms or negates your words? How much congruence is there between your behaviour and your words? That is what he believes credibility is about. It is about one's life that is a foundation of trust. Trust he believes

comes when others perceive the match between one's words and one's actions. Therefore we can ask the question, has management earned the trust of their employees?

2.4 CHANGE AND TRANSFORMATION

“Keep your mind open to change all the time. Welcome it. Court it. It is only by examining and re-examining your opinions and ideas that you can progress” (Levine and Crom, 1994:9).

Higher Educational Institutions are faced with rapid changes, escalating demands for collective leadership and a developing need for transformation. According to the CTP (1996), research shows that higher educational institutions still indicate apartheid leadership especially in the higher echelon. It is therefore important that transformation takes place in the higher echelons as this impacts on the behaviours of Executive Management (Manamela, 1997:58)

To survive in the future, successful organizations in business, government and in the non-profit world must undergo a profound cultural change. Their people need to be quick thinkers, work intelligently, dream wildly and relate to each other in very different ways. More importantly, this cultural change will require a new breed of leader (Levine & Crom, 1994:10).

2.4.1 Diversity in the Learning Environment

South Africa's change from segregation and minority rule to democracy has called for all previous practices, institutions and values to be viewed afresh and re-examined in terms of their fitness for the new era. Higher education plays a pivotal role in the social, cultural and economic development of modern societies. The challenge is to redress past

inequalities and to transform the higher education system to serve a new social order, to address pressing national needs, and to answer to new realities and opportunities (South Africa. Department of Education: 1997). According to Smit and Cronje (1997:425), all South African Higher Educational institutions are undergoing transformation to address the imbalances created by the apartheid education system. Most higher educational institutions have changed their admission and recruitment policies because of government legislation, but there still exists a genuine lack of commitment to the transformation process. Higher Educational Institutions still lack or are ignorant of how to manage diverse staff complements.

Organizational change largely depends on collective learning by the organization, which implies that organizations must have free access to learning and prepare themselves to create tools for organizational learning. There must be a willingness for change to be felt by all members of the organization allowing the goal of change to become an institutional goal rather than merely the sum of individual goals of people working within the organization (Macdonald, Sprenger and Dubel, 1997:21).

A very prominent higher educational institution was accused of not undergoing the necessary transformation process although the said institution defended its affirmative action policy. The President of the Medical Research Council, at the time, made the following comments, “the medical school had definitely not transformed and had continued to marginalise a large section of society away from the medical school.” He further believed that the people in power create a culture and ethos that suit a narrow agenda rather than a national agenda (*The Daily News*, August 25, 2000).

A prominent ear, nose and throat specialist in Sandton who studied medicine at a local medical school between 1979 and 1984 agreed with this view when he asserted that “the lack of transformation at the university was not a feeling but a fact”. He substantiated his theory by looking at the complement of the staff. The employee statistics highlight that there are 250 Indian, 142 white, 75 African and 11 coloured staff members. These two

examples above make it clear that most institutions still have difficulty in embracing change and transformation (*The Daily News*, August 25, 2000).

The onset of transformation in our country post-1994 has set off a number of management issues which rotated around the problem of black economic and managerial empowerment. Issues that need to be addressed are affirmative action, the economic and managerial empowerment of blacks, the role of women in a white male-dominated organizational environment, the problems surrounding cultural diversity in the workplace, the demand for the transformation of organisations and the search for an indigenous African management theory (Smit & Cronje, 1997:425).

The political transformation of South Africa to a democracy in 1994 brought about new political structures for the country including the transformation of social institutions. It is evident that nation building will require more than political structures. "This is particularly true in the management environment where new structures and approaches are needed to democratise the economy, to make possible the economic integration and empowerment of the previously disadvantaged, mostly the black majority of the South African population" (Smit & Cronje, 1997:424).

Goduka (1999:1) believes that to embrace unity, diversity and transformation and to begin the healing process of the injustices and inequities of the past, educators and learners must share their stories and do some soul searching. "As educators begin the healing process, they will also be preparing themselves to affirm unity in diversity in the learning environment, curriculum and in their teaching strategies". Prof Loyiso Nongxa who became the first black vice-chancellor of the University of Witwatersrand, states in his installation speech that "a transformation challenge for all South African higher education institutions is that students and staff of different backgrounds should feel a sense of belonging at our institutions". He further believes that black students and staff should not experience a sense of alienation at the University of Witwatersrand; Indian staff and students should feel at home at the University of Free State, white students must also feel a sense of belonging at the University of Venda, Fort Hare, Transkei or Western Cape. He

believes that it is essential to come to terms with our recent past and reconcile with the rest of South Africa, as we cannot change the happenings of the past. Nongxa highlights former president Nelson Mandela's example when he embraced the 1995 Springbok team. "Some of us who were first politicised in the time of South African Rugby Union (Saru) thought that he had lost it" (*Sunday Tribune*, September 14, 2003).

When the reporters questioned Nelson Mandela about his fears for whites after he was released from prison, his reply was, "I knew that people expected me to harbour anger towards whites. But I had none. In prison, my anger towards whites decreased, but my hatred for the system grew. I wanted South Africa to see that I loved even my enemies while I hated the system that turned us against one another" (Mandela, 1994:559).

2.4.2 Change is Difficult

It is not only employees that do not have a willingness to change. If one looks around, one may witness managers who are resisting change. They are experiencing difficulty in taking on the challenge to change. There is nothing unusual with this kind of conduct because people have established habits and behaviours. However a concerted effort must be made to embrace transformation. It is important not to fight what is inevitable but rather work alongside it. Individuals resisting change affect the institution negatively, i.e. the mission, goals and objectives of the institution are not met, there is disharmony among staff and students.

According to Price (1997:27), "change requires character and resolve. Change is the only constant occurrence in life and to deal with it we need to invent it and create". He also notes that we struggle with change when we do the following :

- Always pass the buck and do not take personal responsibility.
- Are not organised and focused on purpose.
- Are insecure and defensive.

- Are inflexible.
- Have no team spirit.
- Lack imagination.
- Lack the ability to ask others for input.
- Focus on negative issues and why it won't work.

People feel comfortable in established routine and tradition. Change is difficult and leaving one's 'comfort zone' can be frightening and upsetting. Staff tend to be complacent in their existing setting. Tactful leadership is required in effecting change and making employees understand why change is necessary. Charlton (1993:81) substantiates, "Change, by its very nature, involves confronting the unknown and confronting fear. However, courage faces fear and thereby masters it". According to Tondor (2004:183), resistance to change is most likely to be caused by multiple factors which is found in a broader context, the organization, as well as in the employee which results in complications when dealing with resistance to change. He believes that the factors causing resistance, eg. fear of the unknown, loss of control, lack of confidence etc. are unavoidably mediated by perceptions. While Keeling, (2000:28) maintains, it is human nature to resist change and almost everyone feels afraid when asked to change. It's how one manages the fear that counts. He describes a technique called "reframing" which he believes can be very effective. *Reframing* is looking for an indication of a more positive, less disastrous, view of some change. By reframing the concern, issue, or problem, individuals usually find the energy to take the next step. Therefore even though change usually involves some loss, the resilient employee views change as opening up new opportunities and possibilities.

From the observations of the researcher, the amalgamation of the academic departments after the merger of Technikon Natal and M L Sultan Technikon caused a great amount of uncertainty amongst certain employees in the various departments. Although people are committed to the merger process, they tend to be resistant to change and fight to be in their own territory. There is a perception by some employees that they should not be the ones to move to another campus. This again is not unusual. Managers, heads, lecturers and

administrative personnel became the focus of the territorial fight but the focus should have been the students and the success of the organization as a whole. Students and the academic programme should take priority over all other matters. These attitudes conform to the description submitted by Keeling relating to resistance to change (2000:28).

It has also been observed that offices, equipment and furniture also becomes a further issue. There is a strange culture of ownership of offices and equipment and amazingly one is not keen to share. It must be noted that employees do not own their offices, fax machines or any other equipment or furniture. By claiming ownership and being so territorial, the effective running of the academic programme could be compromised. Again such behaviour conforms with the observations made by (Keeling, 2000 & Wal, 2001).

There is another issue that staff have to contend with. Staff from both the institutions are experiencing difficulty in working with their counterparts. Some managers are headstrong in believing that their system was the best and that is the one that should be followed. One possible strategy is to look at both methods, to discuss it with staff and then make a decision. They believe that by insisting on their system they are showing authority, not realizing that they are creating animosity, anger and unhappiness among their staff. Heads display poor leadership skills by this kind of behaviour and therefore change becomes difficult. According to Van der Wal & Ramotsehoa (2001:18), people will always behave emotionally to non-routine change and their emotional needs must therefore be addressed as part of any change process. Hence employees in organizations need to look and find practical new ways of working together which fully respect everyone whatever their gender, age, class, racial background or position (Nixon, 1992:34).

Badenhorst (2001:60) of Technikon Pretoria remarks, that all people attach equal importance to their values and, unfortunately, their preconceived notions. The process of change is demanding and one should find ways of accommodating conflicting values, and in a culturally heterogeneous country, such as South Africa, there is an abundance of conflicting values. To exist in this kind of community, certain core values have to be found that can be shared by all.

According to Dayaram (2001:31), “White people tend to be more individualistic and white managers tend to adopt a eurocentric style of leadership”. She further states, in the apartheid days white people enjoyed many privileges and black people maintained a subordinate role. With the advent of the new Equity Bill and the changes taking place in organizations, employees in the privileged group feel threatened and feelings of uncertainty, fear and animosity prevail at the thought of losing privileges once enjoyed. Carrell et al (2000:55) believe that although the South African workforce is becoming diversified, discrimination is still an issue. Various surveys have reported that discrimination still continues in organizations, and many South African employees are still experiencing employment discrimination.

2.4.3 Managements’ Role in Change and Transformation

Managers at all levels are being scrutinized by society regarding their attitudes to change. Their covert and overt behaviour is continuously being watched by their own staff members and society. Judgement is then passed by their employees on whether their change and transformation is superficial or genuine. According to Carrell et al, (2000:55), to change hearts and minds would take a lifetime, but changing behaviour became a matter of legislating rights and responsibilities. Thus, the inception of the new democratic government, since 1994, brought about reforms to ensure that all individuals have a fair opportunity of being selected for employment and that they will be treated equally once they are employed. Emphasis was placed on the disadvantaged groups which included Blacks, Coloureds, Asians, the physically challenged and women, who were previously discriminated against. The various legislations with regard to recruitment and selection must be understood and adhered to by the Human Resources administrators as well as managers.

Chetty (1999) maintains, “the tension is not only to transform those without the will to change, but more urgently, to transform persons who should not even have entered the portals of the institution in the first place.” To date, the upper echelon of management in Higher Educational Institutions do not reflect our rich cultural diversity. Although Chetty explains that there are individuals in institutions of higher learning who are still finding

change difficult, Manamela (1997:58) maintains the democratisation of higher educational institutions commands a culture of transparency and openness. This eliminates any misunderstandings and stereotyping. Trust and accountability is gained when there is a culture of effective communication and information is available to all. Therefore Executive management should not only embrace change but invite and encourage openness and transparency.

Individuals and organizations struggle to keep in line with core values, ethics and principles as a result of the transformation process. Although there may be strong personal and organizational beliefs, there will be restraining forces and oppositions, which force one to behave in a way that contradicts what one believes. Sometimes decisions have to be made that do not augur well with one cultural belief, but fit in with the organisational culture and are therefore more appropriate. Managers need to be able to adapt to these differences and be committed to change. Van der Wal and Ramotsehoa (2001) state that for transformation to take place every facet of the organization must be lived in if the vision and objectives are to be realized.

The impact of change is most likely to be found at the level of the individual. At senior levels there is an anxiety and excitement as managers rise to the challenge of negotiating mergers between institutions. Middlehurst (1993:81) maintains, “at other levels, the perception of change may not be experienced positively by individuals who see their autonomy, life-style, status or value systems threatened by new developments”.

Managers are the key personnel that can minimise the stress and fear that individuals experience as they deal with change, which consequently results in problems of employee insecurity. This can be overcome if managers advise the employees on the positive aspects of change and to stress that change is inevitable. Employees are able to cope with situations if they are also involved in the initial planning stage of a major change. This makes implementation easier. Resistance to change is normally based on real, genuine fear of the unknown. Nobody knows what the outcome of change will be, will the future be better or worse? Thoughts of job loss inundate the minds of employees. Redeployment is the greatest fear. Managers therefore need to be honest, upfront and explain the situation

clearly. Staff are also afraid that they won't be able to handle their new job profile. With insecurities like this, management must be more caring and sympathetic to staff. According to Tondor (2004:177), "organisational change events are regularly perceived as being potentially harmful to the individual employee in that the employee is faced with the prospect of "losing" something of value".

With the current merger between M L Sultan Technikon and Technikon Natal one does not see regular consultation with staff. Hence, Macfarlane (2002) observes that from other merger studies conducted it was found that mergers were catastrophic to all staff at all levels as it affected their emotional and professional lives. Staff careers ended abruptly or took a different route which was very traumatic for the affected staff.

When change is required, cultural and symbolic ideas should warn leaders of the importance of being culturally sensitive. In order to see the institution through cultural eyes, comparative awareness must be developed, and contradictions and inconsistencies between values and structure should be identified (Middlehurst,1993:39).

Merely understanding change is not enough, tools and knowledge are an important ingredient to cope with change. It is important to identify the different kinds of change and implement a programme to manage the future (Manning, 1988:63). "Leaders must develop a passion for the future. There is little value in holding the past as a reference for the future. Our national and global history holds many dear lessons that are couched in the bad experiences and memories of the past. We must learn those lessons and move on lest we become shackled and debilitated by them" (Valente, 2000).

It is believed that managers make a culture of an organization. Their behaviour determines the quality of the work produced and the morale of staff. Top management can make well meaning plans on how they would like the organization to be, but unfortunately if people do not change their actual behaviour, nothing will be different and the well intended plan will be looked at cynically (Nixon, 1992). Managers must be willing to change and most importantly be able to perceive the need for change. Effective leaders in the new

millennium must embrace change, and see change as a friend and not as an enemy. Change must come from inside rather than just the outside (Pretorius, 2001).

2.5 CULTURAL DIVERSITY

“Let my house not be walled on four sides, let all the windows be open, let all the cultures blow in, but let no culture blow me off my feet” (Mahatma Gandhi).

Throughout history, individuals have liked, disliked, dominated, ruled and even killed one another because of characteristics that made one group of people different from another. “In many parts of the world people do morally repugnant things to others because they have a different skin colour, have a different faith, speak a strange language, practice uncommon habits or have different values and beliefs which are perceived as weird” (Smit & Cronje, 1997:423).

2.5.1 Cultural Diversity in the Workplace

Diversity is found in a group or organization when its employees differ from one another along one or more important issues. What could be important in one setting may be totally irrelevant in another; the interpretation of diversity will differ from situation to situation (Griffin, 2001:18). Similarly, Charlton (1993:98) maintains that recognizing diversity in organizations gives individuals a chance to fulfil the fundamental human needs of finding meaning, fulfilment and purpose, which are not solely committed to their private lives. Institutions who support diversity will encourage creativity and innovation. “A diverse workforce brings a broad spectrum of backgrounds, interests, points of view, and ways of doing things to a firm. The rich mixture of ideas they can provide should bring fresh perspectives to the solution of problems and encourage the emergence and growth of creativity” (Abbasi and Hollman, 1991). While Cox (2001:9) maintains that relative to today’s increasingly diverse labour market, organizations that are attracting, retaining and drawing upon the skills of diverse workers will enjoy a competitive edge. Similarly, Dayaram (2001:34) notes, “a diverse workforce makes it possible to tap into a range of

skills, available in a heterogeneous workforce as compared to the previous homogeneous workforce”.

The lack of diversity in certain higher educational institutions is as a result of some managers’ perception that individuals from ‘other’ groups are not capable. Charlton (1993:99) substantiates that the “ fundamental reason then behind a lack of diversity in organizations lies in the control orientation of leaders and their views of people as incompetent”. They are unable to accept that people different to them can be as competent as them in the workplace. Abbasi and Hollman (1991) are in agreement as they believe the expected diversity of the work place will force organizations to acknowledge the unique needs and cultural backgrounds of their present and future employees. It is imperative that managers learn to be tolerant of language and cultural differences. “Insensitivity to cultural differences in the work place can create anxiety and frustration for managers and workers alike”(Abbasi and Hollman, 1991).

“Diversity raises important ethical issues as well as social responsibility issues. It is also a critical issue for organizations, one that if not handled well can surely bring an organization to its knees, especially in our increasingly global environment” (Jones, George & Hill, 2000:167). A major challenge for management is the changing work force. South Africa is characterised by new labour legislation, employment equity and a more diverse labour force, including more women and more people from different population groups and increasing worker representation. It is a challenge in that effective development and utilization of such a diverse workforce will give the organization a competitive edge. More people now have educational and developmental opportunities available. A new set of employee expectations is created (Dayaram, 2001:32).

Managers must recognize employee difficulties in coping with diversity in order for them to respond to the challenges of working with diverse populations. These difficulties are resistance to change, racism, lack of knowledge about other groups, prejudices, biases and stereotypes. It is believed that some employees lack the motivation to understand cultural differences, because of the lack of reward (Smit & Cronje, 1997:466).

The number of female managers entering Higher Educational Institutions is increasing slowly. Some managers have already recognized the necessity to employ them, while

others still have to change their mind sets. In this regard Abbasi and Hollman (1991) state, “Despite some improvement, there are great gaps of inequality between women and their male co-workers. Women still do not have the same opportunities as men either to get the good jobs, or to be promoted to supervisory and management positions. For example, women do not move up in the management hierarchy as rapidly as men”. A leading Durban academic Prof Anshu Padayachee agrees by stating that, although there is an increase in numbers of women qualified for senior management positions, very few are holding these positions. She further states that there is definitely an increase in the number of women across the state who have obtained qualifications that were equal to or better than their male counterparts and that there was satisfactory proof that women are now ready to hold senior positions (*Daily News*, March 26, 2004).

Table 2.3 Gender Disparity : Heads in Academic Departments

Faculty	Durban Institute of Technology			Mangosuthu Technikon		
	Male	Female	Total	Male	Female	Total
Arts	11	4	15	-	-	-
Commerce/Management Sciences	16	8	24	5	3	8
Engineering	16	2	18	4	1	5
Natural Sciences/Health Sciences	6	8	14	6	2	8

Total	49	22	71	15	6	21
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*Compiled from information gathered from a survey conducted with the respective faculties.
(February 2004)*

The above table shows disparities amongst the Heads of Departments in the Academic sector in two Higher Educational Institutions viz Durban Institute of Technology and Mangosuthu Technikon. This graph adds more substance to the literature discussed on gender disparity. Out of a total of 71 Heads of Departments in the Durban Institute of Technology only 22 females hold headship positions. In the Arts Faculty 4/15 hold Headship positions which does not augur well for gender equality, while the Engineering Faculty shows us a very disturbing 2 out of a total number of 18 HOD positions. Sciences shows a very positive 8/14. While in Commerce only 8 out of 24 females enjoy headship positions. Mangosuthu Technikon follows in the same suite with a total number of 6/21 enjoying Head of Department positions.

Smit & Cronje (1997:21) explain the importance of having more female managers in organizations. Women bring a different leadership style to the organization as they move into higher positions. They further believe that although women also possess qualities such as assertiveness, initiative and aggressiveness, they show strong signs of interactive leadership. Interactive leaders are interested in consensus building, open and inclusive, encourage participation of their employees and are more caring than other leadership styles.

Dayaram (2001:32) affirms that with the implementation of affirmative action and employment equity, middle and upper management have adjustments to make. Many males have not had the opportunity previously to work under females or have not experienced having a black manager. "The vertical mobility of black people and women within managerial positions is still dominated by white males with their own unique values and work culture. There is a need for realignment in the organization's strategy". White people are still holding positions of authority and decision making roles.

Smit & Cronje (1997:434) are in agreement as they believe organizations in South Africa have not been highly successful in managing women and cultural diversity in the workplace. There is evidence that women and blacks in South Africa are grouped at lower management levels, which means that they are not progressing and their full potential is not being utilized. While Carrell et al (2000:48) explains the urgency and importance of employing a more diverse workforce by stating that “the challenge of recruiting, selecting and managing a workforce involves more than complying with employment regulations, it is necessary for organizational survival”.

2.5.2 Understanding Cultural Diversity

Understanding and accepting diversity enables us to see that every one of us is important in an organisation. We are able to appreciate the importance of the support and strengths of others, and accepting the fact that we cannot do everything ourselves. By simply recognising diversity in the corporate world we are able to identify with the great variety of gifts people bring into the service of the organization. Interactions with a multi-cultural and diverse workforce brings about challenges and opportunities.

A diverse workforce allows management to draw upon a greater range of skills from a heterogeneous workforce, as compared to the previous homogeneous workforce (Dayaram, 2001:34). Diversity is not resolved by studying another person’s culture or differences, but rather the need to accept that everyone brings his or her own uniqueness to a situation and to adopt a nonjudgmental and childlike curiosity to the challenge of learning (Smalle,1997). While Abbasi & Hollman (1991) believe that there is a need to recognize and acknowledge that all kinds of people from different backgrounds and ethnic groups, with different values and unorthodox attitudes make up the corporate life. Diversity exists and will continue to do so.

We often find conflict between different race groups in academic and administrative departments. People still keep within their own ethnic and racial groupings and do not communicate freely beyond the cultural barrier. This is prevalent in all race groups. People might not be aware of their overt behaviour. Employees have their own way of

doing things and are not keen on changing their habits or accustomed practices. This happens because they have not learnt tolerance for other people's culture and beliefs. They do not make the effort to learn and understand their colleague's way of life. This is essential in order to be able to work in harmony and provide positive role models for the students they encounter.

Griffin(2001:20) raises some very pertinent points on understanding cultural diversity, by indicating that understanding is perhaps the key to the whole issue. One needs to put oneself in the position of the other person and learn about his/her culture. Treat the situation with empathy and tolerance and always communicate. Eliminate prejudice and inequity from corporate policies and practices. Make certain there is no room for gaps in the organization's identification base of culturally different groups and ensure that potential levels of conflict are reduced to the minimum. Then the organization will experience the fruits from diversity which will increase productivity.

To enable managers to respond to the challenges of working with a diverse work population they must identify with the difficulties and needs of employees. Some employees want to handle work relationships, without being affected by stereotyping and prejudices. Understanding employees needs, helps managers respect and accept others (Smit & Cronje, 1997:441).

2.5.3 Management and Cultural Diversity

Strong emphasis is being placed on employees by sensitizing and encouraging them to be more committed to accepting cultural differences. Many managers today are guilty of ethnocentrism, as a result, they are unable to appreciate other people's cultural beliefs. One cannot assume that one's beliefs and culture is superior to others. Ethnocentrism could be overcome with more workshops in cross-cultural awareness and also by making a concerted effort in interpersonal communication with colleagues of a different cultural background.

To be committed to cultural diversity one needs to be aware of the viewpoints of others and learn about differing socio-historical realities and experiences. A very important tool for managers and employees is to learn different approaches and ways of accomplishing a task. It does not mean that one forgets his/her own way of doing things but one should encompass other people's ideas and approaches in problem solving. In this way one is being creative and also appreciating other people's cultures and beliefs. Smit and Cronje (1997:436) claim "to reap the benefits of diversity and to create an organisational culture which is inclusive of diverse groups, needs a concerted effort by management".

While Godsell cited in Charlton (1993:66) points out that in order to enable us to accommodate and appreciate people of different cultures in managerial positions in future, we need to make our own expectations and culture explicit. The responsibility is on South African leaders to develop excellent communication skills in order to accommodate the rich diversity of cultures to realize organizational potential. "This does not mean adopting a 'fit or leave' mentality which indicates a regressive or stability orientation in a changing environment. Rather, leaders need to learn to communicate in ways that transcend differences and create alignment, which simultaneously encourage the human diversity that is vital for growth and change".

Van der Wal and Ramotsehoa (2001) argue that if South African employers want to meet today's challenge of a diverse work force, it is imperative that they develop a greater appreciation of diversity. If not, an implemented affirmative action programme is bound to fail. Some Higher Educational institutions may be guilty of implementing affirmative action programmes for the wrong reasons: external pressure, tokenism or to fulfil a required government stipulated quota, but are not really committed to these programmes. They do not take the initiative to send their employees for further training. Dayaram (2001:34) substantiates that managing diversity does not mean the placement of affirmative action programme candidates into a standardized environment or into predestined styles not related to achievement outcomes. "Instead it is about creating a positive context for affirmative action, especially through training and development programmes, aimed at increasing organizational performance".

Jones, George and Hill (2000:129) believe that a culturally diverse management team can be a source of strength for any organization entering the global market place. They further believe that organizations that are made up of different cultures appreciate cultural diversity more than organizations with a culturally homogeneous management team. In some organizations certain managers unilaterally make decisions that they believe are right, without encompassing other peoples' culturally diverse views and ideas. Abbasi & Hollman (1991) substantiate that "Companies which view their employees as a homogenous mass will lose the added value that a multicultural workforce provides. Managers in the future must view workers - whatever their gender, race or place of origin as individuals and get to know them as individuals". While Levine and Crom (1994:114) maintain, to be successful in a changed environment, it is important to get along with everyone irrespective of their culture or background. It is fundamental to note that institutions or companies with heterogeneous employees where there are no unwritten rules and where no one has an advantage because of race, sex, ethnicity, origin, creed, or age will promote a greater sense of motivation and receive a greater commitment from their employees. Similarly Smit and Cronje (1997:435) state that organizations who manage diversity will have a competitive edge in the market, as higher morale and healthier relationships are enjoyed.

Carrell (2000:53) believes that organizations must be clear about their motivation in managing diversity, as just complying with equal opportunity stipulations is not enough. The organization must appreciate the importance of having a diverse workforce and also to be able to tap the potential of that workforce.

"Diversity represents an enormous source of new ideas and vitality. Those organizations that learn to value employee diversity, and manage it as an asset, will be far more likely to flourish in the future. Those companies that continue to view cultural diversity as a liability will be far more likely to fail" (Keeling, 2000:79).

2.5.4 Respecting, accepting and appreciating different cultures

The Ministry of Education's *White Paper* (1995) emphasised the importance for the new education and training policies to address the legacies of the past and to provide equal opportunities for all based on non-discrimination. It noted that all forms of bias (especially racial, ethnic and gender) are dehumanizing and affirmed the need for active encouragement of mutual respect for people's diverse religious, cultural and language traditions, their right to practice them in peace and without hindrance. Goduka (1999:51) suggests that educators must "create a philosophy of cultural democracy to facilitate a classroom climate in which all learners feel confident about their cultural identity and cultural voice". She also believes that it is important to have images e.g. books, posters and other academic activities including those brought by the learner from their homes acknowledging different cultural backgrounds. This would therefore encourage the learners to speak about their backgrounds and experiences freely and openly.

Mandela emits strong leadership qualities in his actions and thoughts. He has encompassed and appreciated peoples' diverse cultures, and believes that if we bring all our cultures together we would have one big *Rainbow Nation*. Similarly, Bishop Desmond Tutu characterizes the people of South Africa as the *Rainbow people of God*. He believes that black, white and the different colours represent the different people. "You are the rainbow people of God. The rainbow is the sign of prosperity. We want peace, prosperity and justice and we can have it when all the people of God, the rainbow people of God, work together" (cited in Goduka, 1999:42).

Cheney (1993:9) believes that we are enriched if we learn to understand the customs amongst the different groups and the traditions that mark the lives of their members, and are impoverished if we believe we can only learn from people who look like us.

2.6 CONCLUDING REMARKS

The information found in the secondary sources consulted resulted in the identification of the four main concepts relevant to this study, namely '*leadership*', '*morals, ethics and*

values, *'change and transformation'* and *'cultural diversity'*. In addition, the review provided significant insight into the nature of these and their role in the development of people as managers. The review provided the framework for the development of the questionnaire and interview strategies to be employed.

Further sources of information were exploited, for example, attendance at seminars and the sharing of ideas amongst those working in similar and related fields also formed part of the information-base used to inform the development of the study.

The primary sources of information provided through the interviews and questionnaires completed served to further the development of the study. In certain areas/instances, there seemed to be a correlation between the literature and answers obtained from the respondents via the questionnaires and interviews.

CHAPTER 3

RESEARCH METHODOLOGY

“The significant problems we face cannot be solved at the same level of thinking we were at when we created them.” Albert Einstein (Covey, 2001:136)

3.1 INTRODUCTION

Chapter one provided a brief account of the importance, the need and the motivation for the study. It outlined the objectives necessary for the accomplishment of the research as well as a brief summary of the different chapters. Chapter two provided an outline of the relevant literature, focusing on the main source of information fundamental to the investigation.

This chapter will describe the design and methodology used to acquire data. It will also explain the necessary research steps, the collection of data, the different instruments used to gather the data, a brief account of the methods used to analyse and interpret the responses received and the procedures followed in the administration and co-ordination of the research instruments.

3.2 THE DESIGN AND METHOD OF RESEARCH

3.2.1 The Collection of Data

Data Collection is a fundamental and integral aspect of the research design. Both Primary and Secondary data sources were considered in the collection of information relevant to this study. Two research instruments (questionnaires and structured interviews) were used in the collection of information pertinent to this case study. According to White, primary sources provide us with details of previous research, while secondary materials tend to

provide general background and theory (2000:84).

3.2.1.1 Primary Data

Primary data included all the responses received via questionnaires and interviews. Information was also gathered via seminars/workshops attended. According to Welman & Kruger (2001:35), “A primary source is the written or oral account of a direct witness of, or a participant in, an event, an audiotape, videotape or photographic recording of it.”

3.2.1.2 Secondary Data

Secondary Data was obtained from books, newspapers, journals and internet sources. “A secondary source provides second-hand information about events. Such a source has not witnessed the events personally, but has obtained the information either from someone else who did experience the event or who has himself or herself obtained the information from a person who had indeed experienced it first-hand” (Welman & Kruger, 2001:35).

3.2.2 Questionnaires

A self-administered questionnaire was formulated (*see Appendix A*). By providing questionnaires whereby the respondents remain anonymous and the emphasis on strict confidence was maintained, the researcher hoped to receive honest and accurate data. Questionnaires are very convenient to use and respondents were able to complete them in their own time. Respondents were willing to complete the open-ended questionnaire as they were not under pressure and had the time to give thoughtful answers. Another advantage of a questionnaire is that they are self-administered, therefore if questions are of a sensitive nature respondents will not be afraid to answer as the researcher is not present during the completion of the questionnaire, which assures respondents of anonymity.

According to Wilson & Mclean:

The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse (cited by Cohen, Manion & Morrison, 2000:245).

3.2.3 Sampling for the questionnaire

The sample range was chosen from academic personnel ranging from Associate Lecturers to Deans including Academic Support Staff. Using this breakdown the researcher was able to ensure a proper representation and an appropriate sample. The researcher also believed that choosing the academic personnel from different Higher Educational Institutions as part of the sample range would contribute significantly to the study.

The distribution ratio of the sample was broken down as follows :-

Fifty (n = 50) M L Sultan Technikon

Fifty (n = 50) Technikon Natal

Fifty (n = 50) Mangosuthu Technikon

Of the one-hundred-and-fifty questionnaires distributed a total of one hundred and twenty questionnaires were returned overall. A response rate of 80% was reached.

Questionnaires were distributed via internal mail to the sample at M L Sultan Technikon, and hand delivered to respondents at Mangosuthu Technikon and Technikon Natal.

The questionnaire consisted of a total of twenty five questions, nineteen closed (or structured) questions and six open-ended (or unstructured) questions. (*See Appendix A*).

Structured questions were developed with the objectives in mind and questions were of a straight forward nature. A Likert scale (named after its deviser, Renis Likert, 1932) entails a range of responses to listed questions in the survey/questionnaires (Cohen, Manion &

Morrison, 2000). A Likert scale was used for all closed questions. The structure of the questionnaire enabled the analysis of results on a number of levels.

3.2.4 Reliability and Validity of the Questionnaire

A pilot study was administered to check for any shortcomings with regard to the reliability and validity of the instrument. A pilot study was conducted on three respondents chosen randomly, who were not included in the random sample. There were no signs of difficulty experienced in understanding the questions.

According to Cohen, Manion & Morrison (2000:117), reliability is essentially a synonym for consistency and replicability over time, over instruments and over groups of respondents and is concerned with precision and accuracy. “For research to be reliable it must demonstrate that if it were to be carried out on a similar group of respondents in a similar context then similar results would be found” (Cohen, Manion & Morrison, 2000:117). White (2000:25) explains that reliability is about consistency in research and if another researcher uses a similar design he/she should be able to obtain similar findings.

The questionnaire was valid as the questions in the instrument were designed to answer the objectives of the study. According to White (2000:25), “Validity is concerned with the idea that the research design fully addresses the research questions and objectives you are trying to answer and achieve.”

According to Melville and Goddard (1996:37), the term validity implies that the measurements are correct. This means that the instrument measures what it was intended to measure, and measures it correctly.

3.2.5 Questions pertinent to the objectives of the study

Question 1 : Section A : This question was necessary to eliminate any bias to the follow up question as in Question 18.1 and 18.2. Section A, question 1 asked “What is your gender?” while question 18.1 questioned “Are male or female heads/immediate supervisors more effective as leaders in your institution?” A follow up question to that was “What are the reasons for your choice?” It is believed generally if one is a male he would say that male heads are better managers, or if one is a female she would assume that her gender made better leaders. Therefore these questions were formulated to eliminate any of this kind of bias. Harper (1991) as cited by White (2000:65) defines bias as “allowing a particular influence to have more importance than it really warrants”.

Objective 1 : To identify the change in attitudes of individuals when they are promoted to managerial positions or positions of authority.

Applicable questions : Questions 1 to 4 (inclusive).

Objective 2 : To identify the positive and negative influences of executive management on managers.

Applicable questions : Three questions were used to cover this objective of the study. Questions 22.1 (structured), 22.2 and 23 (unstructured).

Objective 3 : To identify and analyse the commitment of managers to transformation and multiculturalism.

Applicable questions : Questions 16 (structured) and 20 (unstructured).

Objective 4 : To identify qualities/skills required by managers in keeping with the work ethos and professionalism of the organization.

Applicable questions : Questions 5 to 15 inclusive (structured) and 19 and 20 (unstructured).

It must be noted that objective 5 “to identify the major factors that influence change and

how these changes impact on the department and subsequently the organization” and objective 6 “to identify changes in management style to accommodate the new challenges demanded for their positions” as outlined in chapter one on page 11 are accomplished through the literature study in chapter two and the data analysis in chapter four.

3.2.6 The Covering Letter

A covering letter (*Appendix A*) was included to inform respondents of the nature and the purpose of the research. It was also used to inform the respondents that their contributions are valuable for this study and confidentiality will be maintained as they remained anonymous. It also informs them who the supervisor and co-supervisors are and the details of the researcher.

3.2.7 Qualitative Data Analysis and Interpretation of Responses to the Questionnaires

Trochim (2002) explains that “a qualitative approach is a general way of thinking about conducting qualitative research. It describes, either explicitly or implicitly, the purpose of the qualitative research, the role of the researcher(s), the stages of research, and the method of data analysis”. On the other hand, Leedy (1996) considers qualitative research to be a creative, scientific process that involves a great deal of time and critical thinking, as well as emotional and intellectual energy.

Raw data from the questionnaires was analysed, collated, captured and processed by the researcher using the Statistical Package for the Social Sciences (SPSS). The data was analysed by calculating frequencies and percentages of the information received via structured (closed) and unstructured (open-ended) questions. The 6 unstructured questions were looked at individually and re-grouped into respondents’ similar choices or their list of reasons or views. In the initial coding of the open ended questions, the researcher used as many categories of responses as possible, which was later reduced by linking ideas together.

The coding of the open questions was tedious and time-consuming. White (2000:114) explains “coding completely open questions is more difficult and time-consuming”. Transforming the raw data from these questions into a form suitable for analysis requires considerable effort and thought in the initial stages of handling the data (Sapsford & Jupp, 1996:166). Information was presented using text, diagrams, graphs and tables to highlight findings of the study.

3.2.8 Interviews

Personal interviews were conducted with respondents selected by the researcher. It is the researcher’s belief that the information received will be of tremendous importance to the development of the research as these respondents had more contact with executive management.

A face-to-face interview employing an interview schedule technique was used. This entailed a standard schedule used for each respondent, whereby the questions have the same wording and are asked in the same order (*see Appendix B*). The ability of the interviewer to vary the wording of questions or the order in which they are asked is strictly limited (Sapsford & Jupp, 1996:95).

According to Kvale (1996) as cited by Cohen, Manion & Morrison (2000:267) “an interview, and interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasises the social situatedness of research data.”

The interviews were of a structured nature which entailed a prepared set of questions for the interviewee on a one-to-one basis. Answers were either-audio-taped or hand-written (depending on which medium the respondent was comfortable with) . This ensured accuracy of information. Before the interview, the respondents were contacted telephonically and the purpose of the study was explained. Upon acceptance by the

participants to be interviewed a time and place was set at their convenience. Personal interviews were conducted in venues that were comfortable and free from any noise or other distractions. This was important, as it allowed control for bias. The choice of venue also allowed respondents to speak freely and openly.

The open-ended questions sometimes took the form of discussion which was excellent as the participants were able to speak from their hearts. Although this method of data collection provided a rich source of material, it was very time-consuming interpreting the data. According to White (2000:29), “An interview is a popular form of data collection and can provide, when properly conducted, a rich source of material”.

After the completion of the interviewing process, the data collected was transcribed from audio- tape to paper. To re-confirm the reliability of the transcription typed, the audio tape was listened to again in conjunction with the typed transcript. Small corrections were made. To make certain that the transcript was exactly true to whatever the respondents answered, a copy was sent to each of them. This appeared to be a good idea as the respondents found grammar and spelling mistakes. Interestingly no one changed the essence of what was said.

3.2.8.1 Interview Schedule

The Interview Schedule was broken down into two sections. Similar questions were posed to each respondent to ascertain responses that were later comparable. Section A was made up of four questions relating to the interviewee’s biographical details. Section B was made up of nine open-ended questions and one closed question. These questions were formulated with the objectives in mind.

3.2.8.2 Data Analysis and Interpretation of Responses to the Qualitative Interviewing

The sample range was not big enough to accomplish any form of statistical analysis. However, after a comparable analysis of the transcripts, the study has revealed that the

significance of the rich information acquired via the interviewing process contributed enormously to the outcome of the researcher's study. Face to face discussions on peoples' account of their experiences was basically first-hand data received (*see Appendix C*).

3.2.9 Sampling for the interview

Due to the sensitivity and confidential nature of the topic, the sample range was chosen from staff members who are no longer in the employ of the higher educational institutions. The four selected respondents had served the institution for over twenty years. Two of the respondent's served as Deans for four years and two of the respondents were Heads of Department for six years. The researcher believed that the respondents would not have hesitated to give the researcher honest and accurate answers.

With approval from the respondents, the transcripts of the interviews of the four respondents are attached to this research dissertation (*See Appendix C*).

3.2.10 Summary

This chapter provided a comprehensive report on the process involved in the analysis of data which was the most important aspect of the research investigation. It also provided a detailed account of the appropriate methodology and the sampling technique used and a brief explanation of the different research instruments used. The following chapter will provide an analysis of the input data which was accomplished using the Statistical Package for the Social Sciences (SPSS).

CHAPTER 4

EVALUATION OF RESULTS

“The man who believes he knows everything reveals not only arrogance but ignorance. True learning is often a process of discovering new aspects of our universe that we know nothing about” (Melville & Goddard, 1996:xiv).

4.1 INTRODUCTION

Chapter three explained the design and methodology used to acquire data. It also provided a detailed summary of the different instruments used, the necessary research steps undertaken and the related activities that were necessary to conduct the research. This chapter will outline the findings of the study and provide an interpretation of the analysis. The results will be visually represented by bar graphs and tables as well as a written analysis of the findings. Where applicable, the responses of the four interviewees would be included in the evaluation results resulting in a rich source and in-depth insight to the material.

4.2 EVALUATION AND ANALYSIS OF RESULTS

4.2.1 Results

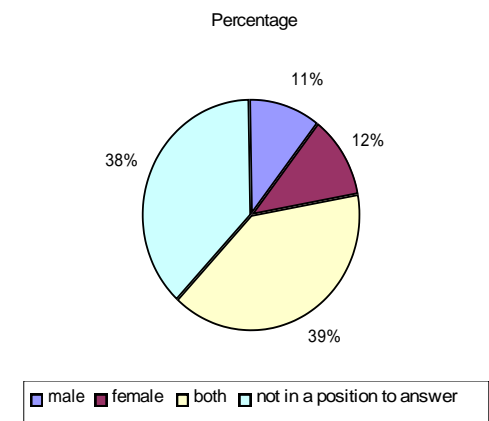
A total of 150 questionnaires were distributed to academic and academic support staff at the Mangosuthu Technikon, Technikon Natal and M L Sultan Technikon. Technikon Natal and M L Sultan Technikon merged in April 2002 to form the Durban Institute of Technology. 120 questionnaires were completed and returned. An 80% response rate was achieved, which was considered to be excellent, allowing for a meaningful statistical analysis. The

transcripts of the interviews conducted with the four interviewees form part of the research dissertation
(Appendix C).

4.3 FINDINGS

The questionnaire was divided into two sections A and B. Section A consisted of biographical details while Section B was broken down into 24 questions. The Interview was also divided into Section A and Section B. Section A included the profile of each interviewee and Section B consisted of 13 questions. A discussion of the relevant findings of the questionnaires and interviews follows:

4.3.1 Cross Tabulation



- ☐ Gender
- ☐ Male or female heads more effective as leaders

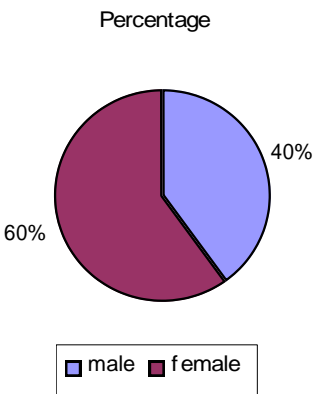


Figure 4.1
Male/Female more effective as Leaders

Figure 4.2
Gender

When the question of gender was posed to the respondents, 40% indicated that they were males and 60% indicated they were females. A leading question was asked, whether they believed male or female heads/immediate supervisors were more effective as leaders. 11% answered male, 12% indicated female, which is evident that people do not favour their

own gender group while 39% answered both which tells us that both males and females are effective as leaders. 38% were not in a position to answer which indicates they have only had the opportunity of working with a particular gender group and have therefore rightfully indicated they were not in a position to answer.

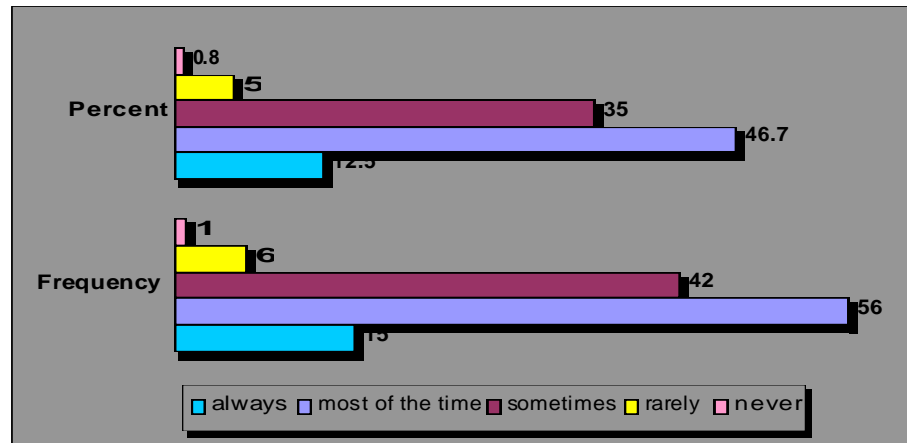
Jones, George & Hill (2000:488) agree with the findings of the present analysis in their explanation, “consistent with the findings for leader behaviors, research suggests that across different kinds of organizational settings, male and female managers tend to be equally effective as leaders”. Similarly Fiedler and House (1994) state “Other things being equal, men and women and those of different racial and ethnic backgrounds are equally effective as leaders”. They therefore argue that there is no logical basis for stereotypes favouring male managers and leaders or for the barrier that prevents women from reaching managerial or leadership positions.

Respondents were asked a follow up open-ended question, indicating their reasons for choosing a particular gender. A significant number of respondents believed that effective leadership is dependent on the individual while an equal percentage answered both are effective as leaders. Some respondents indicated they were not in a position to answer as they only worked with one gender group, while other respondents chose not to give any reasons.

Some of the respondents believed that men and women in general have good but different leadership skills, it therefore depends on the individual, the situation, the people and tasks. Others had the perception that females show a personal bias in a work situation, while some felt females get the job done more effectively and efficiently and add a personal touch to any situation. Some felt that good leadership does not depend largely on gender, others stated that they have worked under both and both proved to be effective as leaders. Certain respondents also believed that males are more forceful and are more logical in their decisions and arguments.

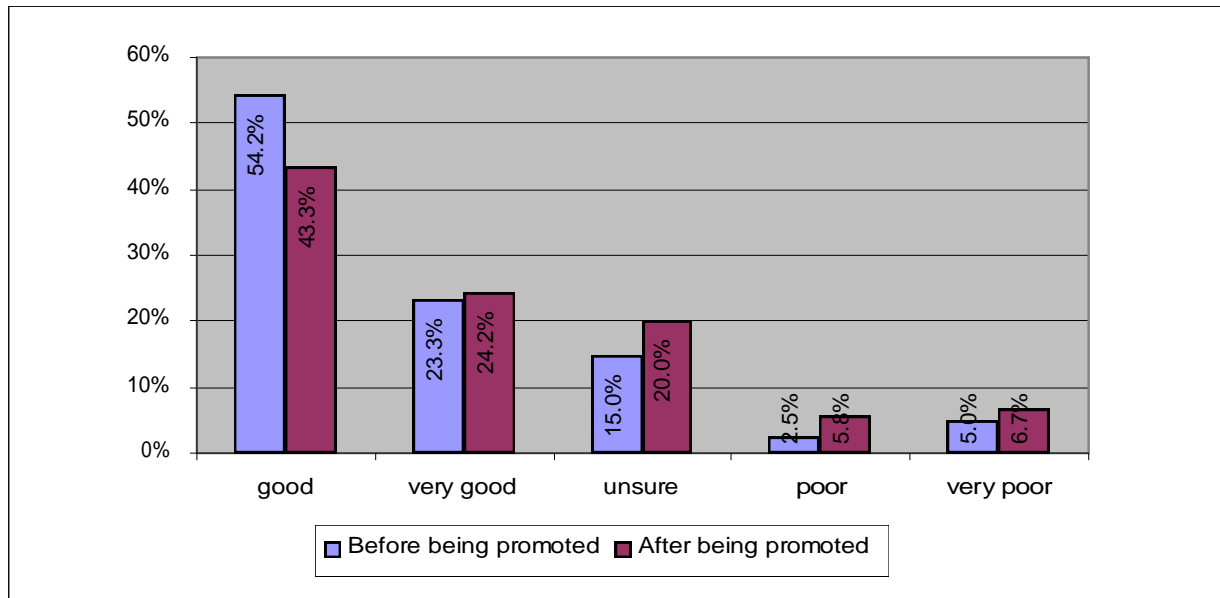
4.3.2 Attitudes of individuals after being promoted to managerial/senior positions

Figure 4.3 Change in attitudes of individuals after being promoted



In response to the question dealing with the change in attitudes of individuals after being promoted to managerial/senior positions 56/120 or 46.7% believed that most of the time there was a change in attitude of individuals after being promoted to managerial/senior positions. 41/120 or 35% answered sometimes, 15/120 or 12.5% indicated always, and very interestingly only 6/120 or 5% indicated there is rarely a change while 1/120 or 0.8% answered there is never a change in the attitudes of individuals after being promoted to managerial/senior positions. This analysis of percentages clearly indicates that there is a definite change in individuals' attitudes after being promoted to managerial/senior positions.

It is very disturbing to note that of the 120 respondents only 1 or 0.8% answered there is never a change while 6/120 or 5% indicated rarely. Very interestingly, in a similar question posed to the four interviewees, there was a general consensus that the majority of heads/seniors attitudes do change when they reach positions of authority. In answer to a follow up question, *what do you think is the cause of the change in attitude?* **Interviewee A** answered it depends on the most senior person and their leadership and what they expect. **Interviewee B** believed that the change happens because of greater responsibilities and other requirements of Heads arising out of their new job description. **Interviewee C** believed that a negative attitude change, with a new position usually emanates from



amazed at the number of lower level managers complaining about their senior executives, with whom they had been close friends for years who had undergone a personality metamorphosis. The executive managers were described as callous, unfeeling, heartless, distant, demanding and dictatorial. They believed the reasons for the metamorphosis are varied, some crave power or status, others suffer from inflated egos, while others suddenly find themselves elevated beyond their skill level. Levine and Crom (1994:119) share his views when he states that we need to maintain a sense of humility, it is so easy in the corporate world, to lose sight of one's values the higher one gets. They view themselves as more important or intelligent when they have a title or position.

4.3.3 Cross Tabulation : Relationship with your head/immediate senior before he/she was promoted/and after he/she was promoted

In answer to the above question, a large percentage 54.2% of the respondents indicated they enjoyed a good relationship with their head/immediate supervisor before their promotion, 23.3% of the respondents indicated that they enjoyed a very good relationship, 15% of the respondents were unsure of their relationship, 2.5% answered poor and 5.0% indicated very poor.

Figure 4.4 Relationship with head/immediate senior before and after promotion

In answer to the question as to *how is your relationship with your head/immediate senior now that he/she is holding a promotion post*, 43.3% of the respondents indicated that they enjoyed a good relationship, 24.2% believed that they enjoyed a very good relationship while 20% indicated that they were unsure. 6.7% believed it to be very poor and 5.8% indicated poor (clearly an increase towards poor relationship category). There is a clear indication that there was a change in the attitude of managers as a result it changed the relationship after promotion to a senior position.

4.3.4 Number of years head/immediate senior known to respondent

Figure 4.5

It
so

notice that there is a definite change in the attitude of people reaching positions of authority. A relatively small percentage have worked with their immediate senior/supervisor for under a year. One can therefore assume that the respondents indicating a change in attitude of immediate seniors had the opportunity of working with their seniors/immediate supervisors for over 4 years.

4.3.5 Head/immediate senior welcome input into work activities

Table 4.1 Attitude of input in work activities

Value	Frequency	Percent
always	22	18.3
most of the time	42	35
sometimes	39	32.5
rarely	12	10
never	5	4.2
Total	120	100

A relatively small number of respondents (18.3%) answered always to the above question, 35% indicated most of the time, while 32.5% answered sometimes. This analysis reveals that heads are not consistent in their behaviour therefore it is not a satisfactory indication of heads supporting staff's views.

4.3.6 Leadership skill displayed by head/immediate senior

As evident in the table below a very small number (12.5 %) of the respondents indicated that their seniors displayed a democratic leadership style which shows negativity, while 46.7% indicate that their seniors display a participatory leadership style and this is quite positive. 9.2% have noticed a laissez-faire style, while a fairly large percentage (25%) of the respondents indicated autocratic and 6.7% indicated other. It is quite clear that over half of the respondents are generally happy with the leadership style their head/immediate

senior displays which is a positive sign, while others have to re-look at the type of leadership style displayed.

Table 4.2 Type of Leadership Skill

Value	Frequency	Percent
Democratic	15	12.5%
Participative	56	46.7%
Laissez-faire	11	9.2%
Autocratic	30	25%
Other	8	6.7%
Total	120	100%

4.3.7 Head/immediate senior displays ethical values in his/her actions

Table 4.3 Ethical Values

Value	Frequency	Percent
always	21	17.5%
most of the time	46	38.3%
sometimes	35	29.2%
rarely	14	11.7%
never	4	3.3%
Total	120	100%

38% of the respondents indicated that their Heads/immediate supervisor displays ethical values in his/her actions most of the time and 17.5% answered always, 29.2% answered sometimes, while 11.7% indicated rarely and 3.3% answered never. While this is a positive trend that is indicated, one must note that people in leadership positions must continuously display ethical values in all their actions.

4.3.8 Head/immediate senior a caring person

Table 4.4 Quality of head/immediate senior

Value	Frequency	Percent
always	36	36%
most of the time	34	28.3%
sometimes	33	27.5%
rarely	13	10.8%
never	4	3.3%
Total	120	100%

Looking at the above breakdown of percentages it is quite obvious that there is still a large percentage of managers that do not care about their employees. It could be a general perception amongst managers that to ‘care’ is not really an important aspect of their jobs. Employees respond to people who genuinely care about them. It is human nature to feel wanted/accepted and cared for. They feel special, important and part of the institution.

Employees will know their seniors care about them, if sincere inquiries about their well being are made. It is not easy getting to know employees well as sometimes there is a high turnover with changes and people looking for greener pastures in the passage of time. But this is no excuse for not getting to know one’s staff. Managers should converse with people whenever they have the chance. This will lift staff moral and performance will be enhanced. Some managers are guilty of not even knowing the names of their employees. According to Levine and Crom (1994:55), it is important to be nice to your people and treat them with respect. Say hello, smile and get to know your employees. Don’t expect them to do things for you that you can’t do yourself, you have to care about them sincerely, and the respect would be reciprocated. Charlton, (1993:75) cites John Hall’s advice for aspirant leaders, ‘Don’t rush in (for the sake of making an impact). Get to know people and practice a touch of humility. Remember what motivated you is probably what motivates other people. You are a human being try not to forget that.’

4.3.9 Aspects for good communication

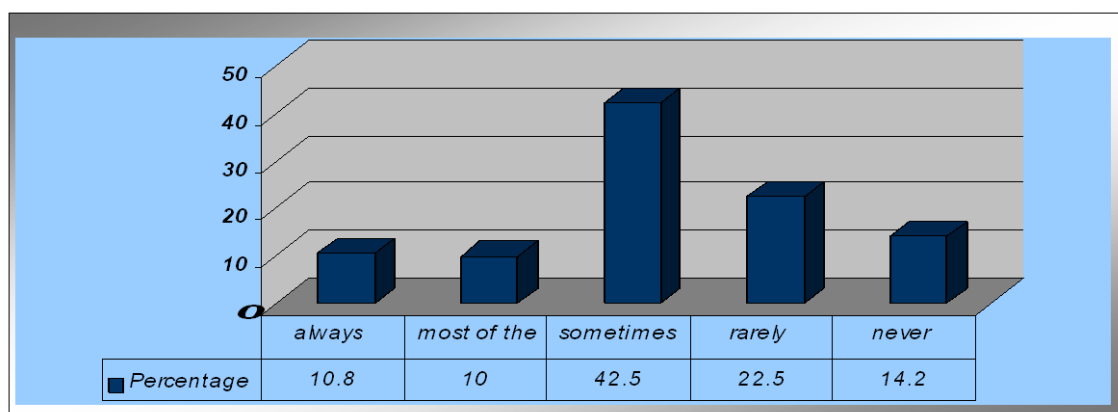
Table 4.5 Important aspects for good communication

Questions	Values/Percent				
	least import.	not so import.	slightly import.	import	most import.
9.1 Encouraging open discussion	1.7	3.3	11.7	29.2	54.2
9.2 Discussing work related matters	2.5	4.2	15.0	32.5	45.8
9.3 Keeping in touch with employee thinking	5.8	5.0	16.7	33.3	39.2
9.4 Being a good listener	3.3	4.2	5.0	26.7	60.8
9.5 Sharing info. on work related matters	1.7	5.8	10.8	30.8	50.8

A significant percentage (60.8%) of the respondents believe that ‘being a good listener’ is the most important aspect for good communication. 54.2% indicated ‘encouraging open discussion’, while 50.8% found ‘sharing information on work related matters’ to be most important. According to Charlton, (1993:98) a true leader listens to the ideas, needs, goals and wishes of followers and then within the context of his/her own beliefs, responds to these in an appropriate fashion.

4.3.10 Head/immediate senior biased towards or has preference for certain members of the staff

Figure 4.6 Biasness or preference to certain members of the staff



There is a strong sign of biasness being displayed among heads/immediate seniors. 42.5% of the respondents indicated sometimes, 10.8% answered always, 10% believed it to be most of the time, 22.5% answered rarely while 14.2% answered never. This is not a good sign for people in managerial positions. Only 17 out of 120 (14.2%) have answered never. To quote a response given by a respondent to the question of biasness. *“Certain managers in the above positions are not sensitive when dealing with senior personnel. Impolite and abrupt on one occasion. Biasness based on friendship”*, it is clear that biasness is noticed by staff members.

4.3.11 Confidence in your head/immediate senior

Table 4.6 **Confidence in head/immediate senior**

Value	Frequency	Percent
always	25	20.8%
most of the time	44	36.7%
sometimes	32	26.7%
rarely	9	7.5%
never	10	8.3%
Total	120	100

25/120 respondents (20.8%), which is a relatively small number have indicated that they always have confidence in their head/immediate senior, 36.7% answered most of the time. 26.7% believed it to be sometimes, 7.5% answered rarely and 8.3% indicated never. Employees must be able to place their assurance and trust in individuals in managerial or senior positions. It must not be a debatable subject. But the above breakdown shows us that a large number of employees do not have that total confidence in their heads/immediate seniors.

4.3.12 Head/immediate senior committed to the current transformation process in higher education

In answer to the question relating to the head/immediate senior's commitment to transformation, 34.2% indicated always, 33.3% answered most of the time while 24.2 % believed it to be sometimes, 5.0% indicated rarely and 3.3% believed it to be never. It is very pleasing to note that there is a positive sign that heads are generally committed to the transformation process but there is a sign of negativity amongst certain heads.

Former Technikon Natal had the culture of accepting mostly first language English speakers who generally performed well in their aptitude tests. These students had the advantage over the 2nd language English students in excelling in any tests. They therefore, were given preference over the 2nd language speakers. But people failed to realize that in certain courses viz. Fashion Design, Graphic Design, Building Construction etc. English is not a major. It is an ancillary subject. Communication 1 may be done at first level only or not at all in certain courses.

Chetty (1999) substantiates, "Access continues to be uneven. Places in the well resourced and previously white institutions are still taken largely by white students, to the exclusion, in particular, of black students due to factors like the fee-structure and entrance requirements."

There is a perception by academics of Technikon Natal that M L Sultan have dropped their standards to cater for the 2nd language speakers. According to Chetty (1990) "historically disadvantaged Technikons have the reputation of setting standards lower than the 'favoured' institutions". Minister Kader Asmal states that issues like administration, academic standards and language should not be used to exclude people from learning institutions. He further states "in addition, special attention will be paid to ensure that the fee structures and admission requirements of the restructured institutions, especially those after the merger of historically black and white institutions, do not adversely impact on access" (*The Mercury*, June 5, 2002). There are still signs that transformation is

happening at a very superficial level in certain departments at the Durban Institute of Technology.

4.3.13 Important tool for good managers/leaders

Table 4.7 Tool for good managers/leaders

Questions	Values/Percentage				
	least import.	not so import.	slightly import.	import	most import.
Communication Skills	0.8%	0.8%	1.7%	15.8%	80.8%
Patience	3.3%	.8%	16.7%	44.2%	35%
Qualification	2.5%	3.3%	21.7%	43.3%	29.2%
Understanding	0.8%	1.7%	5%	39.2%	53.3%
Approachability	0.8%	3.3%	2.5%	30%	63.3%
Integrity	1.7%	1.7%	1.7%	24.2%	70.8%

Humility	25%	5%	19.2%	30%	43.3%
Experience	4.2%	2.5%	10.8%	35%	47.5%

The majority of the respondents, 80.8% rated Communication Skills as the most important tool for good managers/leaders, closely followed by ‘integrity’ with a rating of 70.8%. 63.3% rated ‘approachability’ to be most important and ‘qualification’ was rated the least important with 29.2%. Smit and Cronje (1997:332) are in agreement when they state that communication is an integral aspect of all management functions, the largest part of a workday is spent on communication, they further note, “communication can therefore be seen as the most important skill that managers should possess”. A similar question was posed to the respondents interviewed. ‘Integrity’ was rated the highest, ‘patience’ and ‘understanding’ was rated second, closely followed by ‘communication skills’ and ‘experience’, and interestingly 3 out of 4 (75%) of the interviewees rated ‘qualification’ as least important.

University council chairman, Judge Edwin Cameron described the first black Vice-chancellor of Witwatersrand University, as one who goes with what he believes to be right and not someone who would rubber-stamp council decisions. He further noted that he was selected as the vice-chancellor because of his great integrity, sound character, drive, energy, academic and intellectual stature, and independent mind (*Sunday Tribune*, September 2003).

What is therefore very evident is that ‘integrity’ and ‘communication skills’ are the most important aspects for good leaders and qualification is the least important. It should be noted that when people are interviewed for managerial positions ‘qualification’ is rated as one of the most important criteria for selection. Yes! Qualification is important but there

are other issues to be considered in selecting the right candidate. Therefore the criteria for selecting candidates needs to be reviewed.

4.3.14 Values (personality traits or characteristics) admired in head/immediate senior

In answer to the above open-ended question an equal number of respondents have indicated *commitment, vision, communication skills, honesty, integrity, understanding, patience, approachability, supportive and caring* as admirable values or personal traits/character that their heads/immediate seniors possess. This makes us aware that most heads/seniors have good values and personality traits. A small number of respondents have indicated that they do not admire any personality traits or characteristics in their heads/immediate senior.

4.3.15 Special qualities head/immediate senior should possess, considering the different employee profiles, the different cultures, the different personalities, etc.

The special qualities listed below were some of responses received regarding the qualities heads/immediate seniors should possess.

- ▶ cultural awareness;
- ▶ open mindedness;
- ▶ communication skills;
- ▶ understanding;
- ▶ approachability;
- ▶ organizational skills;
- ▶ dedication;
- ▶ integrity & honesty;
- ▶ empathy; and
- ▶ fairness

A similar question was posed to respondents interviewed: *Since you were in a position of authority, what special qualities do you believe are important to be a good leader?*

Interestingly these were their responses :

- ▶ integrity;
- ▶ trust;
- ▶ fair not only in equity but blind to all other differences;
- ▶ communication;
- ▶ convictions of our beliefs;
- ▶ ability to work with people at different levels of seniority;
- ▶ administrative skills;
- ▶ clarity of vision; and
- ▶ focus.

In a survey of managers of *Fortune 500* companies it was concluded that managers need to get closer to their employees if they wanted to be good coaches. Openness, trust and friendship were cited by the majority of respondents as key factors to a successful relationship (Lee, 1997:239).

Lee (1997:199) describes other surveys done with executives throughout the country, and the main factor inhibiting improved quality was the lack of trust. People did not trust senior management. This was an ongoing experience but no one spoke about this. Trust is the 'lubrication' which makes it possible for organizations to work and it is the constant, persistent stance of the leader, that creates this trust. Trust is earned by doing the right thing with complete clarity and reliability. We need to get rid of hidden agendas, take a stand and stay the course even if it means sailing against the wind (Charlton,1993:80).

4.3.16 Identify the factors that demotivate or restrict you and which might affect your performance

From the responses received it is evident that the majority of respondents have many problem areas that affect their work performance. Indicated below are some of the more

serious comments made by respondents that would need resolving. Certain respondents believed there is no support received from management for academic development. There is a general perception among most respondents that management devalue staff as is evident in some of the comments noted :

Technikon attitudes to career development are poor - there are few support or rewards for academic development.

In general lack of teamspirit, too autocratic, lack of leadership skills, inability to comprehend the important issues, too emotional, sensitive, poor communication skills, bias to certain individuals, lack of respect.

Lack of immediate feedback, recognition for your effort.

Levine and Crom (1994:173) give their views on this issue as, we must not be flaky characters who do not return phone calls or who forget about answering memorandums, they believe old values to be important e.g. being on time for appointments, remembering to keep and follow through your promises. Listed below are some other comments mentioned by the respondents relating to lack of recognition and communication.

Barriers of communication. Lack of contact between the employees and employers with no encouragement for open discussion.

Failure of the superior to recognize any achievement or improvement in my task.

Praise and recognition are important to every individual no matter what they do as illustrated in the following story. Levine & Crom (1994:125) note that, in the early nineteenth century, a young man in London aspired to be a writer, but there were many negative factors against him. He was only in school for four years, his father was thrown in jail, he always experienced hunger pangs. He got a job pasting labels on bottles in a rat-infested warehouse. He wrote his first manuscript and posted it at night as he had very little confidence in his ability to write and did not want anyone to know. Unfortunately story after story was not accepted, but finally one was accepted. One editor had given him recognition. The praise and recognition that he received getting one of his manuscripts

accepted changed his whole life. If that one person did not give him this recognition he would have spent his life working in rat-infested factories. This young man was Charles Dickens.

Respondents also commented on general office politics and the inability of colleagues to accept criticism on a non-personal basis from their colleagues, their lack of time and increase in workload, and believe there is too much emphasis placed on administrative tasks over the core business which is academic. The uncertain future of the organization, instability and job losses was also paramount on their minds.

A similar question posed to respondents interviewed: *“Identify factors that demotivated you during your term of headship and/or leadership position?”*. Some of the comments made by the interviewees were as follows :

Senior has not got the same vision and the same understanding of your goals and therefore does not support you in terms of achieving your goals.

Budget restrictions.

Delays in finalizing staff positions.

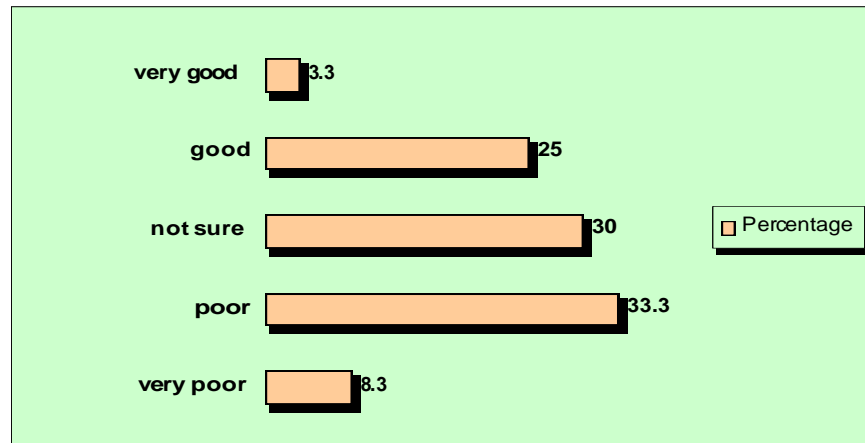
Personality clashes, where people who did not get along with one another down the line caused more problems.

What can be gleaned from the different views of both the respondents and interviewees is that management to a certain extent do not support their employees initiatives and there is a definite sign of management devaluing their staff.

4.3.17 Support given by executive management

When a question was asked on how respondents would rate the support given to them by executive management, a very disturbing trend was noticed, 3.3% answered very good, which indicates a very small percentage have any faith in executive management, 25% indicated good, 8.3% answered very poor, 33.3% believed support received from executive management to be poor while 30% were not sure.

Figure 4.7



4.3.18 Opinions of the Attitude of Executive Management

In response to the question relating to the opinions of the attitude of executive management it was found that the respondents believed that the attitude of executive management is generally of an unsatisfactory nature.

A larger number of respondents felt that management do not listen to employees on the ground level and are out of touch with the realities or issues faced by academics. They display a cosmetic behaviour of caring and having an open door policy, but in reality that is non-existent. Some respondents believed management to display an autocratic management style with personal enrichment to be paramount in their minds (to make enough money for themselves), and not worry about employees on the lower level . Others believed that there is a need for more commitment and support from them. Listed below are some of the critical comments/observations made by the respondents.

No transparency in merger issues. Friends can influence opinions of senior management. Self-interest.

Management needs to work as a team. Some individuals have good attitudes, but the end result is inconsistency.

They definitely need time management to address “pressing issues” and not always follow bureaucratic channels.

Good financial management, poor peoples management.
Autocratic, personal enrichment is paramount in their minds.

Have to make as much money for themselves as possible, drive around in free expensive vehicles, go on expensive overseas trip.

Very bad if not poor at all. Wrong people have been placed in wrong positions.

Sincere but at times misdirected.

On the rare occasions I meet with them, they inspire me with their vision. Yet I am disappointed with their lack of delivery in what is discussed.

I have only had one encounter with a member of the executive management and was appalled by the arrogance.

4.3.19 Other comments made about executive management

It is very disturbing to note that the comments made by the respondents, though fundamental but credible have a lot of substance. Concerning the general attitudes of management, the majority of the respondents' comments was unfavourable. One can therefore deduce that management's behaviour leaves a lot to be desired. They need to seriously look at themselves to put themselves in order. Some of the critical comments from the respondents are noted.

Presently I think they have distanced the majority of employees for supporting their initiatives by a lack of openness and approachability.

It seems that certain managers are being marginalized. There seems to be fear and uncertainty surrounding merger issues. The inability to cope with change may handicap certain individuals.

Executive management are very indecisive and lack direction.

Their motto should be students before all.

There is no room for personal glory in an educational institution.

The red-tape approach in terms of inability or lack of interest in the way in which departments have to function, i.e. too many restrictions on budgets, lack of understanding.

Some have taken their status too seriously and need to focus at a better level.

Managers must give both authority and responsibility to other members of staff not responsibility without authority.

Increase or show their empathy towards staff and students.

I cannot comment on all managers as most really are very good. However a small minority crave authority and this has caused enormous problems for staff well being.

They appear to be disillusioned and despondent.

Kept very much to one's self.

A lack of formalized recognition of teaching and learning expertise.

Their attitude cannot be generalized as this can differ from person to person, some have a definite and genuine interest for the betterment of the institution.

They should concentrate more on the core business-the interests/well-being of the institution, student and staff and not on personal accolades.

Take more interest on what impact certain issues would have on other members in the institution besides themselves.

To rectify the systems in place for good communication.

Managers should lead by example i.t.o. work ethic etc.

The above provides us with an insight of management's lack of support for staff's initiatives or not recognizing their intellectual ability. This creates despondency and de-motivation among staff. This would be the downfall of all mergers and the institution as a whole, as staff unfortunately would bear the brunt of management's poor decisions. A definite lack of management training which is crucial for the development of leadership skills exists.

4.4 CONCLUDING REMARKS

From the outcome of the analysis of the questionnaires and interviews, it is very clear that people's attitudes do change when they are promoted to senior positions. This change in attitude in most cases has a negative effect on their employees and the organization as a whole. Interestingly both male and female respondents believed effective leadership was dependent on the individual and gender was not an important factor.

It is evident that respondents enjoyed a more cordial relationship with their head before they became promoted to a senior position. Disturbingly an insignificant number of respondents 15/120 (12.5%) stated that their head displayed a democratic leadership style. "Being a good listener" was found to be an important aspect for good communication. The analysis also shows a strong sign of biasness and preferential treatment displayed among some managers.

Transformation amongst certain Heads is happening at a slow pace and in some cases at a very superficial level. Communication Skills was rated tops by 80.8% of the respondents as being an important tool for good leaders to have, this was closely followed by integrity with a significant 70.8%. Both interviewees and the respondents stated that communication skills, approachability, understanding, integrity and dedication were special qualities/values the head/immediate senior should possess. Very disturbingly the majority of respondents stated that the support given by executive management was poor.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

“Most ailing organizations have developed a functional blindness to their own defects. They are not suffering because they cannot resolve their problems, but because they cannot see their problems” . John Gardner (Covey, 2001:136)

5.1 INTRODUCTION

This chapter will be based on the results reported in Chapter Four and the literature study in Chapter Two. The recommendations and conclusions presented in this chapter are the outcomes of the findings of the evaluation of results. The investigation contained in this study covers a large number of the most pressing issues in the Higher Educational Institutions in the KwaZulu-Natal region. Mere organizational changes or simply implementing mission statements and visions will not in itself solve the problems addressed in this study. The changes that are outlined in the recommendations are essential if we wish to establish an effective Higher Education System with sound principles. The proposals put forward in this study though fundamental and far reaching, cannot be implemented overnight. It will require a moral commitment of all stakeholders in education and will require a measure of sacrifice from all involved in Higher Education, especially top management.

5.2 CONCLUSIONS

The research undertaken indicates a disturbing trend. Morale amongst the staff at the different institutions is declining rapidly, while executive management appears unaware of the problems, believing that the institutions are functioning at their best. The main reason for this is that management is out of touch with its subordinates. What is very revealing is that staff seem to be generally happy with middle management but there is a significant sign of unhappiness with executive management. Employees do not trust management,

which are general feelings experienced across the board amongst all three institutions researched. Charlton (1993:126) believes that organizational trust is developed not necessarily by telling people what they want to hear, but by being consistent and congruent in word and deed, including a definite statement of action and intent that people learn to rely on.

It is important to note that in order to create an innovative, progressive and sound education system there must be no compromise regarding educational standards and the ethics associated with this. Lecturing must not be just a source of income, it must be an enjoyable commitment, and humanity should be maintained. The learning process usually depends heavily on good student lecturer relationships. This can materialise if management equally maintain sound principles and recognise that their main focus are their employees and students. Top management must realize that one way to achieve social equality in South Africa is to give people better education.

Higher Education Institutions with a reputation for sound principles, both in the quality of education provided and the administration of the institution, will attract top students and employees. A clear understanding of transformation contributes to the development of sound principles. However, a significant problem in Higher Education today appears to be that influential individuals do not have a rational or logical understanding of 'change and transformation' and the processes involved. Consequently, the changes made are often superficial and lead to confusion and a general failure to implement meaningful change.

5.3 RECOMMENDATIONS

Arising out of the literature study and the feedback gathered from the questionnaires and interviews conducted with academic and academic support staff at Mangosuthu Technikon, Technikon Natal and M L Sultan Technikon the following recommendations are suggested:

- ❑ Human Resource Managers should bear in mind the following apt qualities (*listed in order of importance*) when selecting candidates for managerial positions:

- ▶ integrity
- ▶ communication skills
- ▶ conceptual skills
- ▶ qualifications

The norm of most Higher Educational Institutions in selecting candidates for any position is to look at qualifications rather than the experience, human skills and interpersonal relationships that are required for a particular post. The researcher strongly concurs with Manning (1988) when he says that there is a genuine leadership crisis, despite the number of senior people with degrees in business, or with MBAs. Manning believes that there is only a small percentage that understand the art of leadership and very few are strong leaders. According to Mohamed (2002), in a survey of 191 top executives at six *Fortune 500* companies it was found that the single biggest failure among executives was poor interpersonal skills. To quote Robert Carkhuff cited in Charlton (1993:82) “more people have lost their jobs due to a lack of human/people skills than to a lack of technical skills necessary to do those jobs”.

- ❑ It is imperative that all managers attend training courses/workshops on how to become better managers/leaders. Although Charlton (1993:xxv) disagrees by stating that it is unfortunate that no amount of skills training will be effective if the underlying attitude of the trainee is contradictory to the development of the human spirit within the organization. He further states that many training and development experts worldwide agree that senior leaders should spend at least six weeks a year upgrading their skills and thereafter should be held accountable for implementing them. Listed below are some of the respondents’ views to the open ended question, “*other comments made about executive management*”.

Management training is vital, intercultural management training is necessary in South African organizations.

Some managers need appropriate training in managerial skills and leadership. They need to be better equipped in conflict management and resolving problems.

- ❑ Managers should adopt a leadership style that works best with employees. Employees seem to be more comfortable and content with leaders that use democratic or participative leadership styles. “The days of autocratic leadership have gone forever. In a changing world, the concepts of command and control are simply no longer acceptable, and orders from management have become largely ineffective”. Leadership directed at the future will require leaders with strong value systems containing ingredients such as integrity, fairness, justness, respect for the individual and sensitivity for cultural diversity. The future leader must be caring, show empathy and be willing to serve and recognise human worth (Carrell et al, 2000:612). Respondents answers to the following open ended question, “*What is your opinion of the attitudes of executive management at your institution?*”, indicate that management have not changed with the times.

Autocratic management style.

Autocratic, personal enrichment has priority in their style of management.

Very autocratic, inefficient and arrogant.

- ❑ Management must get involved with employees. They need to genuinely care, support, understand and always maintain an open door policy. “The expectations that people ‘at the top’ will somehow solve our problems seems increasingly inappropriate” (Nixon, 1992:34). Executive managers now have personal assistants, therefore, all issues go via the personal assistant. Employees do not want to communicate with personal assistants, they want to see their leader. Executive Managers were put in that position because people admired qualities that they possessed. The personal assistants were not nominated or appointed to become Vice-Chancellors, they are not ready for those positions, therefore it is inappropriate for people to see the personal assistants. It is common knowledge that the Vice-Chancellor cannot deal with all issues, he/she would need assistance,

but when it comes to staff issues on a personal basis, the Executive managers should find time to communicate with the employee if the case warrants it. According to Charlton (1993:125), “the bottom line is that employees/constituents want to see their leaders personally and no substitute will do”. Respondents comments in answer to the open ended question relating to their opinions about the attitudes of executive management indicate that there is a lack of communication between management and there is a perception of management not caring for their employees.

I would not want to be found dead with them. They preach that they have an open door system but they don't tell you that their windows are always wide open.

They are distant, poor communication, self involved, give mixed messages.

They perceive to have a open door policy but in reality they are not in contact with staff.

Elitist, there is not much communication.

- There must be complete elimination of biasness, favouritism and preferential treatment with regards to race, colour, friends or family. Everyone should be treated equally. Managers need to be consistent in their behaviour and display ethical standards at all times. Interestingly these were some of the comments noted by the respondents in answer to the open ended question, “*what are your opinions of the attitude of executive management?*”.

Should actually be fair to all members of staff not only the chosen few.

Very biased, want to defy change and uplift themselves.

Some are very racist.

They don't have a clue about integrity and hard work. This I feel will be the downfall of the institution.

The above responses indicate that management do show biasness in the way they handle certain employees.

- ❑ Managers need to recognise certain members of staff for their loyalty, dedication and the extra effort put in. Levine and Crom (1994:56) note, that they should acknowledge a job well done, move away from the tight-lipped, disapproving parent most of us grew up with. They were the parents who did not congratulate their children for getting As on their report cards, they just expected it. Therefore it is disappointing for employees when they are not told they have done a good job as there is still a child in every one of them, wanting to be praised.
- ❑ Managers should encourage and support academic development, refrain from being bureaucratic and always maintain transparency, as suggested by some of the respondents:

This technikon has been run efficiently, but conservatively with no idea of academic extension hence not much support for innovative intellectual engagement - nor might I add any opposition to it. They simply do not recognise that ideas might be useful.

Some managers are slavish followers of bureaucratic procedures that serve no useful purpose. Don't question these procedures.

There is no room for personal glory in an educational institution.

- ❑ Managers need to spend time in lecture rooms to have hands on knowledge of what lecturers' duties are, and understand the frustrations lecturers experience. They should concentrate on the core business interest and welfare of the staff and students, be aware of the happenings of the departments, be consultative and act in accordance with the needs of the stakeholders. Listed below are some of the more critical comments made by respondents.

They are unaware of the job description of a lecturer and the stress associated with the

position. We are expected to maintain pass rates, but they are unaware of students' attitudes.

Lack of contact with the realities faced by academics. Often make decisions based on gut response, without realizing consequences.

Lack of understanding or interest in the manner in which tasks are actually carried out.

Need to be carried out on the ground level/departmental level.

We need more commitment and support from them. They should not sit in ivory towers and pretend concern. They need to get involved.



Managers must respect employees. Levine & Crom, (1994:57) maintain that they should let their people know that they are respected and their work is appreciated and that they are important to the institution. With that support employees will grow and reach their potential.



Management need to care about the lower level employees. According to Levine and Crom (1994:63), they should not limit demonstrations of interest to the so-called important people in the institutions, they already get plenty of attention. Remember the secretaries, the assistants, the receptionists, the messengers, and all the other unrecognized people who keep the institution on track. Ask about their day, it is the correct thing to do and you would be amazed at how quickly your mail would arrive at your desk in the morning. These are fundamental building blocks to a successful relationship. Kriel (2001) maintains that courtesy is a small word which is often overlooked, yet makes a world of difference to those around us. We need to treat everyone from the Chairman to the Messenger with the same degree of courtesy and respect, as there will come a time when one would need a favour in the midst of a crisis and it is at that moment that you will realize just how much your courteous attitude meant to others when they respond with offers of assistance. The comment below highlights managements' attitudes towards the lower rank of employees.

Executive management at this Technikon are far too concerned with lining their own pockets than to worry about employees needs, especially employees that are on the *lowest rung of the ladder. (respondent's view)*



Management should learn to listen to subordinates. According to Levine & Crom (1994:85), listening is the single most important of all communication skills, more important than stirring oratory, more important than a powerful voice or the ability to speak multiple languages or even the flair for the written word. Genuine listening is where effective communication begins. Very few people listen but successful leaders, have learnt the art and value of listening.



Managers should attend diversity training programmes to assist them in coping with diversity. Smit & Cronje (1997:456) note that diversity training helps people overcome difficulty which includes resistance to change, racism, lack of knowledge about other groups, as well as prejudices, biases and stereotypes.

“Diversity training and managerial support from the top can do much to create cultural synergy and to contribute to higher productivity”(Smit & Cronje, 1997:466).



Executive management and managers promoted to senior positions should be progressive and acquaint themselves with literature on leadership and leadership skills.



Top management should embrace change and keep employees informed about any kind of change in the organization. According to Kreitner & Kinicki (2002:556), organizational change is not so effective when top management neglects to inform employees about the process of change.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

It is believed that this dissertation has the potential to add value to higher education and the economy at large. The following must therefore be noted: in order to meet the suggestions, requests, thoughts and recommendations of authors, respondents and critics, more will have to be done on the subject. Therefore more research would be required to investigate issues and arguments that materialised out of this research study. Since this study was limited to three Technikons in the KwaZulu-Natal region, further research could include other provinces and be extended to a national level. A research study could be undertaken with only executive management in Higher Educational Institutions nationally, looking at their perceptions and views. More could be learnt about the reasons for the change of attitude. Middlehurst (1993:7) comments that the study of leadership is also an area that has interested scholars in different academic disciplines eg. sociology, psychology, politics and history. "Different disciplinary perspectives have influenced the assumptions that underpin theory and research into leadership. The variety of conceptual lenses that have been brought to bear on the subject add richness but also complexity to the task of decoding and analysing leadership"(ibid).

5.5 CONCLUDING REMARKS

It can be concluded from the study that some people's attitudes do change when they are promoted to a higher position. This change of attitude in most cases has a negative influence on staff and the organization as a whole. There is a strong sign of unhappiness with executive management amongst employees. The perception of management just not caring can be clearly seen.

The headship of a department is equivalent to a management/leadership position. It is not about race nor about status, it is about whether you have the special qualities required for that position. It is about trust, integrity, commitment, caring, humility and intelligence. These people must have the ability to support the department, the organization and most importantly, the people in their charge. It is very evident that most managers shamelessly

lack most qualities required to be good leaders. It is even more disturbing to note that they cannot be called managers, because some have failed to manage properly.

Pretorius (2001) explains that successful managers will place emphasis on result and achievement and not on power and authority. Gone are the days when positional power will make the difference. In fact institutions, in his experience, have become laughably ineffective - we need to apply a partnership philosophy - walk away from status and authority, forget about typical things that managers and not leaders tend to focus on, i.e. the size of your office, size of the carpet, the reserve parking bay, the necessity to be addressed as Sir or Madam, we must strengthen leadership, put the emphasis on result and achievement, not on power and authority. According to Price (1997:26) "If you want to lead and manage someone else you need to first of all get it right in your own life because leadership is the ability to acquire followers. It's influence!". Leadership is not about coming out first in popularity contests, but about consistent, rational dedication which confronts us with choices.

In conclusion, I would like to state that individuals who cannot lead from the heart, who have no intention of taking their employees and the organizations which they serve to greater heights should not aspire to such positions or be tasked with the responsibility to manage. Leading is not about status, it is not about power, neither is it about money. The qualities that characterize leadership are trust, integrity, humility, credibility, consistency, emotional intelligence and values. It is about doing the right thing.

Covey's (2000:143) description of a 'person of integrity' epitomizes how every one of us would like to be known and remembered. Integrity implies the integration of self with principles.

The leaders of the future must be men and women of integrity who internalize these principles. They grow in wisdom and cultivate an abundant mindset. If you have integrity, you are not caught up in a constant state of comparison with others. Nor do you feel the need to play political games, because your security comes from within.

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APPENDIX A

COVERING LETTER AND QUESTIONNAIRE

23 July 2001

Dear Respondent/Colleague

I am a M Tech student at M L Sultan Technikon and my topic is :

**AN INVESTIGATION INTO THE FACTORS THAT AFFECT CHANGE IN ATTITUDES OF MANAGERS
IN HIGHER EDUCATIONAL INSTITUTIONS REACHING POSITIONS OF AUTHORITY.**

This questionnaire is solely for my research, to help me investigate my theories for the above topic. Your responses will be regarded as strictly confidential. You as a respondent will remain anonymous, but your contributions will be most valuable for this study. Thank you once again for being a willing respondent and giving off your time.

Supervisors : Dr R Chetty
Associate Director : Research

Mr R C D Govender
Head : Commercial Administration

Yours sincerely

Tigambery Naidoo (Mrs)
M L Sultan Technikon

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Section A :

Name of Interviewee :

Date of resignation/retirement :

No. of years served at the institution :

No. of years in a Heads position :

Employed at :

Position Held :

Section B :

1. From your experience in Higher Educational Institutions, do you believe that people's attitudes change when they become seniors or are promoted to higher positions?
 - 1.1 1 What do you think is the cause of the change in attitude?
1. Since you were in a position of authority, what special qualities do you believe are important to be a good leader?
2. Tell me about one serious problem with interpersonal relationships that you have experienced while in a leadership position.
3. What do you think are important skills that are required for a manager?
4. In your organization do you believe that senior management is committed to the employees and the organization as a whole?
5. Did you experience any serious altercation with senior management? Yes/No.
 - 6.1 If yes, would you like to substantiate?
6. I personally believe that management members should lecture at least 2 periods per week in subjects that they feel passionate about or where their strengths lie. What do you think about this viewpoint or comment.
7. Rank the following in order of preference on what you rank as being an important tool for good managers/leaders. 5 being most

important and 1 least important.

Experience	
Patience/Understanding	
Communication Skills	
Integrity	
Qualification	

8. Identify factors that demotivated you during your term of headship and/or leadership position.
9. What suggestions you would like to make that will help management in higher education to become better leaders of today?
10. Any other comments/suggestions you would like to make?

Please note : “Head/immediate senior” refers to the person you are accountable to in your department.

Please tick (✓) the appropriate block.

Section A :

1. What is your gender?

Male	Female
------	--------

Section B :

1. Do you believe there is a change in attitudes of individuals after being promoted to managerial/senior positions?

Always	Most of the time	Sometimes	Rarely	Never

2. How was your relationship with your head/immediate senior before he/she was promoted to a higher level in the institution?

Very poor	Poor	Not sure	Good	Very good

3. How is your relationship with your head/immediate senior now that he/she is holding a promotion post?

Very poor	Poor	Fair	Good	Very good

4. How long do you know your head/immediate senior?

0-3 mths	4-12 mths	1yrs-4yrs	5yrs and over	10yrs and over

5. Does your head/immediate senior welcome your input into work activities, discussions, planning etc. even though it might differ from his/her view?

Always	Most of the time	Sometimes	Rarely	Never

6. What type of leadership skill does your head/immediate senior display?

Democratic	Participative	Laissez-faire	Autocratic	Other

7. Does your head/immediate senior display ethical values in his/her actions?

Always	Most of the time	Sometimes	Rarely	Never

8. Is your head/immediate senior a caring person who is concerned about your well being?

Always	Most of the time	Sometimes	Rarely	Never

9. Tick (✓) what you rank as being an important aspect for good communication on a rating scale 1 to 5 with **5 being most important and 1 least important.**

5 = most important 4 = important 3 = slightly important 2 = not so important
1 = least important

	5	4	3	2	1
Encouraging open discussion					
Discussing work related matters					
Keeping in touch with employee thinking					
Being a good listener					
Sharing information on work related matters					

10. Do you believe that your head/immediate senior is biased towards or has preference for certain members of the staff?

Always	Most of the time	Sometimes	Rarely	Never

11. Do you have confidence in your head/immediate senior?

Always	Most of the time	Sometimes	Rarely	Never

12. Does your head/immediate senior accomplish tasks for his/her personal glory?

Always	Most of the time	Sometimes	Rarely	Never

13. Does your head/immediate senior consider the welfare of the department?

Always	Most of the time	Sometimes	Rarely	Never

14. Does your head/immediate senior recognize your accomplishments?

Always	Most of the time	Sometimes	Rarely	Never

15. Do you have support from your head/immediate senior in your post graduate studies/research?

Always	Most of the time	Sometimes	Rarely	Never

16. Is your head/immediate senior committed to the current transformation process in higher education?

Always	Most of the time	Sometimes	Rarely	Never

17. Tick (✓) what you rank as being an important aspect for good managers/leaders. **5 being most important and 1 least important.**

5 = most important 4 = important 3 = slightly important 2 = not so important
1 = least important

	5	4	3	2	1
Communication Skills					
Patience					
Qualification					
Understanding					

Approachability					
Integrity					
Humility					
Experience					

18.1 Are male or female heads/immediate supervisors more effective as leaders in your institution?

Male	Female	Both	Not in a position to answer

18.2 What are the reasons for our choice?

19. What values (personal traits or characteristics) do you admire in your head/immediate senior?

20. What special qualities do you feel your head/immediate senior should possess, considering the different employee profiles, the different cultures, the different personalities, etc.

21. Identify the factors that demotivate or restrict you and which might affect your performance.

22.1 How would you rate the support given to you by executive management?

Very poor	Poor	Not sure	Good	Very good

22.2 What is your opinion of the attitudes of executive management at your institution?

23. What other comment would you like to make about the attitudes of managers in your institution?

Thank you once again for your time and co-operation.

APPENDIX B

INTERVIEW SCHEDULE

APPENDIX C

TRANSCRIPTS OF INTERVIEWS

Section A : Profile

Name of Interviewee : **Lucille W Cross**

Date of resignation/retirement : **end of third term 1993**

No. of years employed at the institution : **21 years**

No. of years in a Heads position : **11 years**

Employed at : **M L Sultan Technikon**

Position Held : **Dean of Faculty of Arts/Director of School of Design**

Section B : Interview

The text below is a transcript of a personal interview with Lucille Cross, held at her home in Musgrave, Durban on 1 February 2003 at 10h00.

Q: From your experience in Higher Educational Institutions, do you believe that people's attitudes change when they become seniors or are promoted to higher positions?

Cross: Some peoples' attitudes change for the worse when promoted, although others do not change that much -- it depends so much on the personality of the staff member.

Q: What do you think is the cause of the change in attitude?

Cross : I think it's often a case of "The Peter Principal" and, at other times, it's because they are unable to change. A lot of it does depend on the group of seniors, the whole sort of interpersonal thing of people they are working with, sometimes you can find a person who is more senior, expect certain behavioural pattern, eg. there was one Rector who insisted that everyone wore jacket and ties when they came to see him even people in the art world who were dirty - and one senior kept his jacket and tie in my office. A lot of it depends in the most senior person - and their leadership and what they expect.

Q: Since you were in a position of authority, what special qualities do you believe are important to be a good leader?

Cross: Clarity of vision, focus and a firmness of purpose. I think that it's disastrous if seniors try to "busk it" - a theatrical expression which means that people have not learnt their lines properly, and try just to make up things as they go along; that, I feel, is the worst thing.

Q: Tell me about one serious problem with interpersonal relationships that you have experienced while in a leadership position.

Cross: Different values. So often, people from different backgrounds perceived a problem from a completely different point of view: one person might think that it was a negligible issue, while another would see it as a major problem. So having to mediate or even to translate one person's point of view to the other, often required great tact so that the matter did not escalate into a huge problem.

Q: What do you think are important skills that are required for a manager?

Cross: Similar to Question 2 - Clarity of vision, focus, firmness of purpose, tact are what I always believed were the most important.

Q: In your organization do you believe that senior management is committed to the employees and the organization as a whole?

Cross: Some are, of course, and they are the people "who make things work", but there are always others who do not really care enough.

Q: Did you experience any serious altercation with senior management? Yes/No.

Cross: Yes!

Q: If yes, would you like to substantiate?

Cross: There was the whole saga with the Rector who was serving just before I retired. Like a great many members of staff, I found it difficult to work with him. There was an ongoing series of problems which affected the whole organization, including the Leon Commission, which was appointed to evaluate his competence and other matters relating to his office. I was called to give evidence at the enquiry and, like everyone else, was sworn to secrecy.

Q: I personally believe that management members should lecture at least 2 periods per week in subjects that they feel passionate about or where their strengths lie. What do you think about this viewpoint or comment.

Cross: As a Head of Department and then a Dean, I continued to lecture to 2nd and 3rd year students and, towards the end of my tenure, to 3rd year students only. This was because I believed that it was important to have a relationship with the students. One could learn things on the ground level. I believe that, because of the lecturing, these students saw me as being more approachable -- which was important, and helped maintain student contact. However, there was an ongoing problem with lecturing: sometimes a more senior person would demand to see you if there was what they perceived was an urgent problem. I made a point of sending a copy of my lecturing time-table to the rector and vice-rector - but this didn't make much difference and I was often pulled out of a lecture.

Q: Rank the following in order of preference on what you rank as being an important tool for good managers/leaders. 5 being most important and 1 least important.

Cross :	Experience	2
	Patience/Understanding	4
	Communication Skills	3
	Integrity	5
	Qualification	1

Q: Identify factors that demotivated you during your term of headship and/or leadership position.

Cross: Personality clashes - so much time and energy was wasted on solving petty problems that came about because of a different set of values or a lack of even trying to understand another point of view.

Q: What suggestions you would like to make that will help management in higher education to become better leaders of today?

Cross: I am going to start with a criticism , we had so many disastrous, time-wasting meetings. People chairing meetings so often had obviously not read their minutes first and were not able to handle the meetings efficiently or professionally or even spend time on matters that had not only been fully discussed but on which decisions had been taken.

So, my suggestions would be :

- ▶ streamline meetings
- ▶ have action columns so that everyone knows clearly who should be doing what.
- ▶ people who have missed a meeting, must be made aware that it is their duty to check the minutes, see which decisions have been taken and be completely au fait or aware of what happened at that meeting -- so that issues do not get endlessly regurgitated. There is no time at meetings for people who do not understand their duties and responsibilities as a committee member.

Q: Any other comments/suggestions you would like to make?

Cross: I served under several Rectors and particularly admired the diplomacy of one particular Rector, who made a point of knowing something about everyone of the staff. People in authority need to show that they are human and recognize that you have a personal life - with partners and children. I believe that managers should be approachable and caring; apart from anything else they then establish a much better relationship with those who work with them and this is to everyone's benefit.

I believe too, that senior staff members should have as broad a background as possible and experience in more than their own, narrow field. Management who came to the Technikon from a University were often out of touch with an institution training people for industry - academics without the real understanding of the training required. Sometimes people who have a broader perspective have much more to offer.

I also think that, in the end, it is the personalities of senior staff and their skill at interpersonal relationships that make them efficient managers.

Section A : Profile

Name of Interviewee : **Mrs F Patel**

Date of resignation/retirement : **31 December 2002**

No. of years employed at the institution : **27 years**

No. of years in a Heads position : **10 years**

Employed at : **Durban Institute of Technology**

Position Held : **Head of Department**

Section B : Interview

The text below is a transcript of the interview schedule that was completed by Mrs F Patel, at her home in Windermere Centre, Durban. February 2003

Q: From your experience in Higher Educational Institutions, do you believe that people's attitudes change when they become seniors or are promoted to higher positions?

Patel : The incumbent in my opinion may either undergo a positive change or have a negative approach. The cause of change in the positive sense can be attributed to the new challenges that lie ahead. Thus in accomplishing the tasks he or she is required to act accordingly. This whole attitude is sometimes misconstrued as being over demanding and excessive in the expectations from the manager concerned. Managers of this type may have high priorities and mean business from the word go. They are clear thinkers, setting goals with long term planning in mind.

On the other hand a negative attitude with a new position usually emanates from reaching the top of the corporate ladder in a short time or joining a new institution in a promoted position. In these instances the manager often becomes unapproachable and has an air of superiority . There is continuous work comparisons, emphasis on qualification etc. Often demotivating staff which is then detrimental to the relationship as a whole.

Q: What do you think is the cause of the change in attitude?

Answer incorporated in question above.

Q: Since you were in a position of authority, what special qualities do you believe are important to be a good leader?

Patel : A good leader/manager should be empathetic but firm. Lead by example with humility, encourage and motivate staff, be a good listener and observer. Managers in new positions should be sensitive and be able to strike a balance between the 2 approaches quoted above.

Q: Tell me about one serious problem with interpersonal relationships that you have experienced while in a leadership position.

Patel: Interpersonal relationship lose their respect and dignity when or the other is insensitive to the cultural norms of fellow colleagues. In an incident where abusive and derogatory language was used in a professional and academic environment was the cause of great concern. Undue problems were created by the display of this kind of attitude, nullifying the good work that was produced by the lecturer.

Q: What do you think are important skills that are required for a manager?

Patel: Managing conflicts, staff management skills, motivating skills, decision making skills.

Q: In your organization do you believe that senior management is committed to the employees and the organization as a whole?

Patel: Senior management per se cannot be criticised for lack of commitment especially when there are constant changes in the team.

Q: Did you experience any serious altercation with senior management? Yes/No.

Patel: No.

Q: If yes, would you like to substantiate?

N/A

Q: I personally believe that management members should lecture at least 2 periods per week in subjects that they feel passionate about or where their strengths lie. What do you think about this viewpoint or comment.

Patel: I do not believe that at management level you need to demonstrate lecturing skills. It is important to dedicate this time to matters concerning staff and students. Perhaps working on a weekly basis can if time permits.

Q: Rank the following in order of preference on what you rank as being an important tool for good managers/leaders. 5 being most important and 1 least important.

Patel :	Experience	1
	Patience/Understanding	4
	Communication Skills	3
	Integrity	2
	Qualification	5

I personally find it difficult to rank any of these as least important as they are eventually all interrelated.

Q: Identify factors that demotivated you during your term of headship and/or leadership position.

Patel: Instances of staff being unable to accept constructive criticism and short sightedness when encouraged to develop in new areas.

Parents and students who do not value staff input.

Q: What suggestions you would like to make that will help management in higher education to become better leaders of today?

Patel: Give equal attention and importance to all stakeholders, be good promoters of the institutions, practice professionalism in all aspects of work.

Q: Any other comments/suggestions you would like to make?

Headship is a challenge and very rewarding if you have dedicated staff as was in the case, in my term of office.

Section A :

Name of Interviewee :

Date of resignation/retirement :

No. of years served at the institution :

No. of years in a Heads position :

Employed at :

Position Held :

Section B :

1. From your experience in Higher Educational Institutions, do you believe that people's attitudes change when they become seniors or are promoted to higher positions?
 - 1.1 1 What do you think is the cause of the change in attitude?
1. Since you were in a position of authority, what special qualities do you believe are important to be a good leader?
2. Tell me about one serious problem with interpersonal relationships that you have experienced while in a leadership position.
3. What do you think are important skills that are required for a manager?
4. In your organization do you believe that senior management is committed to the employees and the organization as a whole?
5. Did you experience any serious altercation with senior management? Yes/No.
 - 6.1 If yes, would you like to substantiate?
6. I personally believe that management members should lecture at least 2 periods per week in subjects that they feel passionate about or where their strengths lie. What do you think about this viewpoint or comment.
7. Rank the following in order of preference on what you rank as being an important tool for good managers/leaders. 5 being most

important and 1 least important.

Experience	
Patience/Understanding	
Communication Skills	
Integrity	
Qualification	

8. Identify factors that demotivated you during your term of headship and/or leadership position.
9. What suggestions you would like to make that will help management in higher education to become better leaders of today?
10. Any other comments/suggestions you would like to make?

Section A : Profile

Name of Interviewee : **B Ramlakhan**

Date of resignation/retirement : **31 December 2002**

No. of years employed at the institution : **32 years**

No. of years in a Heads position : **12 years**

Employed at : **Department of Management (M L Sultan Technikon)**

Position Held : **Head of Department**

Section B : Interview

The text below is a transcript of the interview schedule that was completed by Mr B Ramkakhn, at his home in Clare Estate, Durban, February 2003.

Q: From your experience in Higher Educational Institutions, do you believe that people's attitudes change when they become seniors or are promoted to higher positions?

Ramlakhan : Yes.

Q: What do you think is the cause of the change in attitude?

Ramlakhan : Greater responsibilities and other requirements to Heads of Departments arising out of their new job description.

Q: Since you were in a position of authority, what special qualities do you believe are important to be a good leader?

Ramlakhan :

- ☐ Ability to work with people at different levels of seniority.
- ☐ Administrative skills
- ☐ Understanding and ability to implement, faculty, technikon and national policy

Q: Tell me about one serious problem with interpersonal relationships that you have experienced while in a leadership position.

Ramlakhan : Intervention when there is a personality clash between staff, especially when both have good working relation with the Head of Department.

Q: What do you think are important skills that are required for a manager?

Ramlakhan:

- ☐ Ability to work with people at different levels of seniority.
- ☐ Administrative skills
- ☐ Understanding and ability to implement, faculty, technician and national policy
- ☐ Planning skills

Q: In your organization do you believe that senior management is committed to the employees and the organization as a whole?

Ramlakhan : Yes!

Q: Did you experience any serious altercation with senior management? Yes/No.

Ramlakhan : No!

Q: I personally believe that management members should lecture at least 2 periods per week in subjects that they feel passionate about or where their strengths lie. What do you think about this viewpoint or comment.

Ramlakhan : Yes! This allows the Heads to keep in touch with relevant subject and have an understanding of needs at lecturers level.

Q: Rank the following in order of preference on what you rank as being an important tool for good managers/leaders. 5 being most important and 1 least important.

Ramlakhan	Experience	2
	Patience/Understanding	5
	Communication Skills	3
	Integrity	4
	Qualification	1

Q: Identify factors that demotivated you during your term of headship and/or leadership position.

Ramlakhan :

- ☐ Budget restrictions
- ☐ Delays in finalising staffing positions

Q: What suggestions you would like to make that will help management in higher education to become better leaders of today?

Ramlakhan : Recognition of a committee made up of Heads of Department where management members are represented.

Q: Any other comments/suggestions you would like to make?

Ramlakhan : Decentralised budgeting system.

Section A : Profile

Name of Interviewee : **Frank Tanner**

Date of resignation/retirement : **31 December 2002**

No. of years employed at the institution : **18 years**

No. of years in a Heads position : **18 years**

Employed at : **Hotel School (M L Sultan Technikon)**

Position Held : **Head of Department**

Section B : Interview

The text below is a transcript of a personal interview with Frank Tanner, held in the Fashion Department, Brickfield Campus, Durban on 21 February 2003 at 14:30.

Q: From your experience in Higher Educational Institutions, do you believe that people's attitudes change when they become seniors or are promoted to higher positions?

Tanner: Yes, I think that some people do, maybe even the majority of people change their attitudes when they become seniors.

Q: What do you think is the cause of the change in attitude?

Tanner : Mainly to do, I think, when one wants to exert power, exerting power in the wrong direction. It also comes from the point of view that people's status changes so they think that people view them in a different way compared to previously. I also think that some people who are in senior positions, or have been promoted recently, need to prove to others that they are in a senior position, so there is a sort of a sense of bullying, which takes place. This happens because of a new fear and insecurity in their new position and so they change because they are not sure how to perform in their new positions.

Q: Since you were in a position of authority, what special qualities do you believe are important to be a good leader?

Tanner: I think, in general to be a good leader, and in my case too, I think the main issue is integrity. Close to integrity is trust; trust between you if you are in a senior position and those that are above you and those who are below you. There has to be a good trust situation so that people can see that the agendas which you have are the same as theirs - I think that is one of the strongest and most basic qualities that I need to bring. Apart from that I think its important that a leader should be fair. Fair not only in a sense of equity, in a sense of being blind to all the other differences which come along the way, but also they should be fair in enabling people to have a fair chance to be able to progress. So I don't believe that everything must be on merit I think that the potential of people must also be recognized which is also part of the fairness equation.

Another very important quality which I think is essential is being able to communicate and a

lot of people might put this under emotional intelligence. Being able to communicate with people above and below you, in a way which is not patronising on one hand, but understandable, using a language which is understandable to others and basically without trying to be better than the others. Therefore the communication needs to be effective and that is an important quality, I think. Closely associated to communication is motivation, so communication leads to motivation and clearly, if you are able to communicate well, you are able to delegate well.

I also think its very important that a leader needs to have a strong conviction of their own beliefs. They need to believe that what they are doing is in fact right and they must not allow themselves to be pushed around when they make a decision which they think is for the best reasons.

Q: Tell me about one serious problem with interpersonal relationships that you have experienced while in a leadership position.

Tanner: There are a number of serious problems that can occur within interpersonal relationships and these problems, which are also conflict situations, may occur for two main reasons. Firstly there's a performance problem, in other words, a subordinate, although it need not always be a subordinate - but usually a person in a subordinate position who is not performing to your expectations. This performance needs to be analysed because there are quite a variety of reasons why it can happen. The person might not be qualified, if the person has not been inducted in the organization properly, the person has a fear of doing what they were supposed to be doing - but also there could be a lack of performance due to absenteeism, illness or various habits which they might have. In one particular situation - where in fact this did occur - we tried to analyse the reasons for the drop of performance. We were able to establish that the performance was related to personal private life unhappiness and this caused the person to turn to various habits, which then affected the way he was teaching. We got help from outside and convinced the person to go for consultation and help in the organization which was not attached to ours, and therefore relieve the problem in that particular way and resolve it.

In another particular case another reason why there might be conflict and problems is because the belief systems and the value systems between the different levels of people working are not in line. For eg. a junior person might perceive a senior person to be racial or they might perceive him or her to be discriminatory in another sort of way and that is a different kind of problem which will need to be resolved in a different way. I think here the more direct approach is the best approach were the two people are able to get together - this problem will need a more direct approach - were they are able to get together and resolve their differences together. If it doesn't work together then maybe a third person needs to come in and mediate.

Q: What do you think are important skills that are required for a manager?

Tanner: I think that the skills a manager needs to bring to a situation, depending on the level of the particular manager's work, are human skills. Then the person also has to have some technical skills - technical skills become less important the higher the person is on managerial level - eg. if a person is a manager in a hands on type of situation then technical skills are very important - but otherwise the higher the person goes up in managerial level then conceptual skills are very important. Being able to conceptualize and being able to visualize the organization and being able to see the organization as a whole - holistically, that is an

important skill.

Q: In your organization do you believe that senior management is committed to the employees and the organization as a whole?

Tanner: Yes! I definitely believe that in general on the whole, managers do in fact commit themselves to the employees and the organization. There are few exceptions to that particular rule - but we spend so much time at our work place, I think in general most people try to do their best at their workplace.

Q: Did you experience any serious altercation with senior management? Yes/No.

Tanner: Yes!

Q: If yes, would you like to substantiate?

Tanner: Maybe I can briefly relate three altercations - I should add that the altercations are not of the immediate past they are quite a long time ago with members of management, who are no longer in the organization.

I remember on one occasion, when I was representing a fairly senior person in our faculty, I was required to go to a meeting and at that meeting, a very senior person asked me to make a huge decision that would have serious implications about the ability of the organization to deal with a particular problem that time. I declined to make that decision because, in my opinion, it was in fact the responsibility of that senior person to make the decision which was going to have serious repercussions. Unfortunately that led afterwards to some altercations - however we were able to resolve it at the end of the day.

In another particular case, a senior manager was unable to understand my point of view in terms of achieving my goals in my department. I got quite frustrated that I was trying to achieve something and I knew that the decision the senior manager was going to make would affect our department in a negative way. That also caused a big disruption between our relationship - in fact that relationship was never really mended after that. I always thought and still do, that my opinion was right.

And another example of an altercation that is slightly different. In one particular case there was a problem in my department and a senior to myself at that time, wanted to resolve it by bringing in another member of staff that had nothing to do with the problem and who was in a staff position. I thought that the problem could be better sorted out by myself in a position with line management and it did not require staff management to be interfering. We resolved that particular crisis satisfactorily by talking with each other.

Q: I personally believe that management members should lecture at least 2 periods per week in subjects that they feel passionate about or where their strengths lie. What do you think about this viewpoint or comment.

Tanner: I think it's a good idea only in some ways, but just for those people who are in managerial positions in academic posts - so possibly for a DVC - Academic or for a Dean it might be good, but not a good idea for administrators or financial managers. I don't think it will help much.

The main reason why I am only half-heartedly in agreement with the idea, is that I have seen it happen where a senior person wanted to become involved in lecturing but the practicality of keeping the time-table and being able to consistently give those two lectures in that given time schedule could not be done. That had the effect of demotivating the students who now thought that the senior person was not sticking to his commitment and in fact the person's respect dropped.

Q: Rank the following in order of preference on what you rank as being an important tool for good managers/leaders. 5 being most important and 1 least important.

Tanner :	Experience	3
	Patience/Understanding	2
	Communication Skills	4
	Integrity	5
	Qualification	1

Q: Identify factors that demotivated you during your term of headship and/or leadership position.

Tanner: A number of factors, will always demotivate you, however it's sometimes a personal issue and it's a matter of getting over that. In general, though, I really would like to say that if you are clear about your goals, and you are clear about where you want to go these factors shouldn't really demotivate you to that extent. I should maybe like to mention one particular item and that is when your senior has not got the same vision and same understanding of your goals and therefore does not support you in terms of you achieving your goals. They put hurdles in front of you or limit you in achieving your goals - it can be very demotivating. Therefore I think the crux of the matter is that you have to build up a good understanding with your senior so that you are able to achieve the goals you want to achieve for your department.

Q: What suggestions would you like to make that will help management in higher education to become better leaders of today?

Tanner: I would like to start off by saying that although I listed 'qualification' in Question 8 as number 1, I do think that a lot of our education managers have not actually been taught how to manage and so a managerial qualification would be quite a good thing to do. They should be able to do some courses that will help them to become better managers and leaders. Some managers should not consider themselves to be in ivory towers - they should have a hands-on approach to the departments and the people they are working with - so that they are able to understand the subordinates' problems in a better way.

It is also important that senior managers are able to back up their Heads of Department more effectively. I think that one-to-one meetings eg. appraisal kinds of meetings should be organized, so that managers at senior level are always aware of what is happening at the departmental level. In my opinion, the Heads of Department are still carrying the biggest and most responsible loads in the organization. And as a last item - I think its very important that senior management are able to apply clear and consistent rules and practices. I think one of the most damaging aspects that managers sometimes show is favouritism, comparing one person to another person, so it's essential that there is no favouritism.