

**Role-modelling, Decision-making and Conflict
Resolution: Impact of Leadership and Management on
Academic and Administrative Employees at a South
African Higher Education Institution**

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Anrusha Bhana

*Senior Lecturer, Department
of Financial Accounting,
Durban University of Technology (DUT)
Telephone Number: (+27 31) 373 5628
Email Address: anrushab@dut.ac.za*

Sachin Suknunan

*Student Services Division,
University of KwaZulu-Natal (UKZN)
Telephone Number: (+27 31) 260 7057
Email Address: suknunan@ukzn.ac.za*

&

Mohamed Saheed Bayat

*Department of Public Administration,
University of Fort-Hare Alice,
Eastern Cape South Africa
and University of Lusaka, Zambia
Email Address: mbmsaheed@gmail.com
Tel: +27833240402*

Abstract

The study aimed to address the management and its impact on the age and tenure cohort at a higher education institution. An overview of what constitutes the characteristics of managers as well as a discourse between leadership and management skills is provided. The study adopted a mixed method design comprising a quantitative approach for employees and a qualitative approach for line management leadership and executive management leadership. The total population for the quantitative method constituted 1874 academic and administrative employees with a targeted sample of 420. The study obtained a response rate of 312 out of 420 employees. The qualitative data collection tools for the management were semi-structured interviews and open-ended interviews of 12 out of 18 being the realised sample size. The study showed evidence of poor leadership and management qualities in relation to support, role-modelling, trust, critical decisions, and self-management which may have a negative effect on younger and new employees. The study made an original contribution to this area as it depicted a clear indication of poor role-modelling and decision-making that managers lack, conflict management skills and its implications thereof.

Keywords: *Conflict management, Higher education institution, Leadership, Management, Leadership skills, Role-modelling.*

Introduction

At some higher education institutions (HEIs), the academic and administrative support managers can be viewed as either managers or leaders, or both. Managers may 'view' their position or designation as 'managers' due to the administrative work, while others may view themselves as 'leaders' since there is a need to transform respective departments or faculties. In South Africa (SA), there has been limited published research or focus on the impact management and leadership have on role-modelling, decision-making, conflict resolution, in addition to age and tenure cohorts at HEIs in SA. Van Niekerk, De Klerk and Pires-Putter (2017) claim that there has been limited research on the relationship of occupational well-being (e.g. burnout, conflict management skills and engagement) between academic and administrative staff in HE. Over the years, many managers in a South African HEI have led departments and faculties without any foresight on the impact their leadership and management have on academic or

administrative employees. Some managers victimise, bully or intimidate their subordinates due to the power they wield at different levels. The University of Technology report (2017) states that, when an academic or administrative support employee raises a complaint or a grievance, they have mostly been personally treated badly or victimised by their line managers. Further, unethical managers who don't understand the position will allow and promote nepotism and cronyism, and will gain the support of a few loyal subordinates or employees in their departments or faculties. However, other subordinates will not view these managers as ethical or effective and, over time, employees might become disengaged at work. Furthermore, SABPP (2017: 2) posit that unethical leadership is a moral crisis coming from a low moral or principle source that excludes ethics, principles and good governance but results in scandals, corruption and destruction to followers.

Managers tend to be more systematic, organised and controlled so work is quantitative science, whereas leaders are experimental, visionary, flexible and imaginative (Ehlers & Lazenby, 2007). Some managers are appointed based on research proficiencies sometimes void of having any experience, management and leadership skills, competencies, or the ability to handle conflicts or have any conflict management skills to resolve matters which may ultimately have a negative impact on subordinates. This is consistent with Taylor and Machado (2006) who opine that leadership and management are not the same thing since not all leaders manage effectively, and not all managers have leadership skills. Further, faculty leaders nominated in popularity contest will pay no attention to what the job entails and will not effectively manage the extremely challenging position (Council for Higher education, 2016). These faculty leaders select subordinates to be line managers in their faculty who will support their unethical behaviour, agendas and decisions at the institution. This is further supported by Van Zyl (2014) who asserts that unethical leaders choose staff who they can surreptitiously control during their tenure. So, these LML take these leadership positions, unaware of the job description/position or whether they are leaders or managers, which eventually can have an impact on respective subordinates. Thus, the research gap for the study is to explore whether LML and EML have an impact on 'all' employees, as managers should be good role models, ensure employees are involved in critical decision-making, and are skilled to handle conflicts within their respective departments.

Academic managers should have the ability to balance teaching and learning, which is part of the core business of departments. They should ensure that they also have a strategic vision to promote research, innovation, entrepreneurship, external and/or community engagement. Administrative managers need to ensure that their respective departments are operational, supporting academic employees, and in line with the vision and goals of the HEIs. The Council for Higher Education (2016) asserts that there are always two sides to a coin: one side the need for a manager; the other side an academic leader, someone who will lead the research and teaching – preferably both manager and leader. The study makes an original contribution to this area as it depicts a clear indication of poor role-modelling and decision-making that managers lack, conflict management skills and its implications on the South African HEI.

Aim

The aim of the study was to explore the impact of management on role-modelling, decision-making and conflict resolution of academic and administrative employees at a South African HEI.

Literature Review

The study commences with a review of the characteristics and definition of a manager, followed by the semantics, differences and similarities between leadership and management which includes the leadership theories to support the study. Conflict management and conflict management skills were discussed, which supports the aim of the study. Academic managers are involved in effective teaching, learning and assessment performance, which is part of the core business. They also ensure that they are on the same trajectory of the institutions' strategic plans and vision, which is to promote leadership, scholarly activities, research, innovation, entrepreneurship, external and/or community engagement. The administrative and academic support managers' job description is primarily to ensure that their respective departments are operational with the following: good management and leadership skills; alignment to the HEI policy and procedures; support academic staff; and in line with the vision and goals of the HEI.

Characteristics of a Manager

In 2012 Forbes article, “leading” is defined as who you are as a person, while a “manager” is described as an expertise, primarily skill-based, that may be learned, suggesting that leading can be cultivated within the individual and the manager as a set of behaviours in relation to competency (Azad, Anderson, Brooks, Garza, O’Neil, Stutz, & Sobotka, 2017). Leadershipchallengetypepad.com (2009) notes that the etymological dictionary for a manager has diverse root backgrounds, derivative from the root term ‘Manus,’ denoting the hand, also command and demand that come from the similar root name. Managers are inclined to lead others into new, uncharted terrain as it would make a manager, a leader (Quinn, 2004).

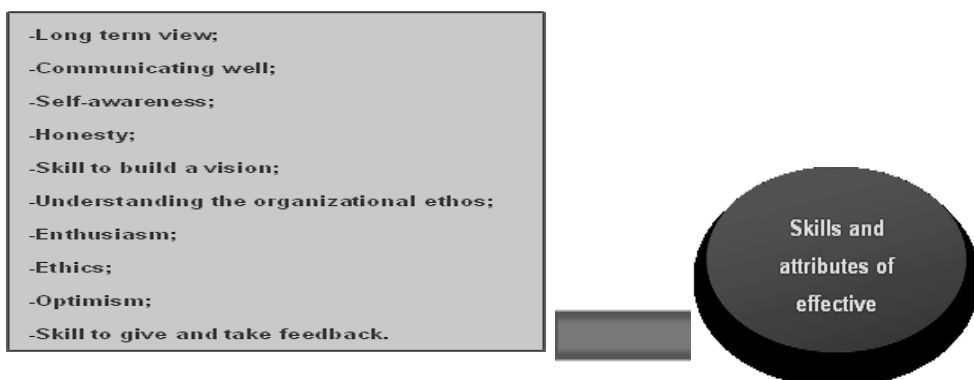


Figure 1: The characteristics of effective managers

Source: Van Zyl, Dalgish, du Plessis, Lues, Pietersen, Ngunjiri, and Kablan. (2016) adaptation

Definition and Description of Management

Wajdi (2017) defines management as employing direction and control of an organisation or institution through executive, administrative and supervisory positions. Philosophies of management texts commonly describe management as a sequence of activities (leading) executed for the betterment of an organisation (McCartney & Campbell, 2006). Managers must establish a vision/mission for the organisation, empower employees to achieve the vision/mission, enthusiastically and constantly implement strategies to achieve objectives (Van Zyl et al., 2016). A

manager is often depicted as a procedural administrator/supervisor who has formal authority and plans; he coordinates and executes the directives of the organisation (Prudzienica & Mlodzinska-Granek, 2014). Management encompasses categorising the mission, objective, processes, rules and influence (Wikipedia.org, 2016). Glen (2017) states that the main physiognomies of management are the following:

- a planned focus on facets of the organisation's strategy;
- implementation of specific areas within manager's duties;
- formulating and applying the policies of an organisation to accomplish the goals; and
- directing and observing the team to achieve specific objectives.

Semantics between Leadership and Management

Egypt was one of the first civilisations to practise leadership and management activities (Trewatha & Newport, 1982). Leadership is regularly made synonymous with management but can systematically be separated (McCartney & Campbell, 2006). Management is doing things right, leadership is doing the right things (Van Zyl et al., 2016). The debate on whether leadership and management skills are dissimilar, or whether both can coexist socially, has not been wholly decided (Yukl, 2002). Leadership and management concepts of HEIs are frequently confused and misconstrued, thus a cause for onerous debate within the academic society (Taylor & Machado, 2006).

The semantic problem comes about when searching for a word to define a person that has a combination of management and leadership skills, which is common at several levels of an organisation (McCartney & Campbell, 2006). Further, Bennis and Nanus (1985) proposed that leadership is the all-inclusive concept of both, but leadership has been presented as the preferred alternative to management. Organisations ought to understand the difference between a manager and a leader, then synergistically harmonise the two qualities to neutralise any weaknesses inborn in each (Shokane, Stanz, & Slabbert, 2004).

Differences between Leadership and Management Skills

Leadership and management require different skill sets that deviate from each other, so it is improbable for both to coexist in a single individual

(McCartney & Campbell, 2006). However, Taylor and Machado (2006) state that the field of leadership and management from theory to practice in HEIs is dichotomous. Van Zyl et al. (2016) emphasise the chief differences between leadership and management skills, as tabularised below:

Table 1: Differences between leadership and management skills

Leadership	Management
Concerned with vision.	More concerned with carrying out duties than the vision.
Focused towards motivating transformation and anticipating environmental changes.	Oriented towards adjusting to change, not being resourceful.
Concerned with empowerment.	Concerned with being empowered.
Actions exhibit skill, but are intensely character grounded.	Actions inclined to be more strongly skill grounded.
More concerned with positive prospects	More concerned with negative consequences.
Concerned with building and/or restructuring the organisation, using persuasion skills to develop vision and ideas, irrespective of position.	Concerned with parts of the set organisation; embraces behaviour and attitudes according to level or position; may feel that circumstances are beyond control or influence.
Recognises personal strengths and weakness, and prepared to learn from mistakes and develop; able to assist and concerned with helping others to develop.	Inclined to elude risks for self-protection; hence, development is more restricted; might recognise strengths and weaknesses, but ignorant of how to manage people to achieve goals.
Sees relationships as opportunities for development; individual goals are in alignment with organisational goals.	Sees a more restricted network of relationships in terms of closely contiguous areas; tends to focus typically on goals established by others, and independently within organisational boundaries.
Constructs systems to support goals; offers direction; encourages sharing and teamwork; concerned with removal of performance barriers and sustained growth of team members	Concerned with sectional areas of responsibility; becomes indispensable and part of the organisation; excessively concerned with what team members do and how.

Source: Van Zyl et al. (2016)

When leadership dominates management, the organisation goes into a zone of unpredictability (Burns, 2002), an unstable position of extreme change causing lawlessness and degeneration (Yukl, 2002), leading to an organisation that is in turmoil (McCartney & Campbell, 2006). Further,

when management dominates leadership, it can lead an organisation into a zone of stability categorised by distant relationships, absence of open communication and interdependence (Burns, 2002). Ehlers and Lazenby (2007) declare that management is about dealing with difficulty and leadership concerns and handling transformation. Leaders manage, whereas managers lead and these two behaviours are not synonymous. Although leadership and management overlap, each entails a unique set of activities or functions (Van Niekerk, 2005).

Similarities between Leadership and Management

Understanding the differences between leadership and management would allow an understanding of where improvements need to be made and ultimately can make an individual a better leader and manager (Glen, 2017). In the real world, in any organisation, a manager is called to show the quality of leadership, and a leader illustrates the abilities of managing in demanding and chaotic situations (Prudzienica & Mlodzinska-Granek, 2014). So, good management and poor leadership allow for good execution of everything, however without a reliable direction and inclusive strategy. However, with good leadership and poor management, an organisation will have the goals and motivation to thrive, but no one to implement the plan on how to get there (Glen, 2017). It could be seen that one concept of management and leadership is a subsection of the other since one individual could possess both skills (McCartney & Campbell, 2006). Nevertheless, Leadershipchallengetypepad.com (2009) suggests that there is a need for both exemplary managers and leaders. It is evident that most people regard leadership and management as complementary talent groups and both are essential for good role-modelling and decision-making success (Kotter, 1990). Further, for success in organisations, a leadership and management skills combination is apt (McCartney & Campbell, 2006).

Although leaders and managers may be different in personal characteristics, roles and conduct, the results of work performance of either can be alike as either skill can develop and progress with one or both characteristics (Burke, 1986). It should be noted that the role of a manager entails flexibility, dynamism, competencies, good role-modelling and leadership qualities (Prudzienica & Mlodzinska-Granek, 2014). Howell and Costley (2006) aver that management and leadership are closely linked as the same person usually performs both activities. Ehlers

and Lazenby (2007) claim that leadership and management complement each other.

There are three critical managerial skills known: (i) technical skills (the ability to perform duties or activities); (ii) human skills (the capability to work well with other people); (iii) conceptual skills (the ability to see the big picture). The last two skills are the attributes of competent leadership (Prudzienica & Mlodzinska-Granek, 2014). Doyle (2017) asserts that, when employing line managers, it may be vital to overtly search for conflict management skills which could be under other headings such as teamwork and leadership.

Conflict Management

Conflict can be described as a disagreement, differences or irreconcilability in or among groups and/or people (Van Niekerk, 2016). Conflict has dual characteristics – being functional and dysfunctional; functional can be defined as being industrious in nature, while dysfunctional conflict is counterproductive (Van Niekerk et al., 2017). Doyle (2017) asserts that removing conflict totally would create problems as there would be no diversity of viewpoint to spot and rectify illogical strategies and policies. Van Niekerk (2016) maintains that employee conflicts impact interpersonal relationships which will exert a negative influence on work-related well-being. Employee conflicts that worsen and grow will eventually reduce productivity, increase immoral decision-making and destroy staff morale. So, there is a need for employers to ensure that leaders have capabilities to manage and diffuse conflicts (Doyle, 2017).

Conflict Management Skills

Corporate governance of King IV code is defined as the implementation of ethical and effective leadership by institutions with respect to the attainment of ethical culture, good performance, effective control and legitimacy (Africa, 2016). The testament to corporate governance is the legislation based on King III report which requires South African HEIs to promote good governance through sound leadership, sustainability and corporate social responsibility through effective ethical values of responsibility, accountability, equality and transparency as per the King III Report 2009 which is also described in the King IV report published in 2016 (Grobler & Horne, 2017). Thus, the internal governance systems

of HEIs in SA should emphasise key principles: commitment and promotion of democracy; the value systems of research and teaching; and pledge to good corporate governance, responsibility and effective management (Gumede, 2015). Barac, Moloji and Marx (2011) state that HEIs have a new responsibility which requires sound management, effective and ethical leadership, and strong governance structures for effectual and proficient management. Thus, it is essential for HEIs in SA to run efficiently so there should be no excuses or a void in good governance and management (Chipunza & Gwarinda, 2010).

From an HE perspective, conflict occurs due to certain perceptual obstacles in the interpersonal relationship between employees (Van Niekerk, 2016). When employees face conflict that impacts the respective individuals' work energy resources, most leaders would use the conflict management style which is easier to use under these circumstances (Van Niekerk et al., 2017). Managers will apply specific effective or ethical leadership styles to handle conflict of the employee interpersonal relationship (Chung-Yan & Moeller, 2010). HEIs can offer certain mediations (e.g. motivation through conflict training, mindfulness and education) for beneficial conflict management. Therefore, with successful conflict management, employees too can achieve workplace goals successfully (Van Niekerk et al., 2017).

Research hypothesis

H1₀: Management does have an impact on role-modelling, decision-making, and conflict resolution.

H1₁: Management does not have an impact on role-modelling, decision-making, and conflict resolution.

Method

The study utilised a mixed method of quantitative for the academic and administrative employees, and qualitative approach for the line management leadership (LML) and executive management leadership (EML). LML are also known as Head of Departments of either academic sector or administrative sector. EML are known as Deans (academic sector) or Directors (administrative sector) of the HEI. In addition, the EML are the senior managers to LML of faculties or administrative departments. The explorative research design was selected for the study. The questionnaire was self-developed for both methods and was

validated by a NVIVO qualitative statistician for the semi-structured interviews. The quantitative pilot study was examined for reliability, using the Cronbach's coefficient alpha test and factor analysis for validity component. The chosen respondents were representative and consistent with the target population in terms of scholarly capability, attitude and knowledge of the subject matter. For the study, face, content and construct validity was adopted to test validity after evaluating the independent variables (EML and LML) and dependent variable (employees). The reliability of the scales used in the quantitative instrument was measured by the coefficient of reliability, using Cronbach's alpha (α). Cronbach's alpha is a measure used to assess the internal consistency or internal reliability of a set of items (questions) from the instrument. The reliability of the scales which described the LML and EML of α 0.992 indicates that a composite measure formed by taking the average of the scores from the items. The copies of the quantitative questionnaire were analysed by a qualified accredited quantitative statistician.

The data were extracted using the quantitative method which used the probability sampling technique to sample the respective population for the study. Sekaran and Bougie (2010) state that the method for choosing the right people for a study is known as sampling. The quantitative approach used the simple random sampling as the technique provides a guarantee that chosen representatives (employees) were a sample of the larger target population. The target population constituted a planned size of 420 academic and administrative staff out of a total population of 1,874 at the institution. This sample size was calculated using the statistically computed table as suggested by Sekaran and Bougie (2014). The copies of survey questionnaire selected responses from Likert 5-point scale which were used as the data collection tools. The copies of the questionnaire were distributed to a population of 420 respondents with a realised sample size and response rate of 312 (74%).

The study used the qualitative approach with purposive sampling for a planned sample population of six EML and 12 LML participants. The realised sample size was three EML and nine LML for the interview response rate, which constituted 12 out of 18 interviews in total, indicating a response rate of 67%. The copies of this questionnaire were administered electronically for the semi-structured interviews, and upon request face-to-face semi-structured interviews were also done for participants.

The data collection tools were semi-structured interviews and open-ended interviews for the qualitative component of the study. The researcher ensured that all ethical considerations and protocols were observed in relation to obtaining institutional ethical clearance, gatekeeper's letter, informed consent from both participants and respondents, and ensuring confidentiality and anonymity.

Data Analysis

The data analysis section commenced with a brief analysis and discussion of the demographic information of employees. The mean scores were extracted from the raw data responses captured on MS Excel spreadsheet and given to an accredited statistician to capture on SPSS. The quantitative analysis used ANOVA test for the variables of the study. The ANOVA is classical statistical test that uses the F-Ratio to obtain a probability (p-value) to reveal statistical significance or insignificance. This is in conformity with Creswell et al. (2016). ANOVA is used when there are more than two independent cohorts that need to be assessed on a single quantitative measure. The ANOVA tests showed that younger and newer cohort of employees were affected by LML and EML in relation to role-modelling, conflict resolution and decision-making. Further, the findings from the qualitative analysis of LML and EML showed uncertainty of whether they were leaders or managers or both in their respective positions.

The sample size varied from homogeneously academic and administrative employees' age and tenure cohort as reflected in Figure 2 and Figure 3.

Employee Category Allotment in Age Cohort

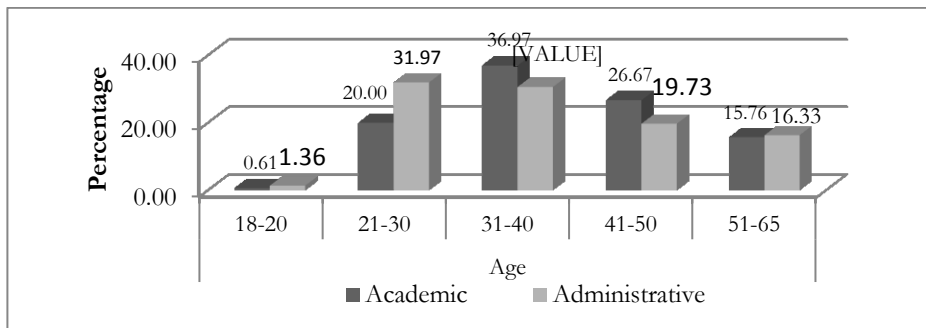


Figure 2: Cross-tabulation percentage of job to age cohort

Figure 2 exhibits a graphical cross-tabulated cohort percentage of job with age. There is a disproportion percentage for age cohort of 31 - 40 years with Academic (36.97%) and Administrative (30.61%), followed by age cohort of 21-30 years with Academic (20.00%) and Administrative (31.97%) and age cohort of 41-50 years with Academic (26.67 %) and Administrative (19.73 %). Thus, the results indicate the age cohort of 31-40 years and age cohort of 41-50 years as a significantly higher percentage for academic cohort. Comparatively, the age cohort of 21-30 years exhibited a higher percentage by administrative staff.

Employee Category Distribution in Tenure Cohort

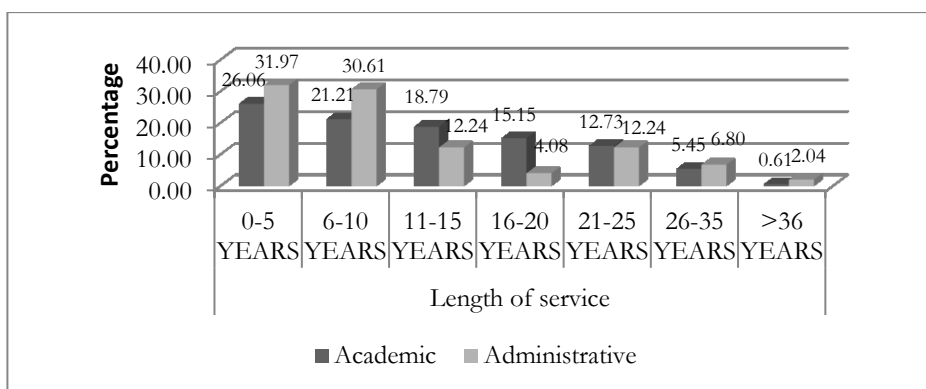


Figure 3: Cross-tabulation percentage of job category to tenure cohort

Figure 3 reveals the cross-tabulation in terms of job with tenure cohort. There is an imbalance regarding the tenure cohort, with the highest

percentage being 0-5 years with Academic (26.06%) and Administrative (31.97%), followed by tenure cohort of 6-10 years with Academic (21.21%) and Administrative (30.61%), and tenure cohort of 11-15 years with Academic (18.79%) and Administrative (12.24%). Thus, a lower percentage of respondents were 21-25 years' cohort with Academic (12.73%) and Administrative (12.24%), 16-20 years' cohort with Academic (15.15%) and Administrative (4.08%), 26-35 years' cohort with Academic (5.45%) and Administrative (6.80%), and greater than 36 years' cohort with Academic (0.61%) and Administrative (2.04%). Further, the 0-5 year's cohort and 6-10 years' cohort displayed a higher percentage for Administrative staff compared to Academic staff. Conversely, the 11-15 years' cohort and 16-20 years' cohort revealed a higher percentage for academic staff in contrast to administrative staff.

Quantitative Analysis

ANOVA tests for several independent samples compare two or more groups of cases in one variable. The ANOVA compared the age cohort (Table 2) and tenure cohort (Table 3) of employees with leadership and management of the study. This agrees with Creswell et al. (2016). ANOVA is utilised when there are more than two independent cohorts that need to be assessed on a single quantitative measure. This is reflected in Table 2.

Table 2: ANOVA of LML items on five age cohorts

LML items	Age	N	Mean	Std. Deviation
Is the LML a good role?	18-20	3	1.00	.000
	21-30	80	2.83	1.348
	31-40	106	2.34	1.202
	41-50	73	2.32	1.200
	51-65	50	2.42	1.279
	Total	312	2.46	1.267
Can be trusted to keep work-related promises.	18-20	3	1.00	.000
	21-30	80	2.76	1.380
	31-40	106	2.31	1.260
	41-50	73	2.30	1.244
	51-65	50	2.56	1.312
	Total	312	2.45	1.307
Allows employees to influence critical decision-making.	18-20	3	1.00	.000
	21-30	80	2.80	1.277
	31-40	106	2.39	1.200
	41-50	73	2.40	1.255
	51-65	50	2.54	1.343

		Total	312	2.51	1.265	
Encourages self-management.	18-20	3	1.00	.000		
	21-30	80	2.93	1.357		
	31-40	106	2.71	1.287		
	41-50	73	2.45	1.302		
	51-65	50	2.72	1.341		
	Total	312	2.69	1.326		
ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
LML items						
Is the LML a good role model	Between Groups	20.201	4	5.050	3.235	.013 *
	Within Groups	479.257	307	1.561		
	Total	499.458	311			
Can be trusted to keep work-related promises.	Between Groups	18.375	4	4.594	2.750	.028 *
	Within Groups	512.904	307	1.671		
	Total	531.279	311			
Allows employees to influence critical decision-making.	Between Groups	16.146	4	4.037	2.572	.038 *
	Within Groups	481.841	307	1.570		
	Total	497.987	311			
Encourages self-management.	Between Groups	17.197	4	4.299	2.492	.043 *
	Within Groups	529.646	307	1.725		
	Total	546.843	311			

* (p < 0.05 = significant difference)

Table 2 presents the ANOVA showing comparative differences with the mean scores of age cohort for LML, thus indicating a statistical significant difference in average agreement for mean scores of 18-20 age cohorts being insignificant in comparison to the other four age groups, as reported below:

- Is the LML a good role with F (5,050) = 3.235, p= 0.013. The average agreement for 18-20 age group (M = 1.000, SD = 0.000) is significantly lower compared to average agreement of the other four age groups;
- Can be trusted to keep work-related promises with F (4,594) = 2.750, p = 0.028. The difference for 18-20 age group (M = 1.000, SD = 0.000) is smaller compared to other four age groups;
- Allows employees to influence critical decision-making with F (4, 307) = 2.572, p = 0.038. The difference in agreement for 18-20 age

group ($M = 1.000$, $SD = 0.000$) is significantly lower compared to other four age groups; and

- Encourages self-management with $F(4,307) = 2.750$, $p = 0.043$. The average agreement for 18-20 age group ($M = 1.000$, $SD = 0.000$) is lower in comparison to the four age groups.

This indicates that there is a significant difference in agreement between older age cohorts (21-65) to LML. The other LML items may have been expected to be significant; however, no significance was found. Further, these insignificant differences would only relate to the sample population. Therefore, $H1_1$ is partially accepted.

Table 3: ANOVA of LML items influence on tenure cohort

		N	Mean	Std. Deviation
LML items	Tenure			
Has necessary skills to manage employee conflicts, mistakes and complaints.	0-5 YEARS	90	2.61	1.371
	6-10 YEARS	80	2.49	1.253
	11-15 YEARS	49	2.29	1.275
	16-20 YEARS	31	2.19	1.108
	21-25 YEARS	39	2.15	1.065
	26-35 YEARS	19	2.47	1.172
	>36 YEARS	4	1.25	.500
	TOTAL	312	2.40	1.254
	Is the LML a good role model?	0-5 YEARS	90	2.68
6-10 YEARS		80	2.56	1.271
11-15 YEARS		49	2.41	1.322
16-20 YEARS		31	2.13	1.118
21-25 YEARS		39	2.10	.995
26-35 YEARS		19	2.58	1.121
>36 YEARS		4	1.50	.577
TOTAL		312	2.46	1.267

Table 3 : Robust tests of equality of means

LML items		Statistic a	df1	df2	Sig.
Strives to fulfil the goals and objectives of the university through the department.	Welch	6.322	6	39.242	.000
Has necessary skills to manage employee conflicts, mistakes and complaints.	Welch	3.915	6	39.066	.004 *
Is the LML a good role model?	Welch	3.110	6	38.174	.014 *
Encourages self-management.	Welch	2.994	6	38.411	.017

a. Asymptotically F distributed.

* ($p < 0.05$ = significant difference)

Table 3 reveals that the utilisation of robust tests of equality of means as the homogeneity of variance assumption was violated ($p < 0.05$). The result is a higher significant difference in agreement across mean scores of 0-5 years of tenure group for four of the LML items, as specified below:

- Has necessary skills to manage employee conflicts, mistakes and complaints, Welch (6, 39.066) = 3.915, $p = .004$. Employees with 0-5 years of service have a higher significant difference in agreement in comparison to those greater (>) than 36 years of service. This is supported by the significant difference in mean score of 0-5 years ($M = 2.61, SD = 1.371$) being greater than mean score of greater than 36 years ($M = 1.25, SD = 0.500$); and
- Is a good role model, Welch (6, 38.174) = 3.110, $p = 0.014$. Those with 0-5 years of service have a higher significant difference in agreement that LML is a good role model compared to those greater (>) than 36 years of service. The significant difference in mean score of 0-5 years ($M = 2.68, SD = 1.389$) is higher than the agreement mean score of greater than (>) 36 years ($M = 1.50, SD = 0.577$).

Thus, the homogeneity of variance assumption was violated for the four-LML items across 0-5 years of tenure cohort. The findings reveal that the variances for each of the 7 tenure cohorts are not the same for these LML items. So, the results imply that newer employees (0-5 years) have a significant disagreement regarding LML conforming to good role-modelling, decision-making, and having the leadership skills to manage conflict, mistakes and complaints. Therefore, $H2_1$ is partially accepted.

Qualitative Analysis

The sample size of the qualitative part of the study was n=12 participants. The study utilised several analysis techniques such as tree map, cluster analysis, word cloud, and hierarchy charting which helped formulate the respective themes. Hence, the qualitative data used the thematic approach which was validated by the researchers' interpretation. The sample size was 12 out of 18 participants who were LML and EML at the institution. The study used thematic and interpretive analysis, so the following findings were found:

1. Leadership versus Management Continuum

The findings show that there were 5 participants that felt they were both managers and leaders in parallel. Notably, the reasons were narrated, as follows:

Participants were able to lead their subordinates, have open communication and interaction and knowledge sharing. However, despite leadership and management qualities, their subordinates were still able/willing to receive instructions from them as managers. Despite being a leader, there are various power dynamics which alternates the position between leadership and managerial. As per participant 4:

I see myself as an administrative support leader and line manager. When there is a problem – you have power – LML has privileges and opportunities, or else you have no leadership power/control. Further, LML are not protected when work ethic is not followed, thus learnt to accept. EML and LML are in the same boat at different levels.

The job requires a manager to be both people-oriented and process-oriented. Hence, as a leader, you must be people-oriented but, as the manager, you have to be process-oriented. As per participant 10, *“I am both a leader and LML in my department and faculty. As a leader – people-oriented, as a line manager – process oriented.”* The institution formally or officially placed one as a ‘manager’. However, one has to be able to ‘lead’ a department to progress and move forward.

There were three participants who saw themselves as leaders, and some of the reasons were because they always lead by example and implemented faculty strategic plans and objectives. Participant 9:

Yes, I am a department leader – leading from the front and leading by example. I am a faculty leader – I ensure that I implement faculty strategic plans and objectives. A strong faculty is made of strong departments.

However, one participant clearly felt confusion due to the current work challenges which were destroying their leadership qualities and spirit. One participant saw themselves primarily as a manager and not a leader. As per participant 7, *“I see myself as LML in my department and faculty.”*

However, another participant asserted that they were neither a manager nor a leader because the LML position was always questioned and not respected by senior or lower employees. Additionally, there was no recognition for 95 % of the position. As per participant 5:

I am not a leader or line management in my department and faculty, LML position is always questioned, not respected by senior or employee. No recognition for 95 % of the job.

3. Conflict Resolution between leadership and employees

The findings reveal that resolving issues and challenges regarding employees was an important subtheme. Further, resolving issues regarding employees is a vital constituent of any managerial role. Most participants stated that they resolved issues and challenges impartially.

4. LML in resolving conflict

LML to resolve conflict was rather diverse when it came to resolving issues regarding employees, and thus included the following, as narrated below:

If employees don't wish to communicate, then each employee member is addressed separately. Treating all employees with respect and dignity, as communicated by participant 1, *“Always, employees are treated with respect and dignity regardless of job level.”* Gathering facts and information before proceeding to take decision on the matter/s is important. Moreover, it is appropriate to ensure that things are always done the ‘right way’ when it comes to resolving issues. This is supported by participant 9, *“Employee issues are resolved impartially, one always listen to both sides of the story and take an objective decision regardless of the subordinate involved.”*

A multitude of approaches can be applied such as communication and strategic talks. Communication and discussion remains one of the key measures line managers have, to resolve employee issues. This is done either face-to-face individually, or via designated meetings. Most participants agreed that they did aspire to resolve conflicts promptly. Conversely, one participant conveyed that they were never in a position to resolve issues, while another participant indicated that they had no private space to resolve issues and this was problematic. As per participant 7, *“Not always do I resolve individual employee conflict promptly.”*

4.EML support in resolving conflict

There was minimal response of which four out of six participants (67%) indicated that they did not get support from EML when it came to resolving issues and challenges regarding employees. This was conveyed by Participant 4:

No support from EML with employee issues. EML does not play a part in supporting their LML. In addition, EML do not have protection from top management.

Key Results

Table 3 reveals that there was a statistical significant difference in agreement across 0-5 tenure category for LML items. These results show that LML lack the necessary skills to manage employee conflicts, mistakes and complaints, and decision-making, and they would not be considered as good role models. Further, the qualitative analysis has shown that most participants agreed that they did aspire to resolve conflicts promptly. As per participant 7, *“Not always do I resolve individual employee conflict promptly.”* It seems that good role-modelling seems to have been either overlooked or is underrated at different levels of management. Another participant asserted that they were neither a manager nor a leader which was consistent with participant 5, *“I am not a leader or line management in my department and faculty, LML position is always questioned, not respected by senior or employee. No recognition for 95 % of the job.”*

There is a summation of findings particular to 18 to 20 years' age category with 0-5 years' tenure group who have a strong disagreement regarding leadership and management being good role models. Thus, the findings of Table 2 and Table 3 have shown a lack in role-modelling,

decision-making and conflict resolution, which has been emphasised explicitly and needs to be further addressed.

Discussion

Table 2 and Table 3 have shown that there is a need for more effective role-modelling, better decision-making and conflict resolution at the institution. Further, these findings have shown that there is a lack of good role-modelling, decision-making and effective leadership and management skills of LML among 18-20 age category and 0-5 years' tenure cohort of employees, who are new and young academic and administrative employees. Furthermore, Figure 3 reveals a disparity regarding the tenure cohort with the highest percentage being 0-5 years with Academic (26.06%) and Administrative (31.97%). The finding has shown that new and younger employees (0-5 years' length of service) believe that their managers are not good role models, unable to resolve conflicts and seem to micromanage them. Barkhuizen and Rothmann (2008) state that younger academics have difficulty coping with occupational stress and, consequently, experience greater psychological and relational pressure, than their senior counterparts. Nevertheless, despite several potential role models, the chief executive officer, other executives, line managers and supervisors are important role models in any organisation (Reyes, 2013). Further, Table 2 with a mean scores for 18-20 age cohort of new and young staff reveals a significant disagreement for all line management items (A good role model, trust to keep work-related promises, employees are allowed to influence critical decisions, supports self-management). This is consistent with Masemola (2011) who reveals that younger and newer employees are often more prone to job discontentment than older employees, as a result of being hungry for power.

The qualitative findings reveal that one participant ignored departmental discrimination, while the other was unsure of how to manage discrimination and conflicts. Despite this, most participants claimed that communication was the key to resolving conflicts promptly. Communication and engagement are essential for resolving conflicts, but it also depends on the circumstances, experience, training, and skill of managers and leaders to resolve conflicts. Further, one participant indicated that some employee matters could never be resolved between department employees as some employees refused help, while some departments had no private space to discuss and resolve conflict matters.

Further, four out of six participants (67%) emphasised that they had no support from EML to resolve employee conflicts. Some participants claimed that diversity issues sparked discrimination, but a “change of mind-set” would facilitate resolution of conflicts.

Table 2 and Table 3 have revealed that LML make ill-informed decisions, poor role models, and are accustomed to micromanaging employees. So, some LML may have a leadership style similar to autocratic (dictator) leadership or unethical leadership which can also be related to autonomous decision-making, or a laissez-faire leadership style, whereby a manager may evade making any decisions and/or is withdrawn from employees. As maintained by Van Schalkwyk et al. (2014), leadership and management lacking informed decision-making will potentially promote weak and divided departments and institutions susceptible to immorality and/or the inappropriate allocation of resources. These findings have shown that employees are unsure of the type of leadership their respective LML or EML have, as some are transactional, transformational, ethical or effective leaders and managers, while others are unethical or ineffective leaders and managers. These managers should rightfully be the moral compass for their departments or faculties, or not be in these leadership and management positions. This concurs with Denton and Vloeberghs (2003) who affirm that empowering people is a valid concept of leadership, so managers should spend less time managing and more time guiding and supporting employees.

The qualitative findings of EML and LML show that most participants agreed that they were leaders, while some disagreed and believed they were either pure managers, or a cross between leader and manager. Daft (2003) claims that an individual can be a leader, a manager, collectively or not at all. This study finding revealed that three out of twelve participants (25%) claimed to be leaders in their respective positions. However, the majority of the participants saw themselves as both manager and leader, which is asserted by Taylor and Machado (2006) that each leader depends on the other for support which offers HEIs versatile decision-making, policy and growth, and administrative roles needed to operate efficiently. However, it is noteworthy and a concern that some participants viewed themselves as neither a leader nor a manager. This may signify that these managers are still unsure of their managerial position due to working beyond their job descriptions and/or multitasking, or becoming disengaged and de-motivated as managers.

Conclusion

The study discussed the impact leadership or management has on all academic and administrative employees at an HEI in SA. The study included both experienced and non-experienced employees as dependent variables who were impacted by leadership and management. Further, LML and EML were uncertain of their roles in their respective positions, which has shown, from the findings, the impact on employees. Further, the findings have revealed that new and younger employees were impacted by leadership and management. So, it is vital that faculties and departments should be led by strong leadership and management who have the necessary competencies, knowledge and skills to manage academic, administrative and academic support employees at the institution. There is a vital need for good role-modelling, inclusive decision-making, and better approaches to resolving conflicts with employees at the institution. The study has shown evidence of poor leadership and management qualities in relation to support, role-modelling, trust to keep work-related promises, employees being able to influence critical decisions, and self-management which may have a negative effect on younger and new employees at the institution.

The study contributes to the leadership and management area which depicted a clear indication of poor role-modelling and decision-making, lack of conflict management skills, and its implications at a South African HEI. If new and young employees are unhappy with leadership and management, this may become a 'dark cloud' which will have a ripple effect on other stakeholders concerned – the students. In light of this, the findings reveal a clear need for more collective discussions, collaboration, and inclusivity of employees at departmental and faculty level, which may support better participation and engagement. Further, managers who would like to gain employee trust and support, and promote team work will need to have the best of both worlds – leadership and management qualities at the HEI. This may also support efficacious leadership and management and will have a positive impact on all stakeholders concerned.

Recommendations

In an HEI, leaders and managers may be affected by external or internal constraints at different levels. However, there is still a need for these managers to have locus of control when they have been tasked or chosen

to be in these managerial positions. As mentioned in the qualitative analysis, one of the many internal constraints occur when there is no visible support or assistance from EML, some administrative and academic support departments, and colleagues at the institution. Therefore, it is vital to ensure that these LML have the necessary assistance and guidance from internal support systems to achieve their department goals and objectives, which will intrinsically benefit the institution. Moreover, instead of recruiting competent, experienced and skilled managers to run departments and faculties, there was too much emphasis on research when appointing leaders and managers, and this needs to be taken into consideration.

Part of establishing common vision and purpose in any modern-day organisation is to set goals. Without a reference point and appropriate milestones, it is not possible to motivate employees to drive performance. New and young employees continually seek feedback and support in the execution of their tasks. The HEI leadership and management must encourage management to breed a culture of collectivism where goals are jointly set by management and the employees. The organisation must allow for job design to convey to employees the value and meaning of their work and provide opportunities for employees to use a variety of skills and accomplish a variety of work tasks.

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