

Implementing African Leadership: An Empirical Basis to Move Beyond Theory

by

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ABSTRACT

This paper details the process of establishing a method for the implementation of African modes of leadership within an organisation. African leadership precepts are defined, followed by a brief explanation of the methodology for the research.

A survey questionnaire with 20 constructs relating to African modes of leadership was designed. This was used as an on-line survey to illicit electronic feedback from individuals within a specific organisation.

Rigorous statistical analysis, including means and grand-means analysis, ANOVA, correlations, factor analysis and chi-squared tests were performed on the data. The factor analysis reduced the 20 constructs in the survey to 4 constructs. These constructs are proposed as a four-step process to implement African modes of leadership within the organisation, and help integrate it/interweave it into the already dominant, functional parts of our historical Anglo-Saxon leadership modes. Key to the success of the programme are congruent intentions and behaviours, as well as genuine stewardship for the sustainability of both organisations and communities, which we believe will, in turn, permit the unlocking, embracing and application of the multiplicative effects of cross-verging African modes of leadership with our current, dominant modalities. An inability to do so is, in our view, a moral failure of behalf of South African organisations, and their leaders in particular.

KEYWORDS

African leadership; values; empowerment; inclusion; employee responsibility

LITERATURE SURVEY

Africa in Context

It is well-known that through the effects of globalization, the world has become a smaller place. Multinational companies (MNCs) are spanning the globe, increasing their markets and developing their territorial footprints and often applying the philosophical constructs of their native lands to the host regions where they do business. However, Western, Northern, Eastern and African paradigms are rooted in different, and often contrasting, cultures (Mbigi, 2002). Applying well-known management techniques often prove less effective when transplanted elsewhere, as a nation's culture is rooted in their value and belief system (Shen, 2004; Lindholm, 1999; Huo & Von Gilnow, 1995, Burnes, 1991).

While the Northern (European) construct values rationality and scientific thinking, as famously expressed by Descartes with "*Cogito, ergo sum*" – I think, therefore I exist or rather "I am because I think I am," Western philosophy can be described as more individualistic and self-serving and expressed by the phrase "I am because I, the individual hero, dream and do". Eastern "*Kaizen*" philosophy, on the other hand, is more collectivist with a focus on continuous improvement to attain perfection – "I am because I improve" – while key writers claim that the African philosophy is inherently collectivist in nature and is encapsulated in the concept of *Ubuntu* "I am because we are; I can only be a person through others" (Mbigi, 2002 : 20).

The African Renaissance, a key part of the post-Apartheid intellectual agenda, is a concept famously popularized by South African President Thabo Mbeki in his "I am an African" speech in May 1996. The African Renaissance is a call to the African people and nations to solve the many problems facing Africa and, together with the heralded transformation of South Africa to a democracy in 1994, has led to an increased interest in Africa and in the value sets and culture that make it unique, with suggestions being made that there are many valuable lessons contained in the African thought patterns that Western civilizations can learn from (Nussbaum, 2003; Mbigi, 2000). However, it is in the South African economic context that understanding these principles is particularly important.

The South African business environment is made up of a cross-section of industries, represented by local-, national- and international companies. Historically, predominantly Western or Anglo-Saxon-type management principles have been adopted in the workplace.

However, the changing nature of the workforce (from an ethnic, gender and generational point of view), as well as the changing nature of work (moving from an industrial- to a information-based to an experience-economy where organizations depend increasingly (if not exclusively) on the knowledge of the employees for survival and success – and where creativity and innovation becomes the main competitive advantage – requires the interrogation of current management practices for their validity and efficacy (Peters, 2004, Ilgen & Pulakos, 1999; Howard, 1995; Horwitz, Kamoche & Chew, 2002), particularly as many of the traditional theories do not consider the dynamics of these variables. Ahiauzu (1986: 54) points out that “though [an African] may work in industry, the African lives in a wider society; and it is from this society outside the workplace that the elements that constitute the framework within which the African indigenous thought-system operates derive”.

Ubuntu : A Model for African Leadership

Unlike the more self-serving and individualist paradigm of the West, as described by Hofstede (1985) in his national culture study where strong individuals and achievers in society are valued, the African leadership paradigm is characterized by a purposeful emphasis on people and their dignity, and takes a deeply entrenched collectivist perspective which is reflected in the concept of Ubuntu which, literally translated means “I am because we are; I can only be a person through others.”

While caution must be exercised when reviewing Hofstede’s study, as his sample was drawn from one multinational case, it is regarded as one of the most influential studies on cultural differences. In his report, Hofstede (1985) suggested that national cultures could be clustered along the lines of their similarities across a range of variables. These included the prevailing sense of individualism or collectivity, the degree of centralization or autocratic leadership and levels of hierarchy (also known as power distance) and the degree to which uncertainty is tolerated or avoided. According to Hofstede’s theory, collectivism, refers to a preference for a tightly-knit social framework in which individuals can expect their relatives, clan, or other in-group to look after them, in exchange for unquestioning loyalty. This is contrasted with the concept of individualism, which is defined as a preference for a “loosely knit social framework in a society in which individuals are supposed to take care of themselves and their immediate families only” (Hofstede, 1985: 347-8). At face value, this would seem typical of

Western and African constructs respectively; however, Ubuntu goes beyond mere loyalty to a deep-seated sense of belonging, and purpose that comes through community. Mbigi (2002: 20) outlines some of the key values of African leadership as follows:

- *Respect for the dignity of others*
- *Group solidarity – an injury to one is an injury to all*
- *Teamwork – none of us is greater than all of us*
- *Services to others in the spirit of harmony*
- *Interdependence - each one of us needs all of us*

Unlike more individualistic societies where there is a greater emphasis on self-interest (Erez & Early, 1993), the African cultural paradigm considers the needs of the group first, believing that in so doing, individual needs and desires will be met. As a result, team rewards would take precedence over individual rewards. The consequences of rewarding individuals in this collectivist society could result in social punishment and sabotage of performance (Mbigi, 2002; Thiemann & April, 2006).

Customs and traditions establish the governance procedures and the leaders are the custodians of culture and as such, have a high sense of personal destiny and self awareness. The leader must personify the “unity of the tribe” and “live the values of the community in an exemplary way” (Thiemann, 2003: 15). Nussbaum (2003: 2) lists these values as the “expression of compassion, caring, sharing and responsiveness to the community as a whole”. Sharing is based on a commitment to help others, as well as the “network of social obligations” inherent in the community (Thiemann & April, 2006). Openness is central to building the community, and open retribution is avoided (Thiemann, 2003). “Sensitivity to inclusiveness, transparency and tolerance” also form part of the leadership repertoire, as does the ability to “listen for shared understanding” (Nussbaum, 2003: 4). According to Nussbaum (2003), the chief is only a chief, as defined by his or her followers, and essentially amounts to nothing without them – this interconnected identity is one in which the power of leadership is ascribed to the leader by choice (but may equally be taken away when the followers no longer feel that the leader embodies their collective vision). Rather than impose rule, the leader would therefore truly lead by listening and assessing the collective opinions of the council. Typically, issues are discussed and debated relentlessly until there is a shared understanding and consensus is reached that accommodates the minority positions to ensure justice. Like Nussbaum, Mbigi (2002: 21) stresses that “compromise, persuasion, discussion and accommodation, listening

and freedom of speech are the key elements of the African leadership paradigm”. Paradoxically, there is also an extreme deference to authority which, when viewed through “Western” lenses could be viewed as creating an autocratic environment. However, when considered in the context of the collectivist paradigm, where the “autocratic” decisions are being made, when the starting point of the decisions is a fundamental understanding of, and action for the communal good, this dimension takes on a different pallor.

Some of the fundamental principles of Ubuntu such as putting the community before the individual can be seen to have aspects of contemporary (although not mainstream) “Western” leadership notions such as servant-, spiritual- and transformational Leadership. However, this very emphasis on the collective and the common good, sets these leadership styles apart from the more “individualist” traditional management constructs that are typified in the more “scientific” management models that have developed over the last 50 years (Ghoshal, 2005a), but does align itself with literature on authenticity that dates back a few centuries (Taylor, 1991). Ghoshal (2005a: 77) contends that business schools have endeavoured to make business studies a branch of social sciences over the last decade and as such have adopted a “scientific approach of trying to discover patterns and laws, and have replaced all notions of human intentionality for explaining all aspects of human performance”. He further asserts that bad management theories have been developed over several decades that have a pessimistic view of people as purely self-interested beings at their core. While he suggests that common sense and empirical evidence suggest otherwise, this negative pessimism has become a self-fulfilling prophecy as management theorists have adopted a “narrow version of positivism” and combined this with relatively unsophisticated scientific methods. This more scientific approach to management research has, according to Ghoshal, resulted in management theories being “overwhelmingly causal or functional in their modes of explanation” (Ghoshal, 2005a: 79) which exclude any mental or human phenomena and are therefore dehumanizing in practice. He further contends that a pessimistic paradigm pervades management theory that is based on an assumption that people are purely self-interested beings that stems from a “liberalism” ideology as expressed by Friedman (2002) as “freedom as the ultimate goal and the individual as the ultimate entity in society”. Similar criticisms about the ethnocentric nature of organizational theory, and as a result, the applicability of such theory into different ethnic cultures, have been raised over the last decade (Deresky, 2000, Thomas, 2003, Trompenaars, 1993; Jackson, 2002; Ralston, Gustafson, Cheung & Terpstra, 1993; Torun & April, 2006).

METHODOLOGY

The organisation where the survey was administered was a South African state-owned entity, that has been transformed from a predominantly White-dominated organisation to a organisation that better reflects the demographics of the country. The basic point of departure for the survey was the premise although the Anglo-Saxon mode of leadership is still dominant in the workplace – however, given the predominantly Black executive committee, at least some form of African Leadership should exist in the organisation. A set of twenty statements, or constructs, each relating to a specific aspect or principle of African leadership was drawn up. Respondents were requested to rate each statement in terms of the application or implementation of the principle within their organisation. The rating scale of 1 to 5 related to the statements is indicated in the Table 1. The questionnaire or list of statements is included as Appendix A. It should be noted that ‘agreement’ and ‘strong agreement’ (ratings 4 and 5) are positively correlated to the implementation of African modes of leadership, while ‘disagreement’ and ‘strong disagreement’ are negatively correlated to the implementation of African modes of leadership within the organisation.

Rating	Relation to Statement
1	Strong Disagreement
2	Disagreement
3	Neutral
4	Agreement
5	Strong Agreement

Table 1 – Rating Scales

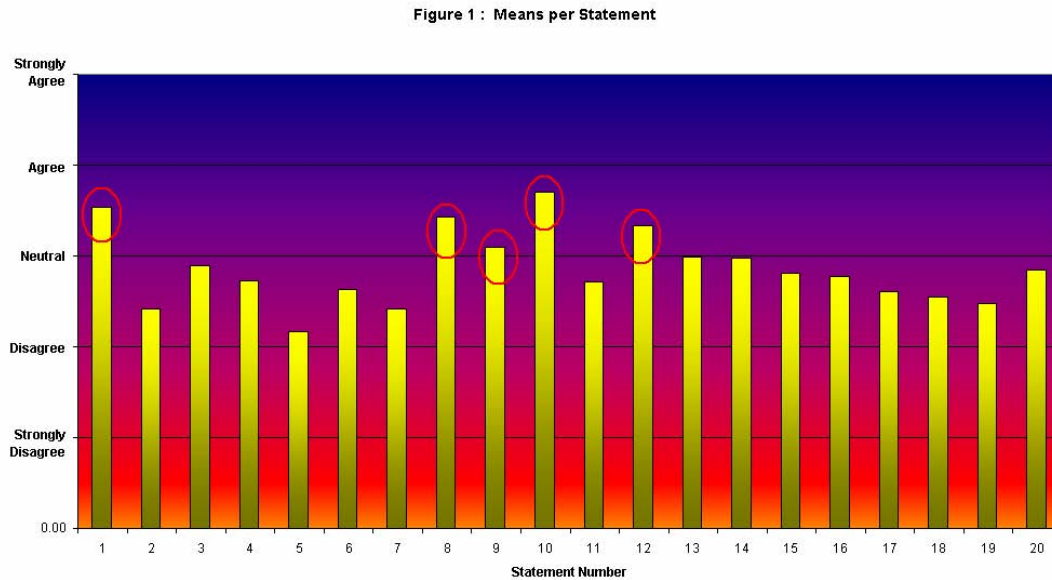
Statistical analysis started with an examination of the means for each statement. An analysis of variance (ANOVA) per category, per statement, was undertaken to establish if differences in means of the various categories were significant. The means of means per category, as well as the associated ANOVAs, were also calculated to establish trends across the category. A correlation of the statements with each other was run to establish whether specific relationships existed. A factor analysis was undertaken to reduce the number of constructs, and to understand the relationships between them. Cronbach alpha tests were run to establish the reliability of the relationships that the factor analysis produced. Finally, chi-squared tests were run for the various categories, for which means had been calculated, to establish

independence of association with the categories. However, unlike the ANOVA calculations, the tests were only performed on one statement per category. It was assumed that the test results from one statement apply to other statements for that category.

DISCUSSION OF RESULTS

Analysis of Means

Figure 1 shows the means for the statements.



It is immediately obvious that 75% of the statements have a mean value below neutral (3), i.e., suggesting that the respondents believed that African modes of leadership were *not* implemented within the organisation. The statements that rated above neutral relate to:

- S1 Wealth, profit or bonus sharing, i.e., the consensus appears to be that the organisation has good remuneration policies, and employees are generally satisfied with the bonus scheme.
- S8 Employees collective responsibility for compliance with policies and procedures. The deduction is thus that shared responsibility exists within the organisation.
- S9 Employees are not reprimanded in an open forum. The implication is therefore that employees are treated with dignity and respect and that guidance, correction and discipline occur on an individual, one-to-one basis.
- S10 Tension between employer and employee is a reality in the organisation. It must be noted that, unlike the other statements, a high score for S10 is actually negatively

correlated to the implementation of African modes of leadership. The highest score is therefore “not the highest score” and indicated an error in the survey design.

S12 Freedom to review and question policies and procedures, implying freedom of expression.

The gender means per statement, included as Figure B1 in Appendix B, shows a similar trend to the overall means per statement. The ANOVA's included in Appendix C for the statements, according to gender categorisation, indicate that, at the 5% significance level, the means between the genders do not differ. Figure B6 presents the grand means, indicating that females scored the organisation marginally higher than their male counterparts for aspects of African leadership within the organisation. However, once again, the ANOVA indicates that the difference is not significant.

The findings for categorisation by age were similar to that for gender, with the exception that, at the 5% level of significance, the ANOVA indicates that mean scores for S8 differ significantly. This finding from Figure B2 is that as age increases, there is a diminishing perception that employees are collectively responsible for ensuring that company policies and procedures are followed, i.e., the youth are perceived to be irresponsible by the older generations, a common construct in South African society. This is somewhat supported by Figure B7 which indicates that, as age increases, there is a diminishing perception of the implementation of African modes of leadership within the organisation. Nevertheless, the ANOVA indicates that these differences are not significant.

The ANOVA for construct means for categorisation by work experience indicated that S6, S8, S16, S17, S18 and S20 were significantly different at the 5% level of significance. Figure B3 indicated that all the constructs indicate a trend where the construct is rated lower as work experience increases. S6 evaluates the perception that executive management personifies the values of the organisation. The finding therefore indicates that there is growing disillusionment with leadership as work experience increases. Similar to the previous finding for S8, the indication is that more experienced employees find less experienced ones to be less responsible.

S16 evaluates leadership commitment in relation to meeting promise in a caring and sustainable manner. The finding therefore supports S6 that there is growing disillusionment

with leadership as work experience increases. However, in spite of this trend, the category for the longest work experience demonstrates a noticeable increase in the perception of leadership commitment. S17 evaluates the humility of leaders within the organisation. Once again, the perception of leadership humility decreases as work experience increases. However, the category for the longest work experience then spikes up, rating leadership humility the highest amongst all categories in spite of the general trend across the categories. This supports the finding for S16. S18 and S20, which evaluate leadership guidance of, and leadership relations with, employees respectively, provide further support for S16's findings. Once again, the trend is decreasing until the category for the longest work experience, and then a noticeable increase for that category. A possible explanation is that those with the longest working experience are generally in leadership positions and therefore rate themselves favourably. Figure B8 confirms this trend of decreasing positive leadership perceptions, increasing at the end for those with the most work experience. However, the ANOVA does not indicate that the differences in grand means are significant.

The construct means for categorisation by organisational position showed a predictable trend, i.e., leadership, as indicated by higher organisational position, generally rated the company higher than did lower organisational positions. Notable exceptions for executive management with low ratings were S8, S10 and S17. S8 refers to collective employee responsibility. A low rating demonstrates the leadership perception that employees do not act responsibly, and therefore supports the perceptions of senior employees as categorised by age and work experience. As mentioned previously, a high rating for S10 is negatively correlated to leadership. A low rating is therefore positively correlated to leadership, and supports the trend of higher organisational positions rating the organisation higher. S17 relates to leadership humility. A low rating here concedes the lack of management humility and is arguably the first step in the change process.

As Figure B4 indicates, S3 is the only construct where the ANOVA indicated a significant difference in means at the 5% level of significance. This construct explores the possibility that individuals are free to express opinions and can engage in constructive dissent. Executive management believe that this is an already embedded principle of the organisation, while positions lower down in the organisation tend to disagree. In a way, this supports the findings for categorisation by work experience, in that more experienced and senior employees, i.e., leaders, rate themselves high and other employees low. The converse is also

true that junior employees, lower down in the organisational hierarchy, rate themselves higher and leadership lower.

Figure B5 shows the categorisation by qualifications, demonstrating a similar trend to the overall means and categorisation by gender with no significant differences in means at the 5% level of significance.

Correlations

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	
S1	1.00																				
S2	0.37	1.00																			
S3	0.13	0.28	1.00																		
S4	0.27	0.32	0.36	1.00																	
S5	0.35	0.43	0.31	0.54	1.00																
S6	0.33	0.37	0.27	0.50	0.53	1.00															
S7	0.32	0.33	0.54	0.47	0.46	0.47	1.00														
S8	0.31	0.28	0.17	0.22	0.34	0.20	0.10	1.00													
S9	0.28	0.29	0.46	0.29	0.24	0.21	0.41	0.20	1.00												
S10	-0.12	-0.03	-0.08	-0.28	-0.26	-0.20	-0.29	0.02	0.12	1.00											
S11	0.41	0.16	0.37	0.43	0.33	0.39	0.54	0.30	0.23	-0.22	1.00										
S12	0.24	0.27	0.41	0.13	0.22	0.19	0.39	0.37	0.27	0.01	0.44	1.00									
S13	0.38	0.30	0.43	0.39	0.35	0.42	0.47	0.35	0.33	-0.21	0.35	0.35	1.00								
S14	0.20	0.14	0.29	0.52	0.38	0.58	0.28	0.27	0.24	-0.18	0.31	0.19	0.42	1.00							
S15	0.22	0.18	0.30	0.39	0.46	0.46	0.39	0.29	0.18	-0.18	0.25	0.22	0.37	0.49	1.00						
S16	0.27	0.23	0.43	0.56	0.49	0.51	0.55	0.25	0.22	-0.43	0.53	0.31	0.44	0.54	0.52	1.00					
S17	0.40	0.52	0.38	0.42	0.49	0.54	0.57	0.26	0.35	-0.15	0.32	0.36	0.36	0.33	0.33	0.55	1.00				
S18	0.43	0.35	0.28	0.39	0.47	0.52	0.51	0.32	0.16	-0.35	0.52	0.41	0.50	0.32	0.41	0.62	0.65	1.00			
S19	0.24	0.24	0.26	0.40	0.42	0.47	0.39	0.32	0.23	-0.24	0.40	0.34	0.33	0.33	0.30	0.45	0.46	0.61	1.00		
S20	0.52	0.37	0.44	0.39	0.40	0.49	0.60	0.31	0.36	-0.31	0.60	0.40	0.49	0.33	0.34	0.61	0.58	0.60	0.59	1.00	

Table 2 – Statement / Construct Correlations

Table 2 shows the correlation of the constructs or statements with each other. As is evident, all statements are correlated to each other at the 5% level of significance. This is not a particularly meaningful result. The only observation of note is that S10 does not appear to correlate well with the other constructs. This serves to highlight the error in construct design, where a high rating is negatively correlated to leadership.

Factor Analysis

The factor analysis, with a prescribed eigenvalue of 1 corresponding to a 5% level of significance, produced 5 factors with a total explained variance of 65.7%. However, only the first factor had constructs with factor loadings > 0.6. The factors are reproduced in Table 3, while full eigenvalue contributions and factor loadings are presented in Appendix D.

Factor	Loadings	Eigen Value	% Variation	Cronbach Alpha
F1 – Leadership values: commitment, unity, communication, consultation and trust S4 – Leadership commitment S5 – Unity S6 – Leadership and organisational values S7 – Communication S11 – Participative open dialogue S13 – Trust in leadership S16 – Leadership commitment S17 – Leadership humility S18 – Consensus (participation) S19 – Unity S20 – Relationships	-0.668 -0.681 -0.709 -0.742 -0.658 -0.658 -0.777 -0.738 -0.771 -0.654 -0.791	7.974	39.868	0.910
F2 – Employee Empowerment S9 – No employee Retribution S12 – Freedom of Expression S14 – Employees and organisational values S16 – Leadership meeting promises	0.509 0.466 -0.308 -0.304	1.606	8.031	0.613
F3 – Inclusion S9 – No employee Retribution S11 – Participative open dialogue S14 – Employees and organisational values S15 – Leadership attitudes S18 – Consensus maturity and reconciliatory skill	0.358 -0.301 0.457 0.328 -0.358	1.265	6.327	0.751
F4 – Meaningful and Rewarding Relationships S1 – Profit, wealth & bonus sharing S2 – Leaders earn respect S3 – Freedom of expression S7 – Communication S8 – Employee Responsibility	0.330 0.370 -0.498 -0.383 0.465	1.203	6.014	0.665
F5 – Meaningful Relationships S2 – Leaders earn respect S8 – Employee Responsibility S12 – Freedom of Expression S17 – Leadership humility	0.509 0.466 -0.308 -0.304	1.096	5.478	0.675

Table 3 – Factor Analysis

While S10 appeared in factors F2 and F3 with a weighting comparable to other variables in the factor, the Cronbach alpha analysis revealed that it is not a reliable contributor to the factors, and it was therefore removed from both factors. This is yet another indication of the error in construct design. Although a minimum Cronbach alpha value of 0.7 is considered

good, Factors F4 and F5 with Cronbach alphas below 0.7 but greater than 0.6 have been included because: they are not “too” far below 0.7; they add about 11% to the total explained variation, and they add to the richness of what can be realised through African modes of leadership. The factor analysis has effectively reduced the 20 original constructs to 5 constructs, which essentially answer the question posed by the research, i.e., “in which ways would you begin to integrate African modes of leadership into our current dominant Anglo-Saxon modes of leadership within our organisations”. The factors are discussed in the next section.

Chi – Squared Tests

Chi-squared tests were performed to establish independence of association, i.e., are the constructs being tested independent of the categorisation of the data. However, unlike the ANOVA that was performed for each construct for each categorisation, i.e., 100 in all, time limitations dictated that only 5 chi-squared tests were performed. This equates to one construct being evaluated for each categorisation. It is assumed that results obtained from the single construct in the categorisation applies to the other constructs in the same categorisation. The full table of chi-squared tests performed is included in Appendix E.

Tests were carried out on S1 for gender, S5 for age, S11 for work experience, S15 for organisational position and S20 for qualifications. Note that S10 was specifically avoided because of the incorrect construct design. Results from the tests indicate that the constructs are independent of association with the categorisation against which they were tested. Without further testing, it is assumed that all 20 constructs are therefore independent of gender, age, work experience, organisational position and qualifications.

FORMATION AND DISCUSSION OF FACTOR ANALYSIS CONSTRUCTS

Factor F1

F1 contains 11 variables, which may be construed to be too many for a single factor, given that 11 is 55% of the 20 original constructs. However, S4 and S16 can be grouped together as commitment; S5 and S19 both relate to unity; participative open dialogue from S11 and consensus from S18 together demonstrate consultation; S7 and S20 can collectively be reduced to relationship building; leadership humility will foster trust in leadership, grouping S17 and S13 together; leaving S6 and the leadership's personification of organisational values. These 11 constructs thus form a construct typifying the values that leadership need to demonstrate, that is:

Leadership can unite the organisation through the demonstration of genuine humility and commitment and the process of consultative communication.

This construct is supported by Nussbaum (2003: 1) who believes that Africa can make a meaningful contribution "to the change of heart that is needed in the world". Nussbaum sees this as necessary because the intrinsic uncertainty that accompanies globalisation has changed the way we view the world as well as the way we undertake business and run organisations. Van der Colff (2003) provides further support, with the notion that leadership needs to drive unity within the organisation through the creation of an enabling environment, and we would add, premised on honesty, fairness and sincerity. Once the construct is internalised, the leadership can reach out to the global community in the spirit of unity and *through the demonstration of genuine humility and commitment and the process of consultative communication*. This will foster a sustainable business community where commitment between individuals within the organisation, and the business environment at large will benefit the globalised marketplace (Nussbaum, 2003; Theimann, 2003; Khoza, 2004).

Factor F2

Combining the constructs for the second factor created the platform for an empowered workforce, that is:

Leadership can empower employees to adopt and demonstrate organisational values by meeting promises, permitting freedom of expression and refraining from open retribution.

The construct demonstrates the importance of the “sanctity of mutualised commitment” (Theimann, 2003: 15), open dialogue (April, 1999) and respect for subordinates within an enhanced social and psychological environment within the organisation. It further places the responsibility for meaningful change squarely in the hands of leadership, in the form of role-making (Graen, 1976), social exchange, reciprocity and equity (Deluga, 1994). Leaders convey role expectations to their followers and provide tangible and intangible rewards to followers who satisfy these expectations. Likewise, followers hold role expectations of their leaders, with respect to how they are to be treated and the rewards they are to receive for meeting leader expectations. Followers are not passive “role recipients”; they may either reject, embrace, or renegotiate roles prescribed by their leaders. There is a reciprocal process in the dyadic exchanges between leader and follower, wherein each party brings to the relationship different kinds of resources for communal exchange. Role negotiation occurs over time, defining the quality and maturity of a leader-member exchange, and leaders develop relationships of varying quality with different followers/employees over time (Graen, 1976; Graen & Uhl-Bien, 1995). These dyad-level influences cause subordinates to behave in ways (such as making extra efforts) that strengthen relational-, and even psychological ties, with leaders (Seltzer & Bass, 1990). As a result, the benefits, i.e., “personal buy-in” by employees (van der Colff, 2003: 258), means the adoption and the demonstration of the organisational co-created values by employees (i.e., an internalisation and prioritisation of the larger collective cause). Employees would be more willing to make such discretionary, non-tangible contributions since their senses of self-worth and self-concept are enhanced in making such contributions. This, in turn, spreads these values to the business environment in which the organisation engages, and effectively strengthens the first factor.

Factor F3

With similar constructs to the second factor, the third factor goes deeper than empowerment and embraces employee inclusion, that is:

By demonstrating a united attitude towards open dialogue and exercising reconciliatory skill and the avoidance of open retribution, leadership can foster employee inclusion engendering employees to adopt and demonstrate the organisational values.

Nussbaum (2003: 5) describes reconciliatory skill as, “having a short memory of hate”, i.e., being able to communicate, reconcile and purge the memory of its hatred. We believe that this important skill requires the ability of leaders to work creatively with the tension between memory and possibility, and that the skill is mitigated by certain factors: others’ awareness (understanding the strengths and limitations of others’ preferred approaches), interdependent will (ability to act based on others’ awareness, free of paradigmatic influence), social conscience (deep awareness of what others’ consider right and wrong) and networked imagination (ability to create compelling visions of how things could be, and not be derailed by how things currently are). Demonstrating this skill opens up a platform for dialogue and eventually inclusion, which Burnett (2003) describes as the process of creating societies and organisations in which all people, irrespective of their diversity can prosper and progress. Leaders do not always have to have the answers – in fact, they seldom do. The way in which they engage, have dialogue with, build relationships with, be vulnerable to, and affirm, others, have multiplicative effects in their ability to solve tough, context-relevant challenges, to garner the efforts of adversaries and to effectively convey compelling visions to those whom they would like must willingly follow them. This factor professes that such a society can be created through effective leadership.

Factors F4 and F5

Factor F4 and F5 are combined to establish a single factor, where responsibility shifts from leadership to employees.

By assuming responsibility and through open communication, employees develop meaningful and mutually rewarding relationships with leaders. Leaders in turn

earn the respect of employees by delegating responsibility, and opening channels of communication.

Having been empowered and included, the employee must assume responsibility in order to progress financially, career-wise and in relationships with the leadership. The efforts of leadership has earned the respect of the employee and information and energy flows form a virtuous circle between leadership and employees – a form of co-accountability, for the relevant, in which each meets, and accepts, their responsibility and accountability for the well-being of the whole and ensuring sustainable ‘mutual dividends’ for the future. It may seem strange that this occurs, however, Drucker (in Hesselbein, Goldsmith & Beckhard, 1996) has been quoted as saying: “The leader of the past was a person who knew how to tell. The leader of the future will be a person who knows how to ask”, so that the employee engenders a culture of giving, and delivering all elements of value, back to the organisation. Nussbaum (2003: 4) describes the good African chief as one who, “listens to the group and finds the point of consensus” – as a result, repetition of conflict is minimised and healthy relationships are continuously sought.

IMPLEMENTING AFRICAN MODES OF LEADERSHIP.

Thus far, a survey with 20 constructs was drawn up based on various the principles inherent in African modes of leadership. A factor analysis of the responses, from employees within the organisation, reduced the 20 constructs down to the following 4 constructs:

- Leadership values;
- Empowering employees;
- Employee inclusion; and
- Employees assuming responsibility.

Implementing African modes of leadership must therefore proceed by applying the reduced constructs to the organisation. This needs to start at the top, with leadership developing and nurturing an attitude of humility that will enable them to demonstrate the organisational values.

The next step is for leadership to create the environment for employee empowerment and engagement. Managers need to create the environment where employees feel more passionate about their work and exhibit the behaviours that organisations need to drive better results, not only for the organisations, but also for employees as individuals and the communities which they represent. This leads to the process where employees themselves will adopt the organisational values, and according to Baumruk, Gorman Jr., Gorman & Ingham (2006), engaged employees consistently demonstrate three general behaviours (which we have adapted):

1. *Say*: the employee passionately advocates for the organisation to co-workers, as well as to friends and his or her social network, and even refers potential employees and customers.
2. *Strive*: the employee exerts extra time, effort and initiative to contribute to the success of his/her colleagues, as well as to the success of the organisation..
3. *Stay*: the employee has an intense desire to be, and stay, a member of the organisation, and what it stands for, despite opportunities to work elsewhere.

The leader can ensure an environment of empowerment and engagement, by concentrating on three key dimensions within the organisation:

1. Accelerated coaching and career support

This is important especially to younger employees. The challenge for leaders is to be open, straightforward and attentive to potential career paths for the people who report to them. They must be clear about the opportunities within the organisation, the skills they need to develop in order to advance and how to build the cadre of skills that are valued within the organisation. Managers should seek out opportunities for their employees to work on projects and be assigned to teams that will broaden their experience. Managers do not necessarily have to be the teacher or the mentor, but they must seek out experts who can help and ensure that employees get the right training, access to wisdom and linked into relevant social/professional networks. If managers take those actions, it increases employees' perception of opportunities and has a direct effect on their engagement levels and capabilities.

2. Recognition

It is important for leaders to consistently and frequently recognise their employees for their

good work. This can be a simple ‘thank you’ or congratulations, all the way up to allocating organisational awards and bonuses (even though the former, less tangible rewards appear to have the greatest benefit for employees). Recognition has a huge impact on engagement.

3. Accountability

Employees are more engaged when their leaders effectively hold them, and/or their teams accountable for results. An individual employee may be doing great work, but some others on the team could be lagging behind. If a leader does not do something to rectify that situation, it disengages team members. Leaders should be clear about expectations, and be sure that employees understand and accept these expectations. They need to be consistent in the delivery of consequences for meeting and exceeding expectations – or for *not* meeting them. We see much higher levels of engagement when leaders are clear about expectations and deliver appropriate consequences for meeting or not meeting them.

With leadership at the top adopting the right attitude and demonstrating intention through lived and embodied values and behaviour, it should only be a matter of time before employees further down the hierarchy reflecting the attitudes and values of the leadership.

The final step is where employees, through empowerment and inclusion begin to assume responsibility and building meaningful relationships with leaders. In this way, employees give back to the organisation, creating a virtuous flow of energy and ideas to the benefit of the entire organisation.

This process may sound simplistic and unrealistic, but its beauty lies in its simplicity. What it requires is a change of heart and genuine concern for others. These will be the main obstacles to the process, i.e., individuals who do not want to change their attitude and who cannot exhibit concern for others. A leader that cannot change himself or herself, should not expect to be able change others. And one who chooses not to display concern for employees, should not expect employees to automatically respect them. Humility is not an easy pill for most executives and senior managers to swallow, a fact that could spell the undoing of the process.

QUESTIONNAIRE CRITIQUE

The most obvious critique of the questionnaire was the incorrect construct design for S10, i.e., an increased rating should have been positively correlated to leadership ability. This error created numerous statistical calculation errors, as highlighted throughout this paper. A critique raised by one of the respondents was that there were too few constructs relating to employee responsibility, with too much focus of leadership responsibilities. While it can be argued that the survey was about leadership, it is conceded that more constructs relating to employee responsibility and participation would be able to build a richer picture of the employees' perception about their sense of community, and personal- and individual responsibilities. An obvious exclusion from the survey is the omission of 'ethnicity' as a differentiator. This would have created an extra categorisation, permitting the evaluation of management perceptions by the various races within the organisation.

CONCLUSION

The African mode of leadership relates to leadership attitudes and upholding the values of the community. It further incorporates aspects of concern for, and building of, the sustainability of the community, its participants relationships and contexts of affirmation for employees. The various aspects of this mode of leadership was incorporated into a questionnaire and employees within a specific organisation were requested to rate the statement in relation to its applicability within the organisation.

A factor analysis of the responses produced 4 constructs relating to:

- Leadership values;
- Empowering employees;
- Employee inclusion; and
- Employees assuming responsibility.

These constructs are presented as a means to implement African modes of leadership within the organisation. The most important aspect of this means of implementing African modes of

leadership is that it is about 'attitude' and 'intention' – both of which can drive the programme, and when applied incorrectly can see the denigration of the programme.

The result (or goal) of the programme is the creation of a virtuous circle where employees adopt a positive attitude of accountability to the whole, and thereby offer their contribution back to the organisation in a cycle of ideas and energy that will drive the organisation forward.

APPENDIX A: SURVEY QUESTIONNAIRE

**Welcome to our online survey and thank you for taking
the time to assist us with our research**

**RESEARCH: Integrating African Modes of Leadership (e.g. ubuntu, community taking
precedence over the individual, sharing of finances, consensus, etc.) into our
current dominant Anglo-Saxon Modes of Leadership within our organisations**

AFRICAN MODES OF LEADERSHIP INCLUDES:

Ubuntu, which literally translates to mean, “I am who I am through my interconnectedness with others”, calling on us to believe and feel that:

Your pain is My pain,
My wealth is Your wealth,
Your salvation is My salvation.

Please respond to the statements below by rating them from 1 to 5 where

- 1 indicates strong disagreement
- 2 indicates disagreement
- 3 indicates neutrality
- 4 indicates agreement
- 5 indicates strong agreement

	Statement	1	2	3	4	5
1	The organisation fosters a need for common security through wealth/profit/bonus sharing and the provision of basic services (e.g. medical aid, education/training, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Leaders in the organisation <i>earn</i> rather than <i>command</i> the respect of their followers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Individuals are free to express opinions and dissention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Leadership commitment in the organisation is strong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The company as a whole is a united organisation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Executive management personifies the values of the organisation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Management communicates <i>with</i> rather than <i>to</i> employees in an inclusive and transparent manner, creating trust and shared understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Employees are responsible collectively to ensure that company policies and procedures are followed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Employees do not receive retribution for comments made in an open forum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Tension between management and employees is a reality in the organisation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Management practices reflect a participative and open approach, resolving conflicts through skilful mediation and dialogue until agreement is reached.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12	Everyone in the organisation has a right to review (or question) policies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Employees in general follow management directives out of a sense of <i>duty</i> and a genuine belief in the directives rather than out of a sense of <i>fear</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Employees in general personify the values of the organisation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Executive management attitudes reflect the state of unity of the organisation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Leadership commitment stems from the desire to meet promises in a caring and sustainable manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Leaders and managers assume their place in the hierarchical scale with humility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Leaders in the organisation manage and are guided by consensus, maturity and reconciliatory skill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	The organisation fosters a commitment to help one another in a spirit of unity rather than individual self-determination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Employer / employee relations are based on humanity, dignity, compassion and communal relations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide the following information about yourself

Gender	Gender <input type="text" value="Gender"/>
Age	<input type="text"/>
Current & Prior Qualifications	<input type="text"/>
Total Years of work Experience	<input type="text"/>
Organisational Position	Organisational Position <input type="text" value="Organisational Position"/>
Industry	<input type="text"/>
Nationality	<input type="text"/>

Thank you for your kind cooperation and participation in this survey and enjoy the rest of your day.

APPENDIX B: CATEGORIC MEANS PER STATEMENT

Figure B1 : Gender Means per Statement

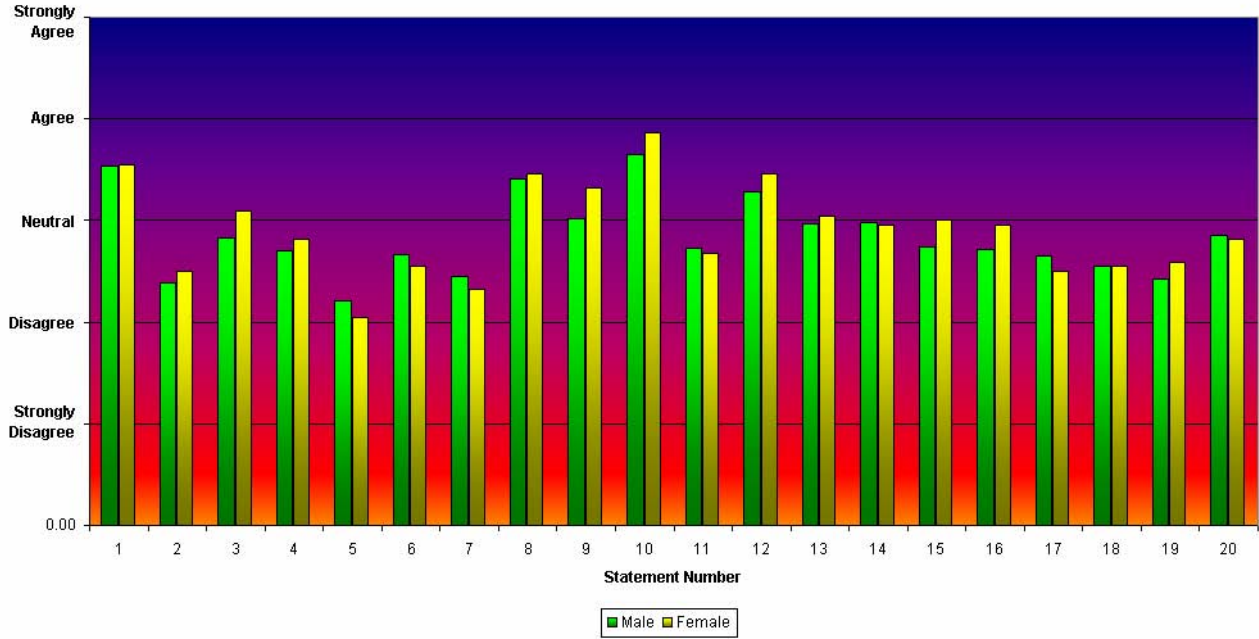


Figure B2 : Age Category Means per Statement

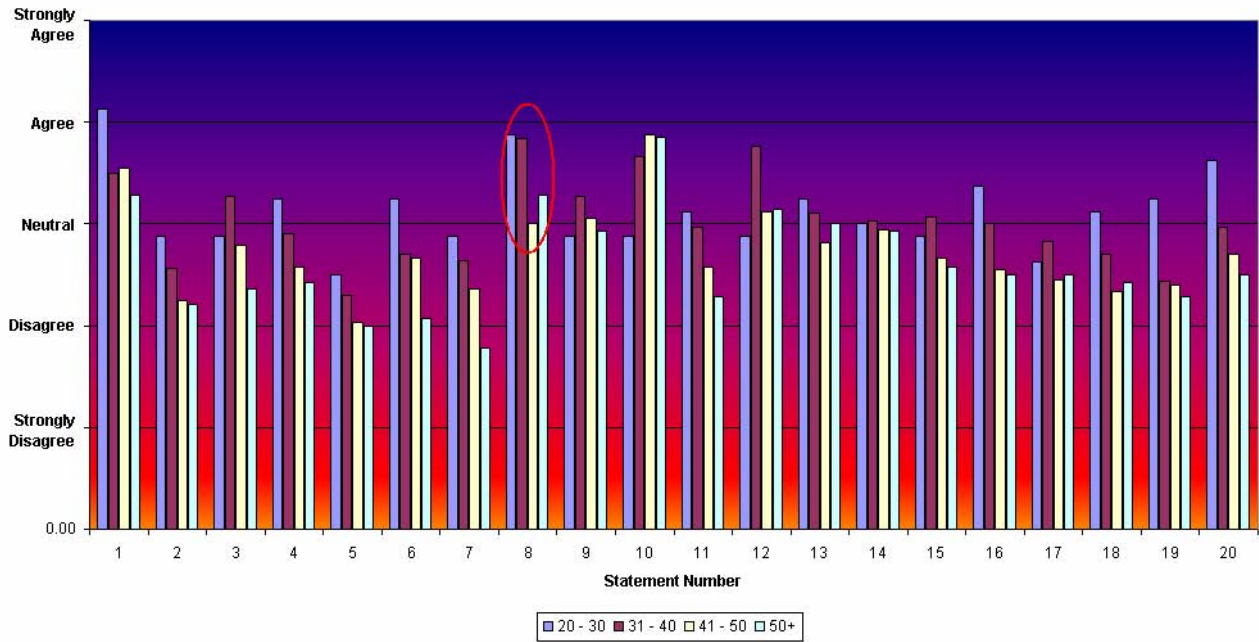


Figure B3 : Work Experience Means Per Statement

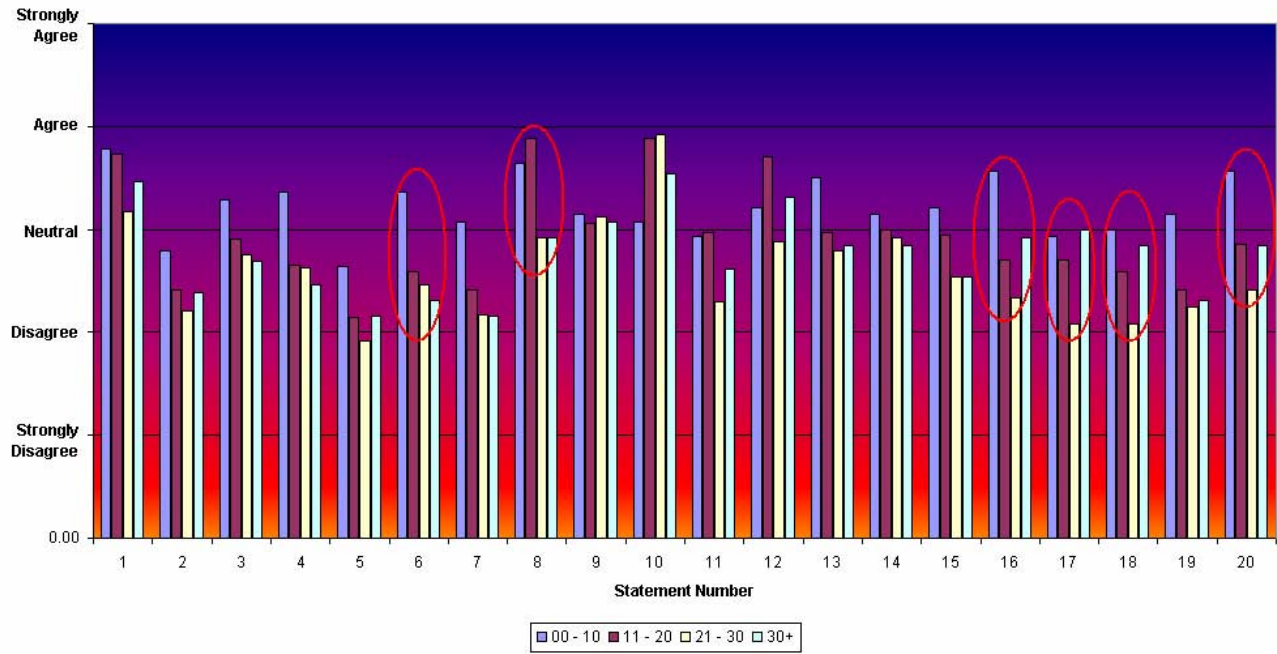


Figure B4 : Organisational Means Per Statement

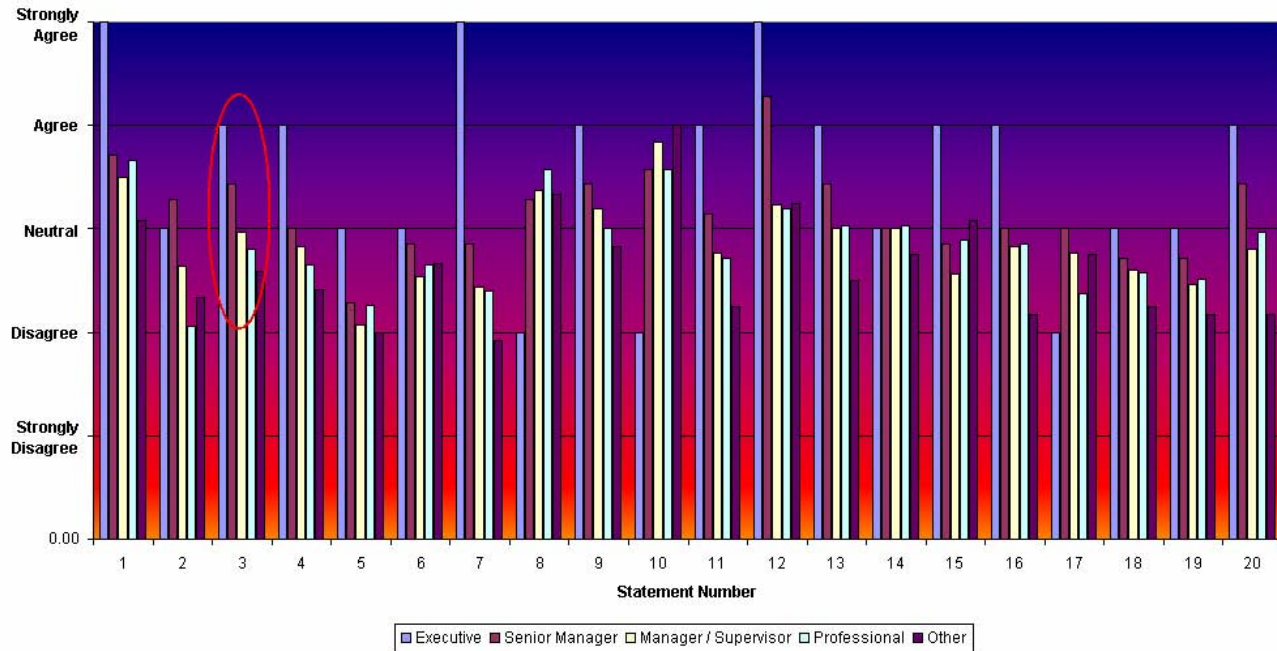


Figure B5 : Educational Qualification Means per Statement

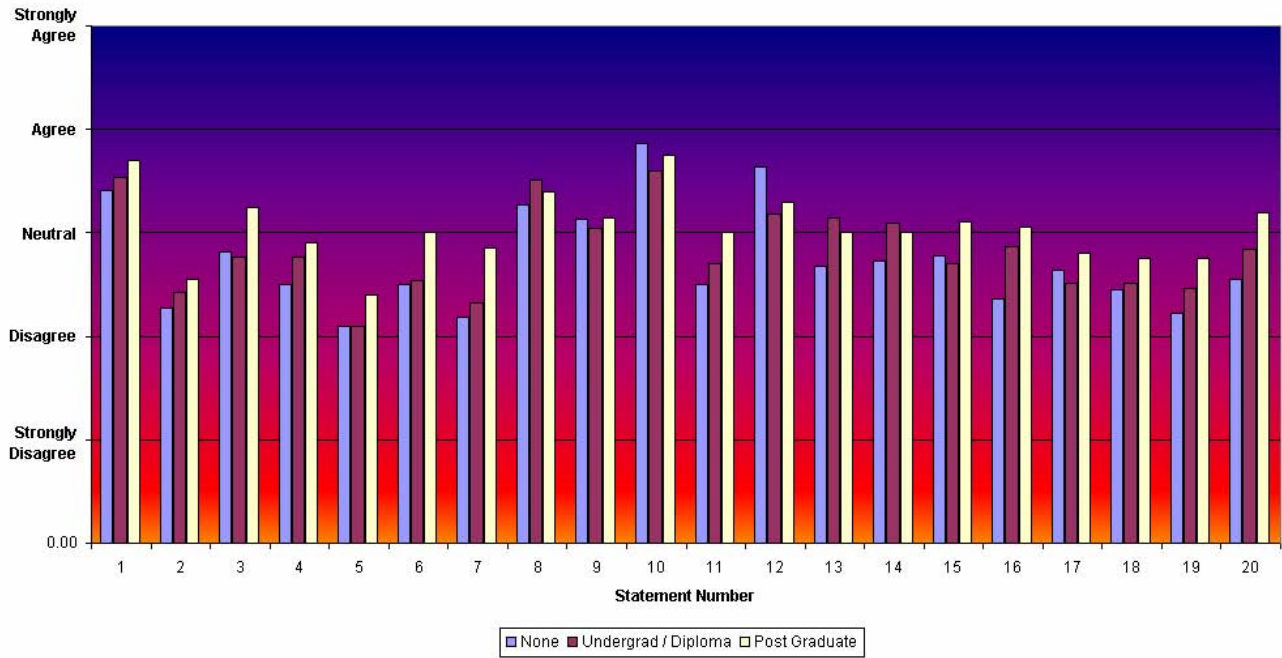
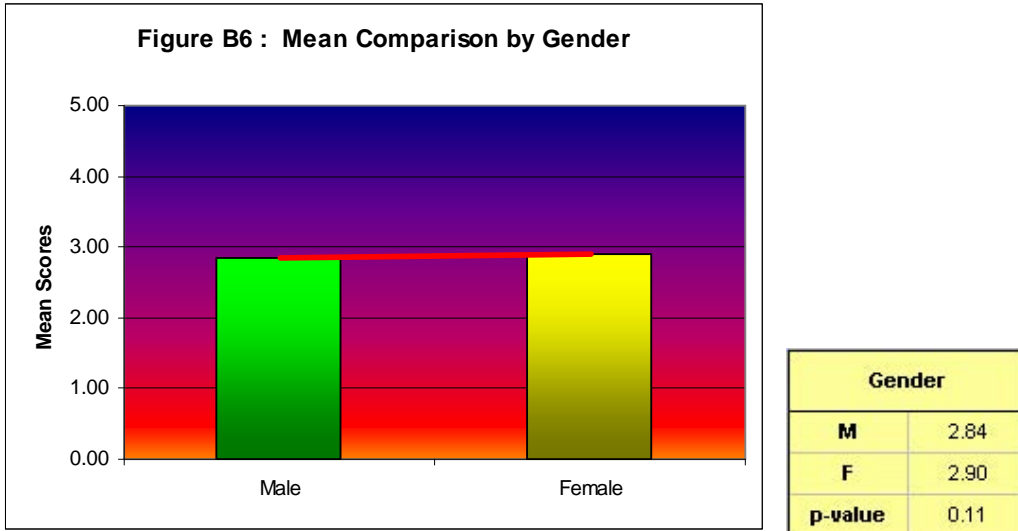
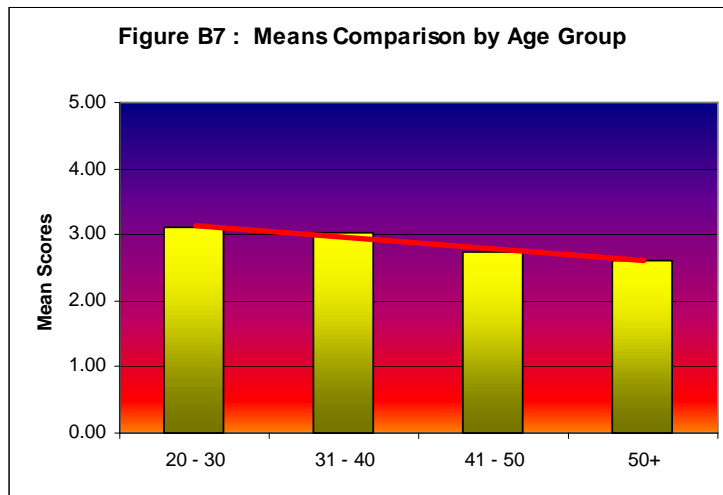
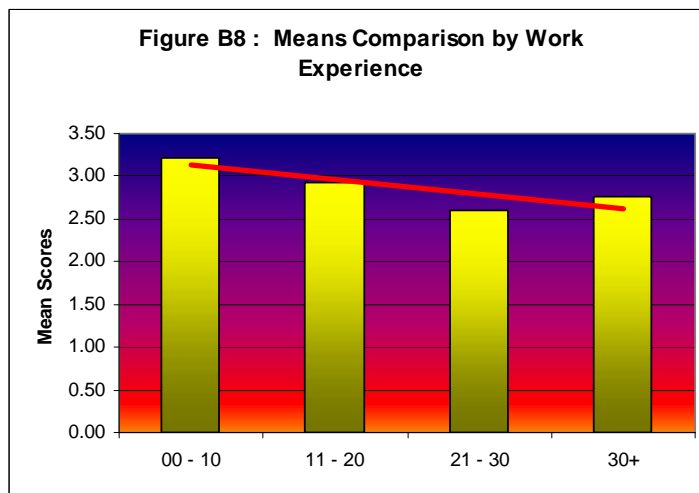


Figure B6 : Mean Comparison by Gender

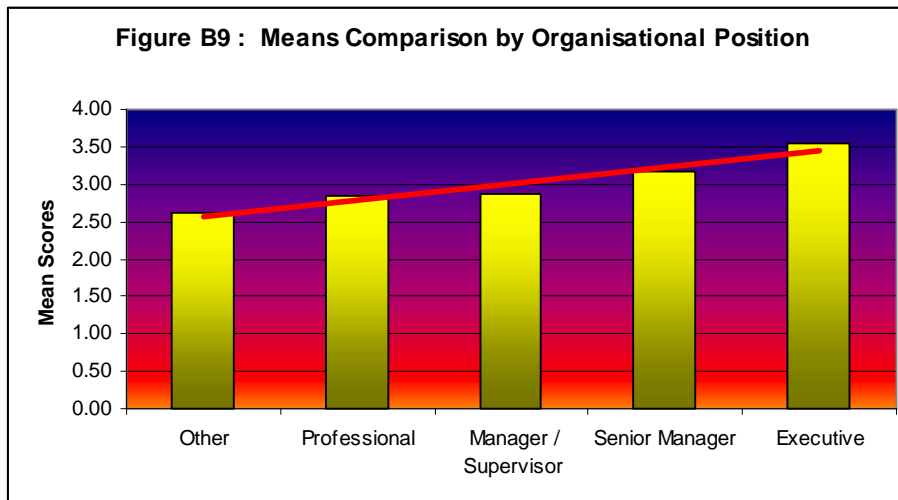




Age	
20 - 30	3.13
31 - 40	3.03
41 - 50	2.73
50+	2.62
p-value	0.59

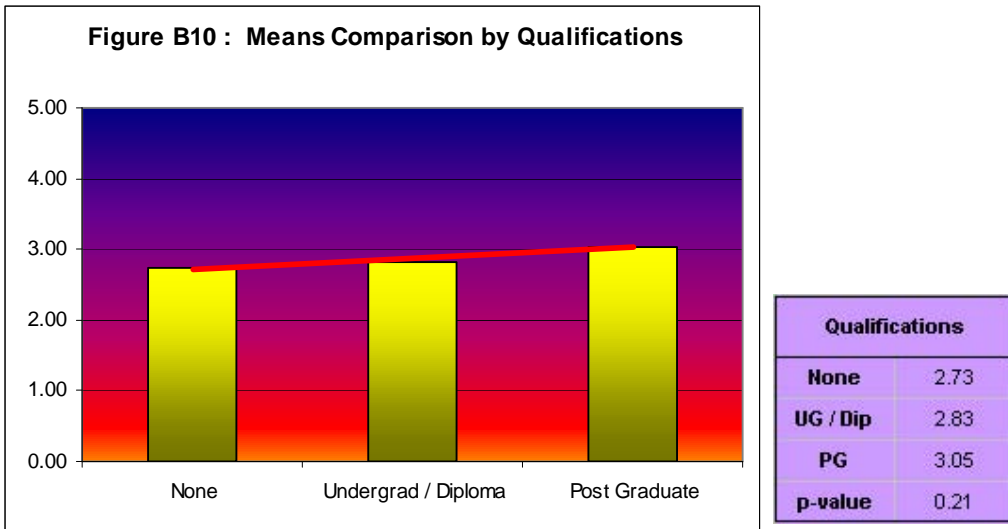


Work Experience	
00 - 10	3.22
11 - 20	2.93
21 - 30	2.59
30+	2.76
p-value	0.59



Org. Position	
Other	2.63
Prfsnl	2.84
M / S	2.87
SM	3.16
Executive	3.55
p-value	0.99

Figure B10 : Means Comparison by Qualifications



APPENDIX C: ANOVA CALCULATION FOR STATEMENT CATEGORISATION

SOURCE OF VARIANCE																			
Confidence limit = 0.95		Gender		Age Group				Work Experience				Organisational Position					Qualification		
Significance level = 0.05		M	F	20 - 30	31 - 40	41 - 50	50+	00 - 10	11 - 20	21 - 30	30+	O	P	M / S	SM	E	N	UG / D	pg
n		63	22	8	30	33	14	14	34	24	13	12	35	30	7	1	22	43	20
S1	Mean	3.54	3.55	4.13	3.50	3.55	3.29	3.79	3.74	3.17	3.46	3.08	3.66	3.50	3.71	5.00	3.41	3.53	3.70
	p - value	0.98		0.41				0.22				0.37					0.70		
S2	Mean	2.38	2.50	2.88	2.57	2.24	2.21	2.79	2.41	2.21	2.38	2.33	2.06	2.63	3.29	3.00	2.27	2.42	2.55
	p - value	0.66		0.35				0.49				0.04					0.72		
S3	Mean	2.83	3.09	2.88	3.27	2.79	2.36	3.29	2.91	2.75	2.69	2.58	2.80	2.97	3.43	4.00	2.82	2.77	3.25
	p - value	0.33		0.07				0.46				0.41					0.25		
S4	Mean	2.70	2.82	3.25	2.90	2.58	2.43	3.36	2.65	2.63	2.46	2.42	2.66	2.83	3.00	4.00	2.50	2.77	2.90
	p - value	0.63		0.15				0.06				0.42					0.40		
S5	Mean	2.21	2.05	2.50	2.30	2.03	2.00	2.64	2.15	1.92	2.15	2.00	2.26	2.07	2.29	3.00	2.09	2.09	2.40
	p - value	0.47		0.40				0.12				0.72					0.41		
S6	Mean	2.67	2.55	3.25	2.70	2.67	2.07	3.36	2.59	2.46	2.31	2.67	2.66	2.53	2.86	3.00	2.50	2.53	3.00
	p - value	0.64		0.06				0.02				0.95					0.20		
S7	Mean	2.44	2.32	2.88	2.63	2.36	1.79	3.07	2.41	2.17	2.15	1.92	2.40	2.43	2.86	5.00	2.18	2.33	2.85
	p - value	0.66		0.08				0.09				0.07					0.18		
S8	Mean	3.41	3.45	3.88	3.83	3.00	3.29	3.64	3.88	2.92	2.92	3.33	3.57	3.37	3.29	2.00	3.27	3.51	3.40
	p - value	0.88		0.01				0.002				0.66					0.71		
S9	Mean	3.02	3.32	2.88	3.27	3.06	2.93	3.14	3.06	3.13	3.08	2.83	3.00	3.20	3.43	4.00	3.14	3.05	3.15
	p - value	0.23		0.66				0.99				0.58					0.91		
S10	Mean	3.65	3.86	2.88	3.67	3.88	3.86	3.07	3.88	3.92	3.54	4.00	3.57	3.83	3.57	2.00	3.86	3.60	3.75
	p - value	0.46		0.17				0.11				0.43					0.69		
S11	Mean	2.73	2.68	3.13	2.97	2.58	2.29	2.93	2.97	2.29	2.62	2.25	2.71	2.77	3.14	4.00	2.50	2.70	3.00
	p - value	0.85		0.11				0.07				0.26					0.29		
S12	Mean	3.29	3.45	2.88	3.77	3.12	3.14	3.21	3.71	2.88	3.31	3.25	3.20	3.23	4.29	5.00	3.64	3.19	3.30
	p - value	0.57		0.07				0.06				0.12					0.35		
S13	Mean	2.97	3.05	3.25	3.10	2.82	3.00	3.50	2.97	2.79	2.85	2.50	3.03	3.00	3.43	4.00	2.68	3.14	3.00
	p - value	0.76		0.60				0.18				0.25					0.22		
S14	Mean	2.98	2.95	3.00	3.03	2.94	2.93	3.14	3.00	2.92	2.85	2.75	3.03	3.00	3.00	3.00	2.73	3.09	3.00
	p - value	0.89		0.97				0.80				0.91					0.26		
S15	Mean	2.75	3.00	2.88	3.07	2.67	2.57	3.21	2.94	2.54	2.54	3.08	2.89	2.57	2.86	4.00	2.77	2.70	3.10
	p - value	0.38		0.40				0.19				0.46					0.39		
S16	Mean	2.71	2.95	3.38	3.00	2.55	2.50	3.57	2.71	2.33	2.92	2.17	2.86	2.83	3.00	4.00	2.36	2.86	3.05
	p - value	0.36		0.09				0.005				0.21					0.08		
S17	Mean	2.65	2.50	2.63	2.83	2.45	2.50	2.93	2.71	2.08	3.00	2.75	2.37	2.77	3.00	2.00	2.64	2.51	2.80
	p - value	0.58		0.57				0.03				0.46					0.62		
S18	Mean	2.56	2.55	3.13	2.70	2.33	2.43	3.00	2.59	2.08	2.85	2.25	2.57	2.60	2.71	3.00	2.45	2.51	2.75
	p - value	0.97		0.12				0.01				0.78					0.55		
S19	Mean	2.43	2.59	3.25	2.43	2.39	2.29	3.14	2.41	2.25	2.31	2.17	2.51	2.47	2.71	3.00	2.23	2.47	2.75
	p - value	0.52		0.15				0.05				0.78					0.25		
S20	Mean	2.86	2.82	3.63	2.97	2.70	2.50	3.57	2.85	2.42	2.85	2.17	2.97	2.80	3.43	4.00	2.55	2.84	3.20
	p - value	0.88		0.10				0.02				0.09					0.16		

APPENDIX D: FACTOR ANALYSIS DATA

Factor	Eigenvalue	% Total variance	Cumulative Eigenvalue	Cumulative %
1	7.973588	39.86794	7.97359	39.86794
2	1.606099	8.03049	9.57969	47.89843
3	1.265374	6.32687	10.84506	54.22531
4	1.202696	6.01348	12.04776	60.23878
5	1.095524	5.47762	13.14328	65.71640

Statement	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
S1	-0.538921	0.221401	-0.248139	0.329543	-0.096203
S2	-0.507752	0.329148	0.060191	0.370305	-0.462080
S3	-0.574316	0.296555	0.252335	-0.498801	-0.001349
S4	-0.668353	-0.262541	0.292709	-0.021466	-0.106271
S5	-0.681721	-0.146932	0.162442	0.268226	-0.165559
S6	-0.709629	-0.239835	0.184725	0.183764	-0.116136
S7	-0.741637	0.056238	-0.037624	-0.382747	-0.231719
S8	-0.445212	0.275139	-0.002075	0.465465	0.513120
S9	-0.452927	0.509080	0.358158	-0.216100	-0.137548
S10	0.343003	0.598937	0.365838	0.188827	0.119743
S11	-0.658267	0.044365	-0.300845	-0.223937	0.238931
S12	-0.510420	0.466231	-0.202287	-0.139651	0.339832
S13	-0.658245	0.092992	0.094330	-0.038431	0.177493
S14	-0.588605	-0.304726	0.456779	0.055618	0.281626
S15	-0.584201	-0.249542	0.327724	0.081111	0.233033
S16	-0.777098	-0.304416	-0.016542	-0.167946	0.078918
S17	-0.737793	0.122309	-0.049438	0.120929	-0.341590
S18	-0.770570	-0.101556	-0.358073	0.116817	0.013302
S19	-0.653505	-0.079841	-0.229665	0.090675	0.090922
S20	-0.790891	0.092606	-0.294491	-0.104824	-0.035561
Expl. Var.	7.973588	1.606099	1.265374	1.202696	1.095524
% Totl. Var.	39.867941	8.030494	6.326871	6.013478	5.477619
Key for Factor Leading	FL > 0.6	FL > 0.5	FL > 0.4	FL > 0.3	

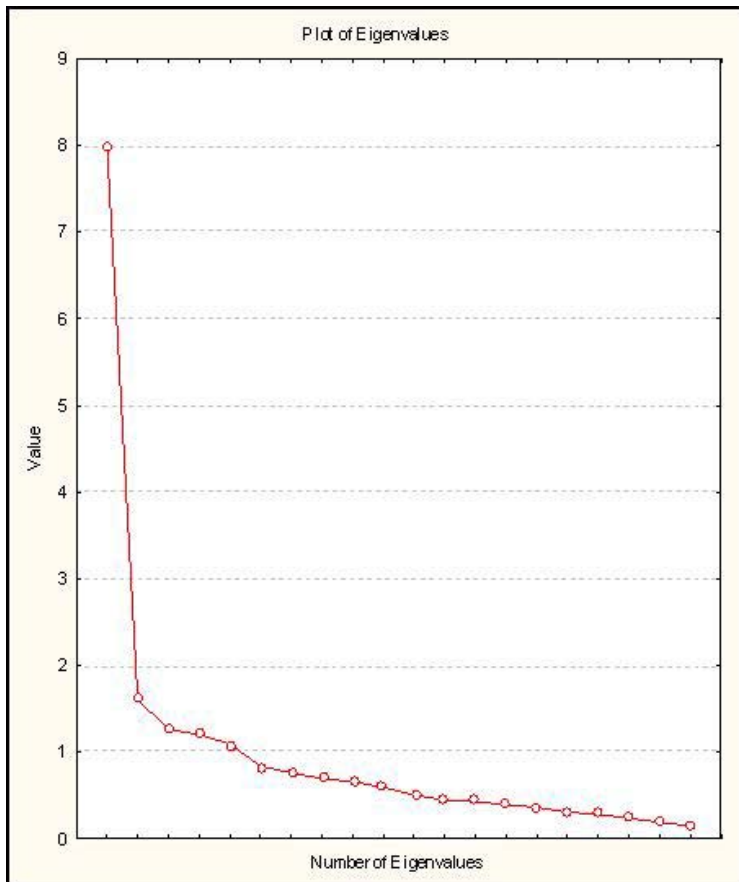
FACTOR 1 - Chronbachs Alpha = 0.910413					
Statement	Mean if deleted	Var. if deleted	StDv. if deleted	Itm-Totl Correl.	Alpha if deleted
S4	26.17647	56.78062	7.535292	0.610295	0.904760
S5	26.74118	57.65066	7.592803	0.608771	0.904908
S6	26.27059	55.49149	7.449261	0.663229	0.902067
S7	26.49412	53.89703	7.341459	0.694308	0.900466
S11	26.18824	56.36457	7.507634	0.603412	0.905196
S13	25.91765	57.44028	7.578937	0.552860	0.907634
S16	26.12941	54.18325	7.360928	0.733362	0.898240
S17	26.29412	54.63114	7.391288	0.678371	0.901286
S18	26.35294	55.49896	7.449762	0.748727	0.898166
S19	26.43529	56.31640	7.504426	0.615470	0.904545
S20	26.05882	53.51419	7.315339	0.743241	0.897596

FACTOR 2 - Chronbachs Alpha = 0.390288					
Statement	Mean if deleted	Var. if deleted	StDv. if deleted	Itm-Totl Correl.	Alpha if deleted
S9	12.78824	5.249274	2.291129	0.388712	0.182461
S10	12.17647	7.815917	2.795696	-0.165911	0.613376
S12	12.55294	4.906021	2.214954	0.346745	0.196355
S14	12.90588	5.991142	2.447681	0.336585	0.253508
S16	13.10588	5.835848	2.415750	0.221457	0.318313

FACTOR 3 - Chronbachs Alpha = 0.604413					
Statement	Mean if deleted	Var. if deleted	StDv. if deleted	Itm-Totl Correl.	Alpha if deleted
S9	17.37647	11.52886	3.395417	0.382996	0.544852
S10	16.76471	15.99169	3.998962	-0.231230	0.750992
S11	17.75294	11.38602	3.374318	0.398394	0.539084
S14	17.49412	11.92055	3.452615	0.442198	0.534055
S15	17.65882	11.04830	3.323899	0.415033	0.531359
S17	17.85882	10.21536	3.196148	0.547017	0.478498
S18	17.91765	11.18145	3.343868	0.508195	0.506523

FACTOR 4 - Chronbachs Alpha = 0.664616					
Statement	Mean if deleted	Var. if deleted	StDv. if deleted	Itm-Totl Correl.	Alpha if deleted
S1	11.14118	9.015363	3.002559	0.417566	0.613035
S2	12.27059	8.809135	2.968019	0.471975	0.588128
S3	11.78824	9.084568	3.014062	0.417132	0.613241
S7	12.27059	8.573841	2.928112	0.481776	0.582314
S8	11.25882	9.744775	3.121662	0.303980	0.663163

FACTOR 5 - Chronbachs Alpha = 0.674613					
Statement	Mean if deleted	Var. if deleted	StDv. if deleted	Itm-Totl Correl.	Alpha if deleted
S2	9.364706	6.231696	2.496336	0.477567	0.594616
S8	8.352942	6.581315	2.565407	0.393298	0.648517
S12	8.447059	6.082491	2.466271	0.441501	0.619374
S17	9.164706	6.066989	2.463126	0.516647	0.568874



APPENDIX E: CHI – SQUARED TESTS

CHI - SQUARED TEST for INDEPENDENCE OF ASSOCIATION								
S1								
Gender	1	2	3	4	5	n	Chi-Squared Test	
Male	6	3	18	23	13	63	Chi-Squared Stat	6.98
Female	1	3	3	13	2	22	Chi-Squared Crit	11.07
	7	6	21	36	15	85	Stat < Crit	Independent
S5								
Age Group	1	2	3	4	5	n	Chi-Squared Test	
20 - 30	1	3	3	1	0	8	Chi-Squared Stat	11.39
31 - 40	4	16	8	1	1	30		
41 - 50	10	13	9	1	0	33	Chi-Squared Crit	21.03
50+	5	6	1	2	0	14		
	20	38	21	5	1	85	Stat < Crit	Independent
S11								
Work Experience	1	2	3	4	5	n	Chi-Squared Test	
00 - 10	1	4	4	5	0	14	Chi-Squared Stat	11.40
11 - 20	2	12	7	11	2	34		
21 - 30	5	10	6	3	0	24	Chi-Squared Crit	21.03
30+	1	5	5	2	0	13		
	9	31	22	21	2	85	Stat < Crit	Independent
S15								
Organisational Position	1	2	3	4	5	n	Chi-Squared Test	
Other	1	4	2	3	2	12	Chi-Squared Stat	10.79
Professional	2	13	9	9	2	35		
Mngr / Spvsr	5	10	9	5	1	30	Chi-Squared Crit	26.30
Snr Manager	0	3	2	2	0	7		
E	0	0	0	1	0	1		
	8	30	22	20	5	85	Stat < Crit	Independent
S20								
Qualifications	1	2	3	4	5	n	Chi-Squared Test	
None	5	6	5	6	0	22	Chi-Squared Stat	7.98
Under Grad / Dip	5	10	16	11	1	43		
Post Grad	2	4	4	8	2	20	Chi-Squared Crit	15.51
	12	20	25	25	3	85	Stat < Crit	Independent

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