



**Leadership qualities of women in project management in a selected local government department in the Western Cape, South Africa**

**by**

**EBRAHIM LAWRENCE**

**Dissertation submitted in partial fulfilment of the requirements for the degree**

**Master of Technology: Business Administration in Project Management**

**in the Faculty of Business and Management Sciences**

**at the Cape Peninsula University of Technology**

**Supervisor: Dr LE Jowah**

**District Six Campus**

**November 2018**

**CPUT copyright information**

The dissertation/thesis may not be published either in part (in scholarly, scientific or technical journals), or as a whole (as a monograph), unless permission has been obtained from the University

## DECLARATION

**Declaration:**

I, **Ebrahim Lawrence**, Hereby declare that the work submitted herewith is my own work, and that this work acknowledges the sources and has not been copied from any other student [current or previous classes].

**Signed** ..... **Date 24<sup>th</sup> November 2017**

## **ABSTRACT**

Much debate has been going on about the ability of women to lead in the large organisations around the country. The call for women to be given senior leadership positions appears to have run global as more and more women seek to get into powerful positions. Whilst the population of women is generally higher than that of men, women still remain in small numbers relative to men getting the positions. Research findings do not seem to have agreed on generalisations as to why women remain in few numbers even where they are in the majority. The hotel industry, the nursing field, etc. even in such establishments the number of women in leadership has remained low. Many theories have been advanced, including the allegation that men prefer male leaders to female leaders, women cannot stand pressure in the boardroom, and men stand on the progress of women in organisations. The researcher decided on getting information from subordinates in the organisation on their perception of good leadership as perceived by them. The questions were derived from existing theory on women leaders' characteristics and standard behaviour for effective leadership. The respondents measured from the Likert scale their perception about certain characteristics deemed to be the strengths of women. This was done to avoid using gender as this would influence some responses to the questions. The findings indicate that not all 'feminine' positive attributes are necessarily accepted as leading competencies with some of the male characteristics considered 'abhor able.'

Convenience sampling, which is a non-probabilistic sampling method, was used in this research study. The benefits of this method are that the individuals are readily available and are easy to recruit. It was easier to distribute the questionnaires to the sample by means of e-mails and clarify issues as they arose..

## **ACKNOWLEDGEMENT**

All Praise and thanks to God Almighty for giving me the strength and endurance to complete this research Dissertation.

I hereby acknowledge and thank the following people who made it possible for me to complete this research study:

My parents who brought me into this world

My wife and children who supported me all the way

Dr Jowah who's patience and guidance was of immense value towards the completion of this dissertation

Ms Sipokazi Bukani who's assistance in getting the HDC forms submitted as well as assisting with all the other administrative functions.

All the lecturers and staff in the Business faculty

All my colleagues at the City Parks Department of the City of Cape Town Municipality

# TABLE OF CONTENTS

	<u>Page</u>
<b>Declaration</b> .....	<b>i</b>
<b>Abstract</b> .....	<b>ii</b>
<b>Acknowledgement</b> .....	<b>iii</b>
<b>Table of contents</b> .....	<b>iv</b>
<b>List of Tables</b> .....	<b>vii</b>
<b>List of Figures</b> .....	<b>ix</b>
<b>CHAPTER ONE</b> .....	<b>1</b>
1.1. Introduction.....	1
1.2. Background.....	1
1.2.1 Differentiating leaders from managers.....	2
1.2.2 Identifying power – the source of influence.....	4
1.2.3 Followership .....	6
1.2.4 Theory X and Theory Y (McGregor, 1960: 7) .....	8
1.2.5 Leadership styles.....	11
1.2.6 Leadership in Project Management.....	12
1.2.7 Ethical leadership.....	13
1.2.8 The impact of stereotyping and prejudice.....	13
1.2.9 Women and other women.....	14

1.2.10 Women’s skills overlooked.....	15
1.3. Problem Statement.....	16
1.4. Research Question.....	17
1.5Research Objectives.....	17
1.6Research Design and Methodology.....	17
1.6.1 Target population.....	18
1.6.2 Population sample and sample size.....	18
1.6.3Sampling technique.....	18
1.7 Data Collection Instrument.....	19
1.8 Data Analysis.....	19
1.9Ethical considerations.....	19
1.10 Chapter Classification .....	20
1.11 Conclusion.....	21
<b>CHAPTER TWO: Literature Review: Leadership theories.....</b>	<b>22</b>
2.1 Introduction.....	22
2.2. Theories about the Leader and leadership.....	22
2.3. Leadership in business.....	23
2.4. Ethical leadership.....	24
2.5. Effective leadership qualities.....	25
2.6. Leadership styles.....	29
2.7. Leadership in projects.....	32
2.8. Leadership in multi-cultural organizations.....	34
2.9. Leadership and job satisfaction.....	36
2.10. Chapter summary.....	38

<b>CHAPTER THREE: Barriers to women leadership.....</b>	<b>39</b>
3.1 Introduction.....	39
3.2. Barriers to women leadership in the corporate world and workplace...	39
3.3. Barriers to women leadership in politics.....	43
3.4. Barriers to women leadership in the educational system.....	43
3.5. Barriers to women leadership in the Middle East.....	48
3.6. “Glass ceiling” the invisible barrier.....	49
3.7. Stereotyping as a barrier to women’s advancement to leadership positions.....	53
3.8. Barriers women leaders have to face once in leadership positions...	58
3.9. Chapter summary.....	61
<b>CHAPTER FOUR: Research Design and Methodology.....</b>	<b>62</b>
4.1. Introduction.....	62
4.2. Research objectives.....	62
4.3. Research question.....	64
4.4. Research design.....	64
4.5. Research methodology.....	65
4.6. Population and population size.....	67
4.7. Sampling.....	67
4.8. The instrument – the questionnaire.....	68
4.9. Data collection.....	69
4.10. Data analysis.....	70
4.11. Data reporting.....	70
4.12. Ethical considerations.....	71
4.13. Conclusion.....	71
<b>CHAPTER FIVE: The interpretation and analysis of the data.....</b>	<b>73</b>
5.1. Introduction.....	73
5.2. Presentation and discussion of the data.....	74

5.3. Conclusion.....	113
<b>CHAPTER SIX: Conclusion and Recommendation.....</b>	<b>114</b>
6.1. Introduction.....	114
6.2 Findings from the literature.....	114
6.3 Findings from the empirical research.....	114
6.4 Findings from the interviews.....	118
6.5. Conclusion.....	119
6.6. Recommendation.....	121
6.7. Limitations.....	121
6.8. Further research.....	121
<b>REFERENCES.....</b>	<b>123</b>
<b>APPENDIX A Questionnaire.....</b>	<b>139</b>
<b>APPENDIX B Permission letter to collect data at organization.....</b>	<b>144</b>

## LIST OF TABLES

Table 1.1: Key aspects of leadership and management.....	3
Table 1.2 Difference between a leader and a manager.....	3
Table 1.3 Types of powers used by leaders.....	5
Table 1.4 the postulates of the X theory.....	9
Table 1.5 the postulates of the Y theory.....	9
Table 1.6 Qualities of good leadership.....	10



Table 1.7 Competencies necessary for effective project execution.....	12
Table 2.1 Types of Mentorship.....	23
Table 2.2 Characteristics of effective leaders.....	24
Table 2.3 Behaviours for successful leadership.....	26
Table 2.4 Critical success factors.....	33
Table 2.5 Critical attributes of a project manager in construction projects...	33
Table 2.6 Socio-emotional capabilities.....	34
Table 2.7 Task when applying RAP framework.....	36
Table 3.1 Barriers Indigenous Women face in Canada.....	39
Table 3.2 Senior Management Category by Race & Gender for all Employers	40
Table 3.3: Top Management Category by Race & Gender.....	41
Table 3.4 Professional barriers and Psychological barriers.....	42
Table 3.5 Internal and External Barriers to women’s advancement.....	44
Table 3.6 Internal & External challenges.....	48
Table 3.7 Major Barriers.....	49
Table 3.8 Labyrinth of barriers.....	52
Table 3.9 Forces hindering women’s advancement into leadership positions	57
Table 4.1 Differences between research methodology and research design	65
Table 4.2 Differences between quantitative and qualitative methodologies	66
Table 4.3 Advantages and disadvantages of questionnaires.....	69
Table 5.1 any other information you want to add.....	81

Table 6.1 Followers' expectations from an effective leader.....	118
Table 6.2 Characteristics of the women managers.....	120

## LIST OF FIGURES

<b>Figures</b>	<b>Page</b>
Figure. 2.1. Bernard Bass's Revised Full range Model of Leadership...	29
Figure. 2.2. Fully mediated leadership model.....	37
Figure 3.1 a strategy to overcome the barriers.....	41
Figure. 3.2. Factors causing women's aspiration- in schools.....	44
Figure. 3.3. Map of the glass ceiling.....	50
Figure 3.4. Relative performance in the five months.....	51
Figure3.5 Applicant' Gender-related behaviour.....	54
Figure3.6. Conceptual model- Matrix of oppression.....	56
Figure3.7. Follower's preferences that shape effective leadership .....	60
Figure3.8. Conceptual model linking gender, power motivation .....	61
Figure 5.1 Position in the organization.....	75
Figure 5.2 Gender of the respondents.....	76
Figure 5.3 Highest qualification.....	77
Figure 5.4 How long have you been working in the organization?.....	78
Figure 5.5 Do you have any people reporting directly to you?.....	79
Figure 5.6 Do you report directly to a supervisor or manager?.....	80

Figure 5.7 my manager always asks for my ideas.....	82
Figure 5.8 my manager does not take decisions without consulting.....	83
Figure 5.9 my manager consults only when she knows what she wants.	84
Figure 5.10 in meetings my manager speaks the most about everything	85
Figure 5.11 my manager uses consensus for any decisions she makes.	86
Figure 5.12 Manager's impact on performance .....	87
Figure 5.13 Empathy of managers .....	88
Figure 5.14 Impact of the manager's patience when I work... ..	89
Figure 5.15 Impact if manager takes time to explain my work to me...	90
Figure 5.16 my manager never gets angry when you disagree with what she wants done.....	91
Figure 5.17 my manager likes the idea of people interacting with each other during work time.....	92
Figure 5.18 My manager likes to be friends and rarely gets angry with anyone no matter.....	93
Figure 5.19 my manager sacrifices work to create friendship with subordinates if necessary.....	94
Figure 5.20 my manager believes communication is key to creating friendship with employees.....	95
Figure 5.21 my manager makes casual visits to our work stations and chat about social life.....	96

Figure 5.22 my manager focuses more on completion of tasks than on relationships.....	97
Figure 5.23 my manager believes in putting work structures in place to facilitate task delivery.....	98
Figure 5.24 my manager always thinks of task completion before employee welfare and issues.....	99
Figure 5.25 my manager has clearly defined and set-goals in the daily operational plan.....	100
Figure 5.26 my manager wants the plans followed and audited regularly to produce results.....	101
Figure 5.27 my manager focuses on personnel development to facilitate task performance.....	102
Figure 5.28 my manager believes collaboration is key to successful project execution.....	103
Figure 5.29 my manager gets frustrated if there are people dragging the task completion process.....	104
Figure 5.30 My manager ignores and replaces people who are not cooperative in task implementation.....	105
Figure 5.31 My manager accommodate those who lag behind in their tasks and helps them perform.....	106
Figure 5.32 my manager openly says her feelings to anyone	

without mincing her words.....	107
Figure 5.33 My manager listens to the views of subordinates and may agree to use them.....	108
Figure 5.34 my manager always speaks in between before you finish your sentence or thought.....	109
Figure 5.35 My manager contains her emotions well and never shows anger openly.....	110
Figure 5.36 my manager records every discussion made for future references in case.....	111

# **CHAPTER ONE**

**Keywords;** Effective leadership, followers, project management, women leadership

## **1.1 INTRODUCTION**

The management of a project execution process is the application of the knowledge, the skills, the tools and the techniques necessary for the successful implementation of the project product within the time, quality and budget constraints (Bricknell, Fraser, Goldman, Kara, Labuschagne, Maree, Maritz, McGregor & Radford, 2011: 3). In essence a project is a unique undertaking limited by the three elements as stated above (Duncan, 1996:4) in that the success of the project execution process directly relates to the meeting of these aforementioned requirements. Because of the uniqueness of the project execution process (since every project is different from the other), it is therefore understood that there is a unique set of skills, tools and techniques (Pmbok, 2004:12) that are required to effectively execute the process. Valencia (2007:51) proposes that the uniqueness of the competencies required to succeed as a project manager, makes it necessary that project leaders and not project managers are required for the effective execution of these processes. It is within this context that the study seeks to analyze the competencies inherently found in women and yet are not utilized (Samineni & Reddy, 2013:81)) by not giving women the opportunity to lead.

## **1.2 BACKGROUND**

A leader, by definition is one with the ability to influence other people to do or act in a particular way or towards the achievement of specific goals voluntarily (Ottu and Nkenchor, 2010:3000-3008). This suggests that leaders do not push, they pull people towards them and this is how they manage to get people to follow them. Lunenburg (2012:7) defines leadership as the use of influence based on the power the individual has to create a relationship on the basis on which people respond positively to work towards agreed on goals. Many definitions have gone out on leadership making it difficult to have a one size fits all definition for leader or leadership (Winston & Patterson, 2006:6). Effective leadership therefore implies the presence of differences

between leaders (leadership) and managers (management), of power, followership and cooperation from the followers. Thus leaders do not have subordinates, they have followers.

### **1.2.1 Differentiating leaders from managers**

From the definitions, a clear distinction is made between, what constitutes leadership from what constitutes management. From what has been alluded to above, there is no universal definition of leader or leadership, making it difficult to standardize the concept. Jowah and Laphi (2015:3) define leadership as an imperative *modus operandi* if work (project execution) is to be successful citing that leadership deals with providing direction to followers. Adair (2004: 120-128) iterated that, a leader is distinguished from managers by providing direction and providing inspiration to their subordinates. A leader must set examples, build teams and be accepted by their subordinates. Anantatmula (2010:14) says leadership is about coping with challenges and managing changes based on the vision, confidence, management skills, human relations and initiation. Burke and Barron (2007:28) define leadership rather as an inherent competency an individual has to align vision and direct through the influencing of people to focus on one objective. Jones and George (2009:497) concur and call leadership a process by which people exert their power (ability to influence) on others inspiring, motivating and directing the activities towards an intended goal.

On the contrary management is defined differently, and like leadership there are many definitions though management definitions are more standardized. A manager is an individual who (Young and Dulewicz, 2008:18) does the planning, organizing of resources, controls and directs the operations of an enterprise towards the objectives. Algahtani (2014: 76) agrees and adds that apart from the functions stated in the definition above, managers monitor and use authority to get things done. In a sense a manager is designated as one and he/she is known to be the authority. Whereas leadership or a leader may not have a formal position and yet has the ability to influence people to do certain things or engage voluntarily or willingly in the performance of certain tasks. The table 1.1 below illustrates the different functions of these two positions.

**Table 1.1: Key aspects of leadership and management**

<b>Leadership</b>	<b>Management</b>
Setting a direction	Planning and budgeting
Aligning people	Organization and staffing
Motivating	Controlling and problem solving
Mastery of the context	Control of the environment

**Source: Young and Dulewicz (2008: p18)**

The table 1.1 above speaks more to their functions and what they do, in a rather mechanical way. Other authors have gone on to differentiate these (even though the two are always but wrongly interchangeably used) according to personality traits found within these people. Suggesting to an extent that the differences are largely to do with the attitudes or understanding of the individual leader / manager on what should be done if one wants work done. The table 1.2 below illustrates the differences of these two from a personality traits point of view.

**Table 1.2 Difference between a leader and a manager**

<b>Manager</b>	<b>Leader</b>
1. push people to work	1. influence people to work
2. are results orientated	2. are relationship orientated
3. do not worry about people's problems	3. show empathy to people's problems
4. interested on controls	4. allow mistakes and free thinking
5. do not do anything outside the ordinary	5. always looking for ways of doing things
6. they have subordinates not followers	6. they have followers not subordinates

**Source: Jowah, 2012 [1097-1106]**



From the table 1.2 above, the impression is given of a manager as a typical X theory and a leader as a Y theory personalities. McGregor (1960) refers to these personalities as based on their attitude towards or perceptions about other people consequently they behave thus. Jowah (2014: 50) makes reference to the implicit theory of leadership and asserts that the leader's perception of the people will inform on how he/she interacts with them. Essentially therefore, the difference between managing and leading is in the perception of the individual concerned about the people they are managing or leading. From the table 1.1 above, leadership is focussed on people and relationships whilst management is about tasks and performance. This is confirmed by Anantatmula's (2010:14) assertion that management focuses on making decisions, designing processes, setting up rules and control measures to improve operational efficiency. Whereas leadership is about motivating, guiding people and empowering people to realize their potential to excel. Any successful leadership should therefore take these into consideration, be they male or female.

### **1.2.2 Identifying power – the source of influence**

Power is the ability to influence (Omisore and Nweke, 2014:166) and this ability resides in some competencies and or abilities an individual has, as such, there are different types of power available to an individual. French and Raven (1959:151) in their work "The Bases of Power" identified the five (5) basic types of power than can be detected or identified in leaders. These powers may be used effectively at relevant and appropriate times. According to Omisore and Nweke (2014:166), these powers can be understood as the means by which people respond to the presence or instruction from the leader. Many leaders who have power fail to be effective because of the inability to establish congruency between follower prototypes and leader's source of power (Muller & Turner) as cited by Jowah and Laphi (2015:2). By implication certain types of power are only effective in a different or to a different followership. An effective leader will therefore start with the effort to understand the follower expectations and establish the type of power relevant and identify the source

of the power. This is a basic principle of leadership, regardless of gender, there five 5 sources of leadership power. Table 1.3 lists the different types of powers.

**Table 1.3 Types of powers used by leaders**

<b>Referent power</b>	Essentially derived from knowledge of the followers about what the leader can do or has done in the past. This might come from publicity about an individual, or interconnectedness with seniors at work or play giving the perception of ability to do things. Charisma can be another source of referent power as it involves interaction, motivation and self-confidence of the leader. The perception that people have about personal relationships generates the power over others.
<b>Legitimate power</b>	This is positional power, derives from people’s knowledge of your position in the firm’s hierarchy for instance. Job descriptions indicate the position one has, and the reporting system. Thus anyone senior to an individual, especially where they have to report to the individual translates into legitimate power – especially where an individual has earned the positional power.
<b>Expert power</b>	Knowledge is power – this is derived from what followers know that you know, the expertise in a particular discipline, trade or activity for which you are respected. This power resides in the competencies and skills for which an individual is known and acknowledged, especially where the individual can perform critical tasks not easily performed by others. This power can open doors for other powers also like legitimate and referent powers.
<b>Coercive power</b>	The ability for an individual to influence others using threats, either by virtue of one’s position or merely the strength to enforce desired activities. This is derived from the person’s ability to punish, discipline, reprimand or even fire someone from work – for instance. Ideal in areas where employees have ill-discipline and need to be called to order or forced to abide by rules and regulations in a structure or organisation.

<b>Reward power</b>	This is derived from the ability to reward a follower, sometimes for good behaviour. In the work environment it could be salary increase, promotion, positive appraisals, or even merely allocation of desired resources. Used largely as a motivator of followers (those that are the favoured) but may become negative if the follower is not rated as favourite of the leader and they are excluded – seriously demoralising.
---------------------	--

**Source: Own construction**

Power gives the ability to an individual to influence other people, or justifies in the minds of the followers (Nieman and Bennet, 2008:100) why they would believe and follow a leader. This power will be at the disposal of the leader, thus a leader needs to identify or be knowledgeable (Jawah, 2016:16) about the power they have and when to use it. The proper application of the power at the appropriate time may assist in being effective and getting people to work (Yukl, 2013:216). Leaders do not have subordinates, they have followers, and it is this ability to develop followership that produces the appropriate cooperation needed by a leader. Power, as a tool enables leaders to influence people's behavior leading to activities as directed by the leader, be they positive or negative.

### **1.2.3 Followership**

Jawah (2013:708-719) defines followership as the willingness of an individual to follow another individual. The followers have in their minds a prototype or an ideal personality that impresses them and makes them want to follow or to relate to. Kelley (1988:142-148) wrote that followership is role played by some individuals who will actively decide to follow another individual and thus making her / him a leader. According to the author, there are four (4) specific characteristics that qualify an individual to be an effective follower, and these are, namely; self-management, commitment, competence and courage.

- **Self-Management**: a follower should be able to think analytically and critically so that they are in control of their own decisions to follow and that should be done independently.
- **Commitment**: a follower must be able to commit themselves to the cause by following the goals, vision and the objectives of the organization. Such a follower should be able to have the high levels of energy, morale and perseverance.
- **Competence**: a good follower must have such personality skills that will enable the individual to complete the goals or tasks set by the group or team. The individuals get empowered or empower themselves as part of active followership.
- **Courage**: it takes bravery to step out of the norm and start following a leader with good ethical conduct and high morale regardless of the circumstances that would ordinarily derail others from following.

Followership is therefore a reciprocal process with two main actors who should be in some form of agreement and congruence – these two are the leader and the follower (Baker, 2007:50-60). Followership and leadership have been referred to as the result of or the need thereof of interdependent relationship (Rook, 2016) between the leader and the followers. Chaleff (2009:6) in his book; *The Courageous Follower*, writes that effective followers are not merely reactive and submissive people chasing after the leader, they are intelligent and courageous people who take decisions to follow.

The same feeling of the followers about what constitutes a good leader is implicitly entrenched in the mind of the leader about followers. The implicit theory of leadership is based on the understanding that leaders have in their minds, some perceptions about the people they are leading (Baker, 2007:50-60). It is their perception about these people that leads them to conduct themselves in a particular way. As stated in the X and Y theories (McGregor, 1960:7), the basis of the leader's behavior is based on what the leader thinks about the subordinates.

#### 1.2.4 Theory X and Theory Y (McGregor, 1960: 7)

**McGregor X and Y** theories are theories relating to the motivation of human beings from the manager's perspective. The theories describe contrasting workforce motivation models applied by the managers with opposing assumptions about the workers (Sager, 2008:288-312). The assumptions develop or inform the managers on how they should treat their subordinates (Wallgren, 2013:1-17), evidently based on the assumptions and trying to correct or encourage the worker weakness or strength.

- a. **Theory X** lays a lot of emphasis on the negative aspects of the employee thus the managers think that strict supervision, external rewards and punishment for those that don't comply is the best way forward (Wallgren, 2013:1-17). Theory X is a pessimistic view about the average subordinate that paints the picture of individuals without ambition or very little if any. The subordinate is seen as avoiding work and responsibilities and does not have organizational objectives in mind. Sager (2008:288-312) says that according to this theory, the employees are known to be less intelligent than the managers, they are lazier than the managers and work for the barest minimum. Thus to make these to work, a manager must be hands-on and micro-manage them if there will be any productivity at all.
  
- b. **Theory Y** perceives employees positively believing that they are responsible and they will, given conducive environments, work for the progress of the company. Employees are perceived to be internally motivated and enjoy work making deliberate efforts to better themselves (Aydin, 2012: 25). Such managers consider employees as critical indispensable assets of the organization and are prepared to take full responsibility for their functions. Such managers (theory Y managers) will develop personal relationships with the subordinates and use a hands-off democratic approach to the workers. Avolio, (2007:25-33) suggests that theory Y managers allow subordinates to be innovative and make mistakes from which they will learn. These two theories are not direct opposites of each other, but rather different theories which too often can be used to complement each other. Kerr, Schriesheim, Murphy and Stogdill (1974:62-82) concur and suggest that the two

theories have some weaknesses which may need aspects of each other to work effectively. The main cause for this need may be the type of individual that is to be led, what their level of motivation is, what their perception of work is, or sometimes their own lives and what they may be passing through. Fiedler (1967) suggested the contingency theory based on the three dimensions of leader-member relationship, given the degree of task structure and the type of power that the leader has. Furthermore Fiedler as cited by Andibo (2012:281), concluded in his contingency theory of leadership, that the success of the leader is a function of contingency variables, such as sub-ordinate, task and/or groups. The postulates of the X theory and Y theory are listed below in table 1.4 and table 1.5 respectively.

**Table 1.4 the postulates of the X theory**

<b>Employees are lazy</b>	Because the employees are lazy, you must assign tasks to them that should be completed within a stipulated period – otherwise they will never work.
<b>Employees cannot think</b>	Because the employees cannot think, you must decide for them and you cannot leave them to manage a task unless if it is simplified and very easy
<b>Employees have to be micro-managed.</b>	You need to set specific tasks for the employees every day and make sure you are behind them all the time—otherwise they will either mess up or never work

**Source: Own construction as derived from research literature**

**Table 1.5 the postulates of the Y theory**

<b>Employees love their work</b>	Because employees love their work, you need to give them the vision and direction you intend the business to take, and they will happily work.
----------------------------------	--

<b>Employees can plan and think for themselves</b>	Because they can think, involve them in deciding on operational issues so that they contribute meaningfully to the progress of the work to be done
<b>If you leave employees to work they will</b>	Since employees can work on their own, I should empower them and allow them to work. I will allow them innovation and accommodate mistakes

**Source: Own construction as derived from research literature**

Thus leadership is a function of the thoughts of the individual leader towards the people he / she is supposed to be leading. Jowah (2013:717) asserts that there is a direct relationship between the leadership style dependent on what type of power and the relevance of that power to the subordinates. The power of the subordinates therefore moderates or informs what can be allowed as good leadership by the followers. The balance of these powers should reach a certain level to allow for optimum cooperation and followership (Somoye, 2016:573). The effectiveness of a leader is therefore dependent on the type of power that the leader has contrasted with the power of the followers and how they perceive the tasks to be performed. Adair (2004:123) suggests that the type of followership dictates to the leader how he/she should lead them dependent on the type of tasks to be performed. Leadership can be specific to certain situations (Lunenberg, 2012:7) and authority is derived from their position, personality and knowledge, skills and expertise. An effective leader must exhibit the leadership qualities, as illustrated in table 1.6 below.

**Table 1.6 Qualities of good leadership**

Enthusiasm	Fairness	Confidence
Integrity	Warmth	Knowledge
Toughness	Humility	Intelligence

**Source: own construction**

Subordinates expect their leaders to help them achieve the common task, build synergy of teamwork and respond to individuals and meet their needs. Three different levels of leadership exist Jacobs and McGee as cited by DeChurch, Hiller, Murase,

Doty and Salas, (2010:4), i.e. team leadership, operational leadership, and strategic leadership. The leader is responsible for defining the task, planning, briefing, controlling, evaluating, organizing, motivating and providing an example. In exercising their functions leaders should command and influence the group (Yukl, 2013:185). They should be able to remain calm or unperturbed under testing or challenging conditions. They should be able to arrange available resources in a systematic way to produce effective results.

### **1.2.5 Leadership styles**

Hodgkinson (2009: 1) stated that, there are four different leadership styles to choose from, in decision making and for effective leadership. Every situation requires a different style of leadership (Yukl, 2013:216) which must be exercised within the context of follower power and the leadership power and leadership style. The different types of leadership styles are, namely;

- a. Autocratic style is when decisions are made by the leader without the inputs from the team members.
- b. Democratic style, the decision making process is based on a majority vote and is known as Consultative or Participative process. This process normally, results in good decision making.
- c. Laissez faire means leave it be in French. This is a hand off style. The team will lead itself regarding the decision making process. .
- d. With a directive style, the leader, tells the group or teams what to do. The leader needs to be diplomatic and use the style without alienating the rest of the team members. This style is used for time critical projects or with immature teams.

According to Mc Pheat (2010: 10), we can all be distinguished from one another, by our different habits, behavior and personalities. Sometimes we are similar in our preferences, ideas and attitudes. In order to lead we need to look at our followers' personalities objectively. You need to learn the different personality types, understand different personality types and adapt to different personality types. Once you use this tool, everybody can contribute and be appreciated for their contribution. Ottu and Nkenchor (2010:3000-3008), supposed that, leadership is defined as the use of a



non-coercive influence to motivate individuals to achieve set goals and found that the democratic leadership style provide more job satisfaction than the autocratic leadership style in Nigeria. However, Hayward, Amos and Baxter (2008:28) argued that there is a very weak or insignificant relationship between employee performance and transformational leadership. There, however, exists a strong positive relationship between, emotional intelligence and transformational leadership and this has an influence on the effectiveness of leadership, as this contributes to the skills needed to be an effective leader (Hayward et al. 2008:28).

### 1.2.6 Leadership in Project Management

According to Maseko and Proches (2013:5663), certain traits and leadership styles such as transformational, democratic and people oriented leadership styles are critical for effective leadership in project management, irrespective of the gender. Bonielli (2005: 200) asserted that effective project management leaders must exhibit the full range of skills and competencies available to managers. The high rate of project failure is due to poor project leadership skills, entrepreneurial skills have been touted as critical enablers for effective project execution. Some of the skills and competencies generally lacking amongst project leaders are listed in table 1.7 on the next page..

**Table 1.7 Competencies necessary for effective project execution**

hard skills	entrepreneurial skills	project execution knowhow
enterprise knowledge,	initiative,	risk taking,
problem solving,	commitment to tasks,	self-confidence,
negotiating skills,	motivating skills	Persuasive skills.

**Source: own construction**

Larson and Gray (2013: 339) added that, one of the critical factors for effective leaders in project management is, building effective cooperative relationships among the different groups of people to complete projects successfully. Failure or success in

project management often depends on the contributions of all the stakeholders, which are coordinated by the project leader.

### **1.2.7 Ethical Leadership**

Summers (2009: 141) posited that it is expected of leaders to always conduct themselves appropriately in all stakeholder transactions and interactions. They must promote, enable and ensure legal and ethical behavior. Leaders are accountable for their subordinates' behavior and should always monitor and respond to any breach in ethical behavior. Freeman and Stewart (2006: 2-7) added that, ethical leaders represent the purpose, vision and values of the organization and their subordinates, within an understanding of ethical ideas.

- They are the glue that keeps the goals of the organization connected to that of the internal employees and external stakeholders. They are always open to others' opinions and ideas to improve the organizations they lead.
- Ethical leaders embody the purpose and values of the organization, focus on organizational success rather than their egos, find the best people and develop them, actively communicate the ethics, values and the creation of values to stakeholders.
- They will create a mechanism of dissent, take a charitable understanding of others' values and make tough calls while being imaginative. They know the limitations to the values and ethical principles they live.
- Ethical leaders will always act in ethical terms, when connecting the basic value proposition to stakeholders support and societal legitimacy (Freeman & Stewart (2006: 2-7).

### **1.2.8 The impact of stereotyping and prejudice**

According to Andibo (2012: 285), there is persisting stereotyped ideas that women are moody and their abilities, preferences and roles may serve as barriers to women's participation in leadership roles. Kanjare, Thaba and Teffo (2011: 245-254) found in

their research that women are negatively impacted by stereotyping in that it affected their performance. Afolabi (2013: 5704) asserts that stereotyping and prejudice against women prevents them from taking up leadership positions because of the perceptions about their role and performance. Consequently, according to Johnson and Mathur-Helm (2011:51) women are overlooked for career advancement because of the gender stereotyping that they experience at the workplace. These stereotypes can prompt bias in evaluative judgments of women (Heilman, Wallen, Fuchs and Tomkins, 2004: 416) during career development and promotions. There are specific personality traits that are associated with good leadership, and these inherent characteristics of men. Women are expected to emulate these if they are to be valued and accepted as able leaders (Eagly and Carli, 2008: 3) to the equivalent of what men have put as a standard. For a woman to be an effective leader they need family and spousal support (Aycan, 2004: 465-474). Unfortunately, most organizations do not have plans and systems to encourage women into leadership positions. Van Rooyen and Whittle (2011:1039) claims that, human capital management should be intergraded to enable development of effective leaders across the gender divide as this will allow inter-gender knowledge and skills transfer.

### **1.2.9 Women and other women**

Women often have to work harder than their male counterparts, in order to prove that they are capable and worthy leaders (Afolabi, 2013:5704). Despite this, other women are frequently skeptical of women leadership and show a lack of confidence in women leaders. Many women prefer to be led by men (Malie, 2011:84). Consequently female leaders are watched, scrutinized and criticized for the way they behave, dress or speak while their male counterparts. Women sub-ordinates rated their women leaders higher than their male counterparts on their level of achievement, but rated them lower than their male counterparts on job performance (Afolabi, 2013: 5704).

According to Johnson and Mathur-Helm (2011: 51), apart from women subordinates who lack confidence in women as leaders, the phenomenon of the Queen Bee Syndrome (where women in top positions fail to support and mentor other women) who come through the ranks into leadership positions. The existence of the Queen

Bee Syndrome is a huge barrier to the advancement of women into leadership positions (Davidson & Cooper, 1992:110). Those who suffer from the Queen Bee Syndrome and who occupy managerial positions fear that women who had come through the ranks will outperform them.

### **1.2.10 Women's skills overlooked**

Tsoka (2010: 2979) opined that throughout history, women have always been perceived by society as ineffective leaders. Zulu (2011:848) suggests that there is deliberate effort to ignore that women are effective leaders of their household, and their consultative leadership nature has not been recognized. It is suggested (Steward, 2009:103) that, empathy and engagement as well as transparency, fairness and collaboration are strong characteristics of women that have a role in management. Add to these women, their good verbal skills, effective listening, sound writing skills, collaborative skills as well as decisiveness and the ability to empower subordinates (Crites, Dickson and Lorenz, 2015:5). The environment in which women work is full of societal perceptions and the historical subjugation of women, this presents insurmountable challenges which render women as ineffective leaders.

Zulu (2011: 848) asserts that women leaders in India are confident, assertive, dominant, task orientated and want to make a good impression, but are rigid in their approach and like a steady and well-organized life. According to Downey, Papageorgiou and Stough (2005: 258-259), there is a positive relationship between, emotional intelligence and transformational leadership style, with female leaders who exhibit the transformational leadership style. These female leaders are able to identify their own feelings and emotional states (Downey, et al, 2005: 258-259), as well as to identify and understand the emotions of their subordinates. They are able to control strong emotional states at work such as anger, anxiety and frustration, as such they can inspire their subordinates and foster attitudes at the workplace.

Goleman and Boyatzis (2008:4) concurred with (Downey, et al) that social intelligence skills are needed for effective leadership. Women on average tend to be better than men in sensing other people's emotions (Goleman & Boyatzis, 2008:4). Men on the

other hand have more social confidence in the work setting. Gender differences in social intelligence in the general population, is all but absent amongst most successful leaders. Eagly (2007: 9), concluded that in the United States of America, women are increasingly praised for having excellent leadership skills. They also show more leadership styles associated with effective performance as leaders, than their male counterparts. According to Aycan (2004: 465), key success factors for women in management, are individual factors such as, portraying a high level of self-confidence, decisiveness, integrity, planning and discipline. Clayborne (2006: 104) in a study on African- American women leaders identified that they tend to motivate their followers by providing clarity on personal and professional concerns. However, limited resources and lack of public acknowledgement and affirmation from their supervisors affected them negatively.

### **1.3 PROBLEM STATEMENT**

The problem statement was derived from extensive literature review of leadership in the department as viewed along gender lines. From the literature reviewed it was noted that there is very little literature that speaks to the contribution made by women supervisors and managers (herein referred to generally as leaders) in the running of the projects. Stereotyping against women leadership is constantly sited as a hindrance to the “ascension” of women to senior management, or management in general. Whilst there is no established empirical evidence to this hypothesis, yet it is the norm in most literature on this subject universally. It is also commonly stated that women have leadership qualities that are much better than those of men, it is not clear if there is a relationship between performance and employee engagement directly as a result of the leadership by women. This research is intended to identify those areas assumed to be the strengths in the leadership of women and their impact on work performance. The stereotype that says that women are better leaders than men, feeds into the postulation that there are gender based leadership styles. Yet in practice there is an acknowledgement that there are more men in both supervisory and management levels in any given organization. This is supported by the fact that

most women leaders emulate men leadership styles even though it is always trumpeted that women leadership style is better. The research went beyond the perceived gender stereotyping theory and the glass ceiling philosophy to identify those feminine leadership traits that are assumed to make the difference. The survey extends further to break the sacred-code to identify the factors that inhibit the growth and development of women to senior project leadership.

#### **1.4 RESEARCH QUESTION**

What are the leadership qualities that women exhibit when managing projects?

#### **1.5 RESEARCH OBJECTIVES**

The primary research is the fundamental reason for which the research is to be conducted, stated as:

- To identify the aspects of women leadership styles that impact positively on performance in project management.

The secondary objectives are derived from and are therefore based on the primary objective, which is the main expectation from the research. The secondary objectives were stated as;

- To explore the personality traits that influence the effectiveness of the leadership qualities of women.
- To identify the impact of the women leadership as experienced by the employees who participate in these projects.

#### **1.6 RESEARCH DESIGN AND METHODOLOGY**

Research design and research methodology are not the same thing even though they are always interchangeably used. The research design is the road map or path to be followed during the research process identifying what was to be done. In this design,

the activities followed were, amongst others; literature review to acquaint the research with the subject, this led to the identification of the study gap, then what research methods and what objectives followed supported by what was to be used to collect data and analyze the collected data. When this was done it was left to make decisions on what research method was to be used.

In view of the type of research, the researcher decided to utilize both quantitative and qualitative research to provide answers to the question. These two seemingly opposing methodologies have each some positive aspects that would enable them to complement each other in providing the answers. A data collection instrument was constructed and this was used to put together all the data that was converted to the final findings.

#### **1.6.1 Target population**

The target population for this research study is the 100 employees that are involved with project management in the City Parks department, which is a department within the Directorate for Community Services in the City of Cape Town municipal, which is part of the Local Government in the Western Cape. The size of the population to be interviewed is determined by the ease of access and their availability to be interviewed. Further to that, there are enough women Project managers in the City Parks department allowing for more information to be analyzed.

#### **1.6.2 Population sample and sample size**

The department has in excess of 300 employees with close on 100 involved with project management. Apart from the Director of the department, every other individual reports to someone in some way, even though they may have people under them. 49 people were interviewed for this research and that size was considered large enough to enable generalization.

#### **1.6.3 Sampling technique**

Participants were randomly selected precisely with the intention of removing the bias that may exist with selection of respondents. The selection had a degree of

convenience also specifically for those respondents who were in meetings or attending workshops and or department functions. But in all these situations, small samples were selected (randomly) to respond to the questions.

## **1.7 DATA COLLECTION INSTRUMENT**

A questionnaire was constructed and trial-tested on 15 prospective respondents to refine it. Weaknesses were identified and corrected, and with the assistance of the statistician the instrument was tested for both reliability and validity. The final structure of the instrument had three (3) sections, namely; Section A – Biography, Section B – 5 point Likert scale and Section C – open ended questions.

After the corrections were effected and the construction validated by the statistician, the questionnaire was administered on the respondents in the department. The respondents were assisted personally face to face and whatever questions were not clear to the respondents were clarified. All the instruments filled in were collected on the spot and taken for editing, coding and capturing.

## **1.8 DATA ANALYSIS**

The data was captured on to an excel spread sheet since that is what was available to the researcher. Using excel, illustrations showing relationships between the variables were noted and the diagrams were accordingly analyzed and interpreted. The findings are reported in the chapter on data analysis.

## **1.9 ETHICAL CONSIDERATIONS**

Care was taken to protect the respondents from the beginning, and some of the steps taken by the researcher are;



- a. All respondents were informed of their right to participate out of the own will and that they were under no obligation to participate.
- b. All respondents were informed of their right to withdraw – pullout of the survey (in the middle) if they felt that they were not comfortable.
- c. The respondents were told that they were free to omit any offensive questions or questions they were not comfortable with.
- d. Respondents were instructed not to put any markings or write their names or anything that would lead to their being identified.
- e. All the respondents were told that this information they provided was strictly confidential and would not be passed to any authority.

The researcher clarified all issues of ethical concerns and promised the protection of the respondents and their responses. No authority would have access to their documents and that their information was to be treated with the highest care since it was strictly confidential.

## **1.10 CHAPTER CLASSIFICATION**

**Chapter one** – This chapter introduces the study and provides extended literature review used to establish / develop the study gap, states the problem statement, research objectives, research question, research methodology, target population, sample / sampling / sample size, data collection instrument, the data collection process and data analysis.

**Chapter two** – This chapter dwells on the history of the theories of leadership, leadership styles, leadership models, project leadership, differences between leadership styles as shown along gender lines, and the impact of these leadership styles on the followership.

**Chapter three** – This chapter focuses on the gender based leadership styles and covers, among others; the perceived barriers to women leadership, table comparing

male and female personality traits, the acceptability of the different traits, and statistics on women employment.

**Chapter four** – This chapter dwells on the research design and the research methodology, discusses the differences between these two. The research design is clearly stated followed by the research methodology and the two types of research methodology, the choice for the methodology that was used and justification thereof. The population, instrument, data collection and analysis are discussed.

**Chapter five** – This chapter produces the illustrations (graphs, tables, bar charts, pie charts, histograms] derived from the data captured and analysed on the excel spreadsheet, explains the relationships of the variables under study, and the interpretation of the findings.

**Chapter six** - This chapter provides a summary of the preceding chapters with emphasis on the research objectives, the research questions and provides and discusses the answers to the questions. A conclusion and recommendations are made in the closing of the study.

## **1.11 CONCLUSION**

The study in general sought to reach out to understand the role that women can play in the management of projects. Whilst they are in large numbers and have shown significant presence in the workplaces, including projects, one would expect them to filter through to management levels. Admittedly, some of the managers in projects, come from specific disciplines, but the study of the literature shows that they are increasingly represented in these disciplines. The puzzle is whether leadership is about demonstrating male personality traits as the leadership norm, nor would women lead effectively without emulating men. Many theories have been advanced which have not found convincing ground in the research, some of these are, namely; that women do not get positions because they are stereotyped by men, under rated by men, considered too emotional to lead etc. this study is positioned to, unlike other studies, to identify what contributions women will make in project management if they are allowed to.

## **CHAPTER TWO: LEADERSHIP THEORIES**

### **2.1. INTRODUCTION**

Project leadership has been in existence since men (and women) started to have projects, which were predominantly men. Over the years there was no mention of projects as separate operations from traditional of other operations. Whilst project management existed without the name (there is now a discipline called project management), the management of projects evolved over the years. Over the years leadership emerged as a separate 'entity' from management thus introducing another competency required for management of projects. Leadership is now the 'most studied' discipline because of its complexities, in the process different theories have been advanced around what leadership does. The study focused on many aspects of the human behavior to try and understand the origins of the 'power' that some leaders have compared to their counterparts. The puzzle has always been what is it that makes some people more competent than others in leading other people. This sections looks at different leadership theories that have been postulated over the years and how most of the characteristics identified happen to be natural in women.

### **2.2. THEORIES ABOUT THE LEADER AND LEADERSHIP**

Yukl as cited by Kahya and Pabuçcu (2015), defined leadership as "*the process of affecting other people to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to succeed shared goals.*" According to Wahat, Krauss and Othman (2013:304) leaders are not born or learned significantly from book reading, but are mostly formed through leadership development. Leadership development is a lifelong continuous learning process, ranging from childhood educational development and is best taught through informal mentoring, observation. reflections and challenging assignments in the workplace. Maak and Pless (2006) posited that a leader is an equal human being whose leadership position is validated by his followers and brings together different people to follow a morally sound vision, in order to obtain organizational success. Olowu (2011:478) added that effective mentoring programs in organizations are

fundamental in leadership development and seeks to complement on-the-job training and formal training and is promoted by the mentor protégé relationship, which occur normally between, but is not restricted to superior manager and sub-ordinates.

According to Buell as cited by Illesanmi (2011), two types of mentorship can be identified in an organization, as illustrated in table 2.1

**Table 2.1 Types of Mentorship**

<b>Informal mentoring relationship</b>	Protégé develops on its own Mentor and protégé agrees to form a relationship
<b>Formal mentoring relationship</b>	Formal assigned mentoring relationship Organization oversee the mentoring relationship

**Source: Adopted from author**

### **2.3. LEADERSHIP IN BUSINESS**

Taylor and Lynham (2013) suggests that there exist a mutual relationship between the fundamentals of system thinking and business leadership. Leadership as a whole can be considered as an expression of systems thinking in the business environment. Business leadership is increasingly recognized as a change agent in society and as the custodians of societal values and the securing of social, political and economic futures, therefore business leadership in South Africa played a pivotal role in this regard, in the period from 1984 to 1994 (Taylor & Lynham, 2013).

Crawford, Hofmyer and Price (2015) stated that effective leaders need to think strategically to enable their organizations to be competitive in the new world. Critical characteristics displayed by such leaders are illustrated in table 2.2, on the following page.

**Table 2.2 Characteristics of effective leaders**

<b>Flexibility</b>	The leader should be comfortable during uncertain times. The leader should be open to new challenges. The leaders should be intellectually flexible.
<b>Psychological Mindedness</b>	The leader should be unique and independent. Should have the ability to persevere over the long term. The leader should be able to think outside the box.
<b>Achievement via Independence</b>	The leader should have a high tolerance of ambiguity. The leader should be authentic and creative in his/her thinking.
<b>Dominance</b>	The leader should be able to direct and manage assertively and should be purposely driven, while developing the team.
<b>Self-Acceptance</b>	The leader should be assertive and ambitious. Should be able to think independently, while having a high self-worth.

**Source: Adopted from Crawford, et al, 2015:149**

## **2.4. ETHICAL LEADERSHIP**

Azuka (2009) stated that effective and authentic leadership is defined by a strong set of ethics, stemming out of personal ethics and moral value systems inherent in the leader, communicated by the leader as valued standards to his followers and is totally committed to this ethical value system in all his endeavors being personally or in an organizational setting. Voegtlin, Patzer and Scherer (2012:2) added, that responsible leaders is of paramount importance to an organization to face the globalization challenges and should make it their mission to build and maintain the legitimacy of their organization, effect the building of trustful relationships with the organization's stakeholders to enhance social capital and should gradually change the ethical behaviour in an organization which will encourage a culture of sound conflict

resolution in an organization. Ethical and morally sound decisions made by organizational leaders in one culture maybe overlooked by another culture, because members of one culture will frequently use their own cultural and ethical value systems as standards when faced with ethical dilemmas (Resick, Martin, Keating, Dickson, Kwan and Peng, 2011: 452). These cultural contingencies serves as points of reference for organizational leaders, to effectively lead ethically across cultural borders. The dominant themes that was associated with ethical leaders across six societies under study, was *Character, Consideration and Respect for Others* and the dominant themes associated with unethical leaders was, *Acting in Self-Interest and Misuse of Power*. These three dominant themes for ethical leaders can perhaps form the basis for the successful ethical leadership across cultural borders (Resick et al, 2011:453).

## **2.5. EFFECTIVE LEADERSHIP QUALITIES**

Goleman as cited by Akuoko (2011) suggests that effective leaders are flexible in their leadership style approach and will switch their leadership style as the situation dictates. Fiedler as cited by Andibo (2012:318) added in his contingency theory of leadership that the effectiveness of a leader is dependent on a number of contingencies in the form of subordinate, task and group variables and the situation will determine the style to be used by the leader. Denhardt and Denhardt as cited by Newman, Guy and Mastracci (2009:14) concurred that effective leaders energizes their followers to actively engage into obtaining organizational goals, by triggering stimulating or evoking an emotional response in their followers. Once the followers are emotionally committed, they will actively engage in pursuing organizational goals. Bennis and Goldsmith as cited by Azuka (2009) added that ethical leaders instill trust in followers and people by displaying leadership qualities like vision; empathy; consistency and integrity.

Payette and Libertella (2011:20) contend that for nascent leaders (leaders or middle managers who had just started out their careers as leaders in an organization), to be successful as leaders, they should acquire the following behaviours displayed in table 2.3:

**Table 2.3 Behaviours for successful leadership**

<p><b>Category 1-Make yourself indispensable in your workplace</b></p>	<p><b>Get your career going-</b> by following the example of successful leaders  <b>Work hard to be noticed-</b>work diligently.  <b>Think about your decisions-</b> do due diligence before making decisions.  <b>Demonstrate broad-base knowledge-</b> by reading, listening to and studying people with specialized knowledge.  <b>Ambition is good-</b>Demonstrate ambition in you daily activities.  <b>Going to work-</b>be reliable in your work attendance.  <b>Specialized talents-</b>get specialized skills within the technical and behavioural disciplines.  <b>Know your theories-</b>knowing your management theories is crucial.  <b>Know your facts-</b>check and double check your facts and inculcate a continuous learning culture of new things.  <b>Leadership is a choice-</b>acquire leadership by developing skills.</p>
<p><b>Category 2 - Building relationship inside and outside</b></p>	<p><b>Building your networking file relentlessly</b> - build relationships by networking at work- and social events.  <b>Attend company functions</b> - gather ideas, by attending company, social events and meetings.  <b>Surround yourself with the best people</b> - recruit people that are either equally as good as you are or better.  <b>Build great teams</b> - give your team clear objectives; provide them with the right resources, encouragement and support and celebrate results with the team.  <b>Stay informed about your business</b> - by reading regularly about new developments and new information that may impact upon your business.  <b>Join community groups</b> - maintain open channels of communication between your organization and the community to be abreast of important issues within the community.  <b>Know your corporate culture</b> - acquaint yourself with the expectations relating to ethics, work performance and general standards of the organization.  <b>Entertain at home</b> - socialize and entertain as a means of celebration or to familiarize your-self with the invited guests.  <b>Praise is free</b> - give praise effectively and when due.  <b>The emphatic leadership approach</b> - apply behaviours such as caring, listening and respect and enhance the task environment for the employees.</p>
<p><b>Category 3 - Communication matters</b></p>	<p><b>Volunteer to speak</b> - build your communication skills. Look for opportunities to speak at work, in the community and at professional meetings.</p>

	<p><b>Write for recognition</b> - look for opportunities to take minutes at meetings, write proposals, and write for your own work teams and in community newspapers.</p> <p><b>What language do you know</b> - improve your foreign language skills and make sure your resume reflect your language skills.</p> <p><b>Management by walking around</b> - walk around your employees and customers to gain better insight to your organization.</p>
<p><b>Category 4 - Get it done and deliver results</b></p>	<p><b>'I want to do more' works amazingly well</b> - always go the extra mile and volunteer.</p> <p><b>Thinking and acting strategically</b> - adapt strategic resilience, adaptability and flexibility and execute strategic activities really well.</p> <p><b>Work smarter and smarter</b> - improve skills by attending seminars and attending courses.</p> <p><b>Find time to think</b> - put down ideas to ponder over at a later stage.</p> <p><b>Crisis management</b> - embrace crisis by tackling tough tasks with resolve and resilience.</p> <p><b>The four options at work</b> - do everything in your power to effect changes you think is needed; be contend with your circumstances; resign if it is the right thing to do; staying complaining is a negative option.</p> <p><b>Know about malingerers</b> - malingerers are people that give the perception that they are busy, but under scrutiny, there are no results. Give them a reasonable time frame to change.</p> <p><b>Make your luck</b> - through intelligence, thoughtfulness and hard work.</p>
<p><b>Category 5 - Balance home and work</b></p>	<p><b>Leadership balance</b> - spend time doing other things like walking, jogging, etc.</p> <p><b>Passion at work</b> - find out what drives you and make you find joy in getting up to go to work and make you give 100% at work.</p> <p><b>Avoid office romance</b> -</p>
<p><b>Category 6 - Other critical choices to make.</b></p>	<p><b>Look like a leader</b> - dress and act the part.</p> <p><b>Avoid company politics when you can</b> - avoid taking sides, be consistently professional in all respects at all times.</p> <p><b>Your resume is a leadership tool</b> - always keep updated resumes at hand as well as on a flash-drive.</p> <p><b>Ben Franklin's list for self-improvement</b> - do a self-assessment of your weaknesses and plan to improve on those weaknesses.</p> <p><b>Get more education or training</b> - attend conferences, seminars and workshops to learn new skills that you can apply in the work place.</p> <p><b>The dilemma of relocating</b> - be willing to relocate to advance your career.</p> <p><b>Move out to move up</b> - contentment and complacency is very dangerous for you career. Always be on the look-out for opportunities outside of your organization to keep your career moving forward and upwards.</p>

Source: Payette & Libertella, 2011:20

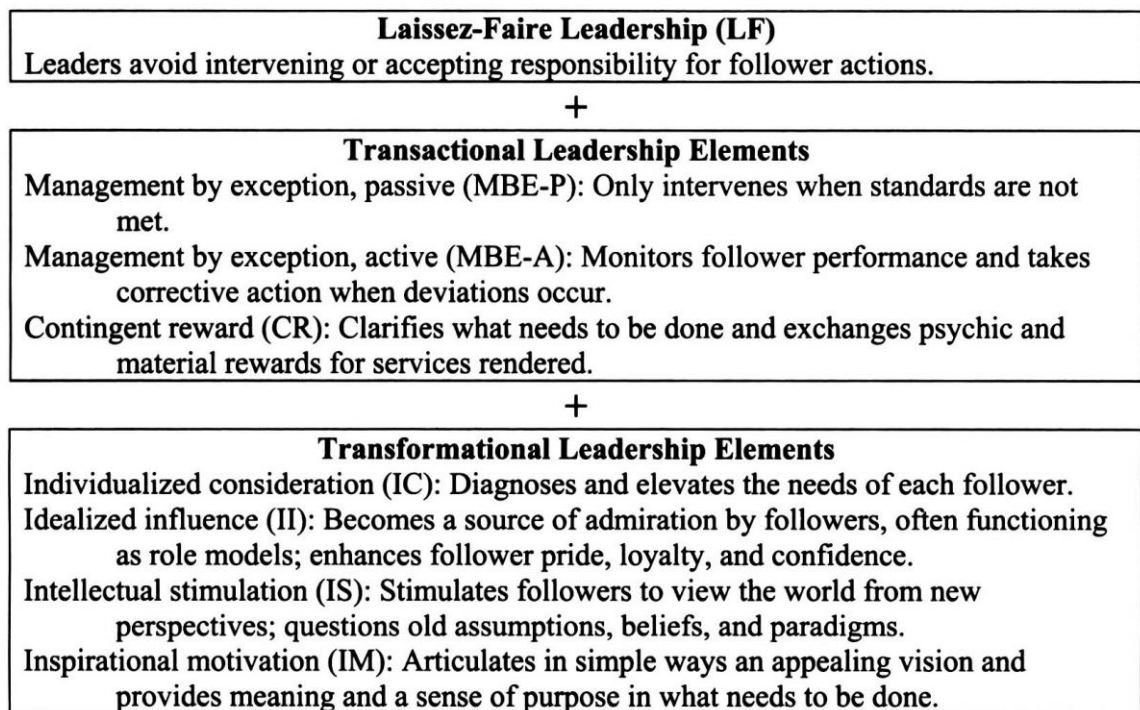


If the above leadership behaviours are followed diligently, the nascent leader will find long-term success and leadership acumen (Payette & Libertella, 2011:20).

## 2.6. LEADERSHIP STYLES

Bass as cited by Trottier, van Wart and Wang (2008:321) in his *Full range theory*, believes that transactional leadership and transformational leadership are not ends that reside on a single *continuum*, but rather *leadership patterns* that are inherent of all leaders and are used interchangeably by leaders as the situation dictates. He further identified eight types of leadership styles which include: laissez faire; passive management by exception; active management by exception; contingent reward; individualized consideration; idealized influence; intellectual stimulation and inspirational motivation as defined by in **figure. 2.1**.

**Figure. 2.1. Bernard Bass's Revised Full range Model of Leadership**



**Figure 1 Bernard Bass's Revised Full Range Model of Leadership**

Note: According to Bass, the priority of the elements increases substantially from top to bottom. Optimal patterns of behavior for effective leadership (relative to achieving high performance) indicate very little laissez-faire leadership, slightly more management by exception, a substantial amount of contingent reward, and an emphasis on the transformational elements (Bass 1996a).

**Source: Bass (1996) as cited by Trottier, van Wart and Wang (2008:321)**

According to Bass and Avolio as cited by Robyn and du Preez (2013), there are four characteristics that distinguish transformational leadership styles from other leadership styles i.e. idealized influence; inspirational motivation; individualized consideration and intellectual stimulation.

Greenleaf as cited by Kezar and Lester (2010) describes servant leadership as a leadership style where the leader's predominant focus is to serve others. It is non-hierarchical and works collectively to benefit all. But Parris and Peachey (2012) found in their empirical studies of servant leadership, that there are no consensus on the definition of servant leadership; extensive investigations has been conducted on servant leadership across a variety of contexts, cultures and themes; servant leadership is a viable leadership theory that could improve the well-being of followers and ultimately improve the performance of organizations.

Okorie, Emuze, Smallwood and Van Wyk (2014:962) found in their investigation of construction projects, the transformational leadership style to be the most effective style in effectively managing Health and Safety in construction projects. Although they noted that no one style is adequate for the effective management of construction projects, rather a combination of different leadership styles is needed on construction projects. According to López-Zafra, Garcia-Retamero and Landa, (2008:45), the perception of an individual as a leader, is increased if that individual possesses the emotional-intelligence components of emotional clarity and emotional regulation, if they are transformational in their leadership styles. Therefore there is a strong relationship between transformational leadership style and emotional-intelligence.

There exist a significant relationship between the leadership styles in organizations and organizational citizenship behaviour in private organizations in the Abia state in Nigeria. Democratic leadership style has a positive effect on organizational citizenship behavior. On the other hand, the autocratic leadership style has a negative effect on organizational citizenship behavior, suggesting that a proper understanding of working conditions is needed, to encourage positive organizational citizenship behavior, among workers to ensure a productive and prosperous organization (Ndubueze and Akanni, 2015:143).

An investigation of the leadership styles of medical executives of the federal funded community health centers among physicians in the Public health sector in the USA, concluded that these executives exhibit the three-factor leadership structure of *transformational, transactional and laissez-faire* leadership styles as perceived by their sub-ordinates (Xirasagar, 2008:609).

Kahya and Pabuçcu (2015) contends that in their evaluation of Rensis Likert's System-4 Model of leadership styles, it was found that the *insight of participative group was the most preferred leadership style among managers*, and the benevolent authoritative leadership style is the least preferred leadership style among managers working at the University of Bayburt in Turkey.

Harris, Day, Hopkins, Hadfield, Hargreaves and Chapman as cited by (Herbst and Conradie, 2011) suggests that effective leaders use a transformational leadership style. Astin as cited by (Herbst and Conradie, 2011:11) added that transformational leadership is empowering leadership, because such leaders should be self-aware, authentic and shows empathy towards their followers. Self-awareness, self-perception and self-critical about their effectiveness are crucial attributes of effective leaders. Oshagbemi and Ocholi (2013) states that, there is a direct correlation between leadership style dimensions and leadership behaviour. They found that intellectual stimulation had a direct relationship with the delegative leadership style in creative organizations, but there is no relationship between gender and leadership behaviour.

Effelsberg, Solga and Gurt (2013) posits that followers under transformational leadership are willing to engage in otherwise considered unethical behaviour, to obtain organizational goals, due to organizational citizenship and the followers strong identification with the organization which was forged under transformational leadership. Charismatic leadership has a positive and significant relationship with work engagement, which in turns has a positive influence on organization citizenship behaviour (Babcock-Roberson and Strickland, 2010:322). Transformational leadership style, reduces turnover intention among mental health workers in the public sector, by reducing emotional exhaustion (Green, Miller and Aarons, 2011).

McGregor as cited by Akuoko (2011) postulates in his assumptions in theory X and theory Y that under the assumptions of theory X, workers are considered to be generally lazy and will try to do as little as possible, because they hate or dislikes the work and will try to avoid responsibilities, because they have no ambition, therefore they need to be under continuous supervision, to perform at an acceptable level. On the other hand, under the assumption of theory Y, workers are considered to be willing to work and if given the opportunity will go the extra mile to achieve their organization's goals. The work environment of theory Y workers will determine if they perceive the work as satisfactory or as punishment. They do not have to be closely supervised if they are committed to the organizational goals.

## **2.7. LEADERSHIP IN PROJECTS**

Barry and Uys (2011) identified five major factors for project success in South Africa, which is: teamwork; cost management, scope management, project planning and leadership. They also further stated that the six most important indicators of project success are: *client/customer satisfaction; project team skill level; senior management buy-in; communication or project reporting; scope management and on-time project delivery*. A strong emphasis should be placed on external stakeholder management (Barry & Uys, 2011). The appointment of a competent project manager is the single most critical success factor in successful delivery of small- to medium-sized projects. Leadership, commitment and learning from the past are critical competencies of a competent project manager (du Randt, van Waveren and Chan, 2014:13). The following critical success factors depicted in table 2.4, are of paramount importance for successful delivery of small- to medium-size projects in mining companies in South Africa:

**Table 2.4 Critical success factors**

Competent project manager	Sufficient/well-allocated resources, No vacancies
Applying project methodologies	Clear, realistic objectives
Technical background of the team	Project front-end loading
Organizational support	Good performance by suppliers/Contractors/Consultants
Legislation	Political stability

**Source: Adopted from Du Randt, et al, 2014:13**

Gewanlal and Bekker (2015:45), posits that the critical attributes of a project manager that influence the successful execution of projects in the construction field in South Africa are among others, as illustrated in the table 2.5 below. Project management is considered to have matured more in construction (oldest project execution known).

**Table 2.5 Critical attributes of a project manager in construction projects**

<b>Critical attribute</b>	<b>Definition / explanation of role played</b>
Communication skills	The ability or competence of an individual (leader) to disseminate information correctly and effectively to stakeholders and the ability to listen to others speak – formal, verbal or body language
Leadership style	The style the project manager use to influence his followers to work towards a common goal.
Planning (integrative)	Project manager should integrate all methods, during the planning phase
Define and follow strategic direction	Define the organization's strategic direction and allocating all resources towards this direction.
Decision-making and problem-solving skills	The project manager should be able to solve problems conclusively and consults with the team before making decisions.
Supervision of project team	The project manager should empower the team to work on its own, but always have a degree of supervision over the team.
Level of involvement in the project	The project manager should have a high level of involvement in the project to be able to solve problems as they arise.

Ability to determine cost-, time trade-off	The ability to determine cost-, time trade-off is very important to keep the project in time and budget.
Planning (time)	Time management is very important as all projects are time constraint.
Emotional intelligence	The project manager should be aware of his emotions as well as the team's emotions as well as showing empathy towards the situations of all team members.

**Source: own construction adopted from Gewanlal & Bekker, 2015:45).**

The most critical factors are leadership, strategic direction, communication, problem-solving and supervision (Gewanlal & Bekker, 2015:45).

## **2.8. LEADERSHIP IN A MULTI-CULTURAL ORGANISATION**

According to Penceliah (2011:57) it is imperative for leaders in a multi-cultural organization to be aware of their behavior, attributes and competencies, when leading cross-cultural workforce or team. They should strive to improve their core competencies through cultural training. Leaders should be mindful of and show respect for the different cultures in a multi-cultural organization. They should also be able to gauge the level of *collectivism/individualism* that is inherent in the different cultural groups (Penceliah, 2011:57).

Mogale and Sutherland (2010) recommend that for the effective leading of multi-national virtual teams, the virtual leader should be able to display socio-emotional capabilities, as depicted in table 2.6

**Table 2.6 Socio-emotional capabilities**

<b>Energizer</b>	The virtual leader should be able to energize the team by inspiring and motivating them by providing them with a clear vision of the end goal.
<b>Interpersonal skills</b>	The leader should be an effective listener and should be able to coach and support the team to reach shared goals.
<b>Networker and Alliance builder</b>	The leader should be able to network by sharing information and knowledge amongst all stakeholders and team members.

<b>Decisive</b>	The leader should be a good decision maker and be decisive in the face of conflict
-----------------	--

**Source: Own construction as adopted from Mogale & Sutherland (2010)**

Davis, Galinsky and Schopler (1995) have developed the **Recognize, Anticipate and Problem-solve (RAP)** framework for leaders to effectively lead multi-racial followers. For the leader to effectively lead multiracial groups, it is imperative to carry out the following three tasks when applying the RAP framework as per table 2.7 on the next page.

**Table 2.7 Task when applying RAP framework**

<b>Recognize</b>	<b>Anticipate</b>	<b>Problem-solve</b>
racial, ethnic and cultural differences in the group	Develop a leadership style that is culturally appropriate to the racial configuration of the group	Use goals and interventions which are culturally acceptable when dealing with problems
Self-assessment and assessment of the group	Discuss potential problems ahead of time with co-leaders	Show respect through your behaviour
Respect history, norms and culture in the group	Develop psychological balance when composing the group	encourage members to discuss racial, ethnic and cultural issues and to resolve conflicts
Examine own cultural, racial and ethnic attitudes and values	Acknowledge in the initial contact with the group, the racial and ethnic differences and potential problems they poses	Confront immediately when there are problems between members of different racial groups
Consult with practitioners which are of the same racial group as members in group	Encourage the development of norms of tolerance and mutual respect for each other	Provide rules for problem solving
Become familiar with resources in the community which are responsive to the needs of the racial group	Announce in the initial stage that people will say and do things that are racially inappropriate and that it will be thoroughly	Use structured problem-solving processes



	discussed when it happens	
be aware of institutionalized discrimination and their impact on the different racial groups	Develop a leadership style that is culturally appropriate to the racial configuration of the group	Help members gain skills in confronting problems related to race, outside the group
Be aware of racial tension that may exist in the society at large, due to events, beliefs and issues	Discuss potential problems ahead of time with co-leaders	Be prepared to intervene in the environment to confront racial, ethnic or cultural issues
Be aware of concerns or issues that individuals may have about racial, ethnic or cultural differences		

**Source: Adopted from Davis, Galinsky & Schopler, 1995:161**

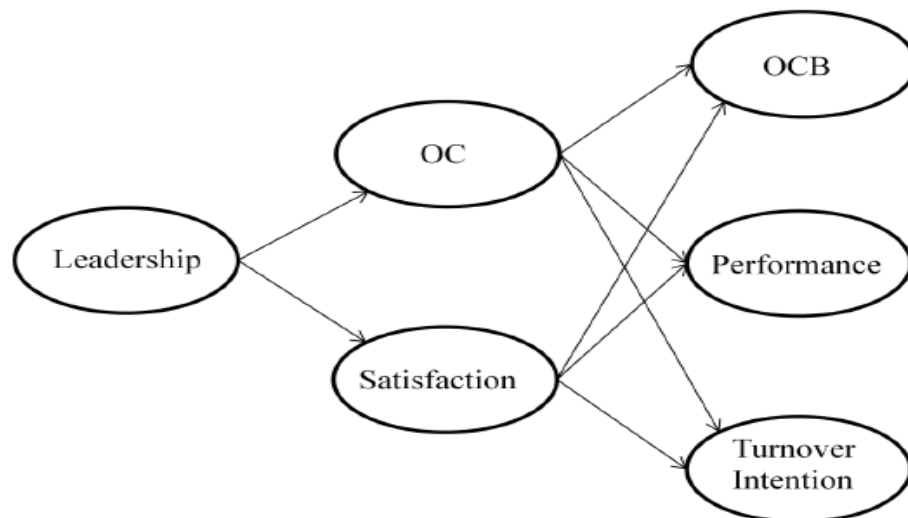
## **2.9. LEADERSHIP AND JOB SATISFACTION**

Mafini (2015) postulates that quality of work life and organizational citizenship behaviour, influences job satisfaction positively and transformational leadership has a significant and positive relationship with quality of work life and organizational citizenship behaviour, therefore transformational leadership has a significant and positive influence on job satisfaction of supply management professionals in governmental departments in South Africa. Spinelli (2006) agreed in his findings that sub-ordinates are more motivated or intrinsically motivated to exert extra effort in achieving and exceed set performance targets under transformational leadership in the hospital administrative environment than their counterparts under transactional leadership. The sub-ordinates under transactional leadership are offered nothing to achieve and exceed beyond the transactional contract. His findings are consistent with Bass' *Full range leadership model*. Barbuto Jr (2005) concurred that, the sub-ordinates of leaders that use the transformational and charismatic leadership style, is intrinsically motivated, because they experience job satisfaction in their work place. The sub-ordinates of leaders that use the transactional leadership style is extrinsically motivated, they are driven by rewards for achieving targets (Barbuto Jr, 2005: 37). Ngah, Musa, Rosli, Bakri, Zani, Ariffin and Nair (2013) posits that transformational

leadership styles idealized influence, intellectual stimulation and inspirational motivation and transactional leadership style such as contingent reward, has influence followers job satisfaction significantly in a positive way. The transactional leadership style like management by exception (passive) has had a negative impact on job satisfaction among followers/employees in the five star Hotel sector in Kuala Lumpur, Malaysia. Odetunde (2013) concluded in his research, that although transformational and transactional styles are found to be effective in conflict resolution, transformational leadership style are found to be more effective in resolving organizational conflict than the transactional leadership style and that gender had no influence on the effectiveness of conflict resolution in an organization, when applying one of the two leadership styles.

Kim (2009:ii) argued that transformational and transactional leadership styles both have a positive influence on organizational commitment and job satisfaction as perceived by head coaches at NCAA Division II Intercollegiate Institutions in the USA. Kim (2009) proposed a *fully mediated leadership model* as demonstrated in Figure. 2.2.

**Figure. 2.2. Fully mediated leadership model**



Leadership refers to either transformational leadership or transactional leadership.  
 OC = Organizational commitment.  
 OCB = Organizational citizenship behavior.

**Source: Kim (2009)**

Tetteh-Opai and Omoregie (2015: 69) added that sub-ordinates in the sport administrator environment in Sports Organizations in Ghana are willing to perform at expected levels, when offered rewards for acceptable performance under transactional leadership style through management-by-exception (passive). Riedle (2015) in her conclusion of the investigation of how the different leadership styles, transformational and transactional, affect the level of employee motivation in the financial sector, found that sub-ordinates of transformational leaders are intrinsically motivated, but without the extrinsically motivated factors like reward, this intrinsic motivation will quickly diminish. The sub-ordinates of transactional leaders are extrinsically motivated. Over 83% of the younger generation sub-ordinate respondents (22-28 years old), prefer the transactional leadership and just about 83% of the older generation sub-ordinate (43-54 years old) prefer the transformational leadership style.

## **2.10. CHAPTER SUMMARY**

In this chapter the different leadership theories was reviewed. Leadership was defined by Yukl as cited by Kahya and Pabuçcu (2015) as the processes of combining the efforts of the individual and the group to obtain shared visions and goals. Furthermore ethical leadership, effective leadership, leadership in business and the different leadership styles was discussed.

## CHAPTER THREE

### BARRIERS TO WOMEN LEADERSHIP

#### 3.1 INTRODUCTION

The absence of women in leadership has attracted researchers to try and understand why many women are excluded from leadership. The exclusion of women in senior management is universal, indicating that there must be some personalities of behaviours from men or women or both that cause the exclusion of women from taking up senior management positions. This section of the study is focused on existing literature and what may have been identified as the causes, or the barriers to the progress of women into senior management, even in places where they are employed as the majority.

#### 3.2. BARRIERS TO WOMEN LEADERSHIP IN THE CORPORATE WORLD AND WORK PLACE

Women are faced with a myriad of barriers when trying to step into leadership positions. Maranzan, Sabouri and Simard-Chicago (2013:10) founded in their study of *First Nations Women* (indigenous women in Canada), when they executed their *Major Women's Development Project* in different communities throughout Canada, that women have to deal with the following barriers, as illustrated in Table 3.1, below:

**Table 3.1 Barriers Indigenous Women face in Canada**

No access to education	excluded from public meetings, band electorate and contributing in governance family- and home responsibility
self esteem	Community pressure
difficulty in balancing their family and community roles	financial concerns
Lack of support	

**Source: Adopted from Maranzan, et al (2013:10)**

In a patriarchal society when they aspire to take up formal and informal leadership positions. The findings should be considered limited, because the sample of women participants attending the workshops, may not be representative of women in general in first world countries (Marazan et al, 2013:10).

Common barriers that women have to deal with in their pursued of leadership positions in the corporate world in the USA, has been identified by studies as: gender stereotyping about roles and abilities; a lack of *mentors* and *personal networking*; a lack of *significant line experience* and family responsibilities (McCarty, Hukai and Hukai, 2005:165). Msomi as cited by Ndinda and Okeke-Uzodike (2012) concurred with McCarty et al (2005) and highlighted the historical, structural and social barriers as the biggest stumbling blocks that African women have to overcome to advance to leadership positions in the corporate world in South Africa. Women are considered sub-ordinate to men in many African cultures. Hence the same sentiment is shared in the corporate world where leaders are associated with males. The reluctance of women, who sits on boards, to encourage fellow women to join top management, is another barrier of note, to women's advancement to top management positions in the corporate world in South Africa (Ndinda & Okeke-Uzodike, 2012:136). Table 3.2 and 3.3 gives a representation of women in senior management and top management positions respectively, in South Africa.

**Table 3.2 Senior Management Category by Race & Gender for all Employers**

<b>Race</b>	<b>Male(%)</b>	<b>Female (%)</b>	<b>Total (%)</b>
African	13.5	6.5	20
Coloured	4.3	2.1	6.4
Indian	6.6	2.5	9.1
White	46.3	15.6	61.9
Foreign	2.1	0.5	3.6
<b>Total</b>	<b>72.8</b>	<b>27.2</b>	<b>100</b>

**Source: CEE 2010. The 10th Annual Report. Pretoria: Department of Labour as cited by Ndinda & Okeke-Uzodike (2012:133).**

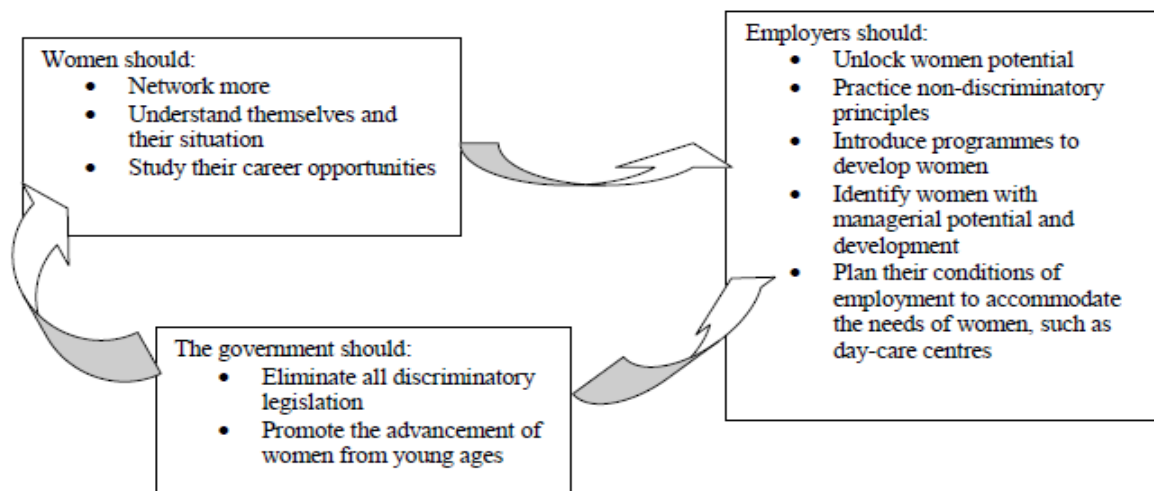
**Table 3.3: Top Management Category by Race & Gender**

Race	Male (%)	Female (%)	Total (%)
African	14.2	6.1	20.3
Coloured	3.7	1.3	5
Indian	5.6	1.3	6.9
White	54.5	9.3	63.8
Foreign	3.5	0.4	4.0
Total	81.5	18.4	100

**Source: CEE 2010. The 10th Annual Report. Pretoria: Department of Labour as cited by Ndinda & Okeke-Uzodike (2012:133).**

Chiloane -Tsoka (2010) added that in order for women to advance in the corporate world in South Africa, they have to overcome critical barriers, such as: socio-cultural perceptions and societal values in patriarchal societies; tradition; the lack of female mentors in leadership positions; prejudice against women’s abilities to lead; management’s perceived position against women leaders; the lack of promotion opportunities into leadership positions for women and the perceived skills shortage among women. Figure 3.1 depicts a strategy to overcome the barriers:

**Figure 3.1 a strategy to overcome the barriers**



**Source: Lewis (1990:217) as adopted by Chiloane -Tsoka (2010:2990)**

Women face a host of barriers in the workplace due to incongruity between leadership role expectations and the female gender therefore women find it very difficult to view themselves as authentic leaders (Monzani, Bark, van Dick and Peiró, 2015:749).

Kottke and Agars (2005:198) pointed out that there are four underlying processes that will pose a major challenge for women’s advancement into leadership positions in an organization, they are: social identity; organization’s justice perception; threat rigidity and utility.

Oakley (2000:330) cited various barriers hindering women from entering into senior management positions in the corporate world, including:

- *social forces such as gender-based stereotyping and the closed circles of the old boy network*
- *tokenism in top management circles*
- *preferred leadership styles*
- *gender and communication styles*
- *behavioural double-binds (a person cannot win no matter what she does)*
- *Corporate policies relating to training and development and promotion.*

Du Plessis and Barkhuizen (2015:40) found in their study that the barriers to the advancement of women in the engineering profession in South Africa can be categorized as followed in table 3.4.

**Table 3.4 Professional barriers and Psychological barriers**

<b><i>Professional barriers</i></b>	<b><i>Psychological barriers</i></b>
A lack of advancement opportunities for women in the engineering profession.	Family/work
A lack of mentoring opportunities.	Gender issues, i.e. discrimination/harassment, gender stereotyping

A lack of adequate training and education.	Lack of self-esteem
The “old boys’ club” network.	
Salary inequity.	

**Source: Du Plessis and Barkhuizen (2015:40)**

### **3.3. BARRIERS TO WOMEN LEADERSHIP IN POLITICS**

Gender stereotyping poses a major barrier to women aspiring to be elected to the highest position in the country; that of president, in times of war or national security, as was displayed after the September 11 attacks on the USA in 2001. In times of war, citizens prefer the masculine leadership traits, that they believe men, possesses more than women. Citizens believe that men are more qualified to lead them, in times of military crises (Lawless, 2004:487).

### **3.4. BARRIERS TO WOMEN LEADERSHIP IN THE EDUCATIONAL SYSTEM**

The cultural and traditional norms and values in Nigeria as well as the lack of social support, the early educational system and the unethical industry and governmental policies in Nigeria, poses huge challenges to the advancement of women, into strategic leadership positions in government and the corporate world, in Nigeria (Munirat and Nzelibe, 2012:61). Women teachers aspiring to leadership positions in Ugandan schools, faces major barriers such as: lack of role models and mentors in educational leadership; traditional male-dominated culture; few rights and lots of responsibilities in community and family life; jealous husbands that might feel threatened by a financial independent wife (Sperandio and Kagoda, 2010:26).

The following internal and external barriers in table 3.5 constitute huge challenges to women’s advancement into leadership positions at schools in Kenya.



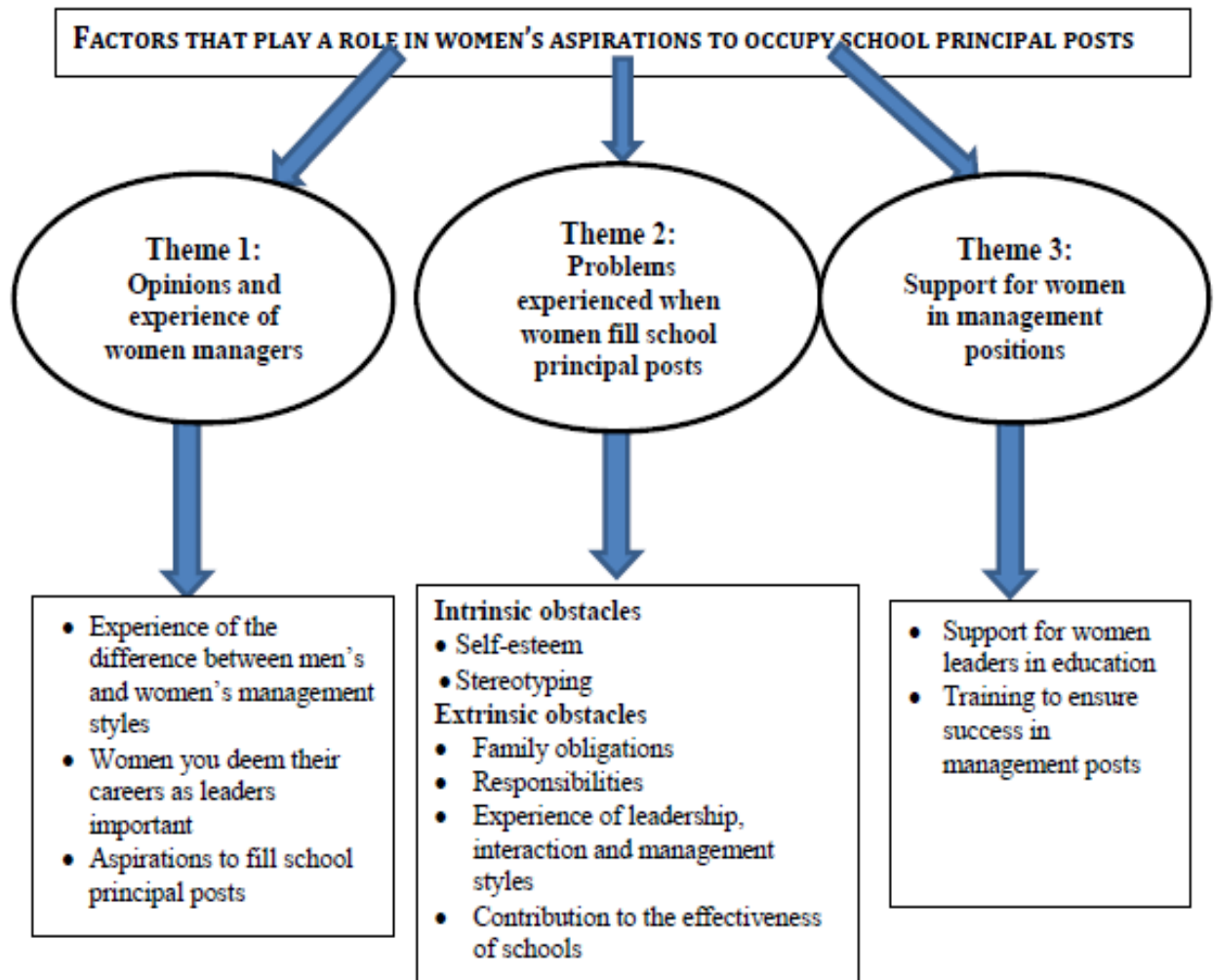
**Table 3.5 Internal and External Barriers to women’s advancement into leadership positions at schools in Kenia**

<b>Organizational barriers</b>	Predominantly male-oriented work structures and organizational routines, hinders women’s participation in decision-making in organizations
<b>The lack of self-efficacy</b>	The majority of women render themselves incapable of taking up leadership positions in schools in Kenya, due to a lack of confidence, a lack of competitiveness and fear of failure.
<b>Women’s reluctance to apply for promotion</b>	Women don’t apply for leadership positions in schools, due to a lack of self-confidence.
<b>Home/work conflict</b>	Women don’t apply for leadership positions at schools, due to domestic responsibilities.
<b>Fear of geographical mobility</b>	Women are reluctant to take up leadership positions if it means, they have to relocate and be separated from their family.
<b>Gender stereotyping</b>	Social stereotypes suggest that women are too emotional and task-oriented to lead issues.
<b>The lack of role-models and mentors</b>	A lack of women leadership role-models and mentors are impediments to those women who aspire to advance into leadership positions in schools (Steyn and Parsaloi, 2014:5983).

**Source: Steyn & Parsaloi, 2014:5983**

Greyling and Steyn (2015) identified three themes affecting women's aspirations to leadership positions in primary schools in South Africa as depicted in figure 3.2 on the next page:

**Figure. 3.2. Factors that play a role in women’s aspiration to occupy school principal posts**



**Source: Greyling & Steyn (2015:6613)**

Women leaders in the education system and schools in Australia, faces difficult barriers once they have advanced to leadership positions in the education system and schools. One of these barriers is the emotional rules, that are inherent in the *organizational ethos* in the educational system and schools in Australia, by which these women leaders' emotions are regulated. Emotional demands is constantly being placed on women leaders, by their peers, students, and the community at large, in *complex emotional arenas*, which is the schools (Sachs and Blackmore, 1998:279).

Zulu and Lemmer (2009:56) pointed out in that, women departmental chairs at universities in South Africa and Britain face a lot of challenges in the execution of their duties as chairs, such as: balancing work life with family and domestic responsibilities; the dual role of academic leadership and line management; and local and international issues in terms of higher education transformation and restructuring. Although women prefer: a democratic, consultative, team-based, leadership style, they had to adapt to certain masculine traits, such as being assertive, being more decisive and more of a risk-taker (Zulu & Lemmer, 2009:56).

Women are hindered from advancement to chair positions at universities by barriers such as their accomplishments being undervalued relative to those of man. Institutional characteristics of the universities, selection of chairs is done on the premise where recruitment is done in once own image, i.e. predominantly male selection panels will recruit males to the position of chair, a woman will also be consciously or sub-consciously excluded from selection consideration, because she might not share all the social characteristics of the majority of the faculty (Niemeier & González, 2004:163).

Mugweni (2014:176) found that female lecturers in Zimbabwean university have to overcome numerous obstacles in their quest for leadership positions in universities in Zimbabwe, such as a culture of an inherent fear on the female's part to apply for leadership positions; males and senior management's reluctance to support females in leadership positions; internalization of established gender stereotypes; patriarchal beliefs and discrimination against females; gender blind practices; a persistent gender biased tradition; when promoted to leadership positions, females tend to adopt masculine characteristics; the gender is not being effectively implemented; the appointment boards are dominated by males which in turn causes a bias towards male applicants for leadership positions (Mugweni, 2014:176).

Nguyen (2013:131) found in his study that the main barriers that female academics have to overcome on their pursued to academic leadership in Vietnamese Universities are:

- *Strong family obligations*- females have to balance family life and work life; unable to deal with social obligations as a leader; unable to go on each and every business trip.
- *Negative and gender stereotyping regarding female leadership*- think manager-think male attitudes; perceived female characteristics i.e. they are scared to take risks, they are too careful when making plans and are less decisive and therefore unable to solve problems.
- *Female academics are reluctant to take up management positions* - due to family obligations (Nguyen, 2013:131).

White, Riordan, Özkanli and Neale (2010:656) argued that the female's paths to leadership positions in universities in South Africa, Turkey, Australia and New Zealand are littered with challenges and difficulties to overcome. Attitudes towards gender in leadership positions, at universities in these countries are still shaped by historical and cultural factors, which are still based on male academic model of leaders. Men are more likely to be mentored and supported at senior management level than their female counterparts. Females have to deal with the gate-keeping effect to leadership positions and are sometimes excluded from decision-making when they are in senior management positions (White, et al, 2010:656).

Arinola and Oyewusi (2009:2313) found in their study of managers of libraries in Nigeria, face different barriers when they aspire to move into leadership positions. Barriers for aspirant women leaders such as stereotyping, domestic responsibilities and sex-role marginalization are not prevalent in the Nigerian library sector. They rather face barriers such as a lack of ambition for advancement into leadership positions, a lack of confidence and inadequate professional qualifications (Arinola & Oyewusi, 2009:2313).

According to Dhar (2008:7) women leaders in management institutions in Pune City, India, have to deal with a host of challenges depicted in table 3.6.

**Table 3.6 Internal & External challenges**

<b>Internal challenges</b>	<b>External challenges</b>
Reducing faculty attrition	Meeting the norms and standards of governing bodies
Behavioural and team issues of teaching and non-teaching staff	Oversight of the educational institutes to ensure they conform to guidelines and quality standards.
Handling student issues, like the recovery of outstanding class fees	
Arrangements of seminars and conferences	
Campus placements	

**Source: Adopted from Dhar (2008:7)**

### **3.5. BARRIERS TO WOMEN LEADERSHIP IN THE MIDDLE EAST**

Women's advancement to leadership positions in the Middle East are hindered by social and organizational barriers, such as cultural practices and gendered organizations (Metcalf, 2008:97). The restriction of movement of women in the Middle East, limits their access to training and career opportunities. The separation of different sexes in the workplace and social relations in the Middle East societies, limits women's potential for advancement in the public domain (Metcalf, 2008:97).

Al Maaitah, Oweis, Olimat, Altarawneh and Al Maaitah (2012:111) concurred that Jordanian women wanting to advance into leadership position in politics and the workplace has to overcome barriers such as:

- Political and legal
- Personal
- Family
- Socio-cultural

- Economic.

These barriers sprouts out of the age old cultural and political stereotypical norms and are still prevailing in Jordanian society (Al Maaitah, et al, 2012:111).

Zubaidi, Al-Sammerai and Ahmad (2011) added that the personality traits of women, acts as a huge barrier for Jordanian women, to advance to leadership positions. Other factors that act as barriers to women’s advancement to leadership positions are:

- Traditions
- Habits
- Cultural inheritance
- Social value/standards – women are not accepted as leaders of men
- Lack of self-confidence (Zubaidi et al., 2011:71).
- 

### 3.6. “GLASS CEILING” INVISIBLE BARRIER TO WOMEN’S ADVANCEMENT TO LEADERSHIP POSITIONS

Isaac, Kaartz and Carnes (2012:80) highlighted *six major barriers* that women face, when aspiring to advance into leadership positions in male-type jobs. Table 3.7 illustrates these six major barriers form the *Glass Ceiling* that women need to breakthrough, to advance to the top in male-type jobs.

**Table 3.7 Major Barriers**

<b>Agentic-equal success</b>	Society places a huge emphasis on stereotypical male-gendered agentic traits.
<b>Success ≠ Competence</b>	Gender stereotype almost never attributes women’s success to their abilities as in the case with men success stories.
<b>Agentic → Reactive opposition</b>	When women become competent in male-type positions by displaying agentic traits, they will be rendered as competent as men, but won’t be liked by their peers and team.
<b>Parenthood &amp; Self-Selection – parenting and mobility</b>	are issues to be considered by women, when it comes to <i>self-selection away from academia</i> .

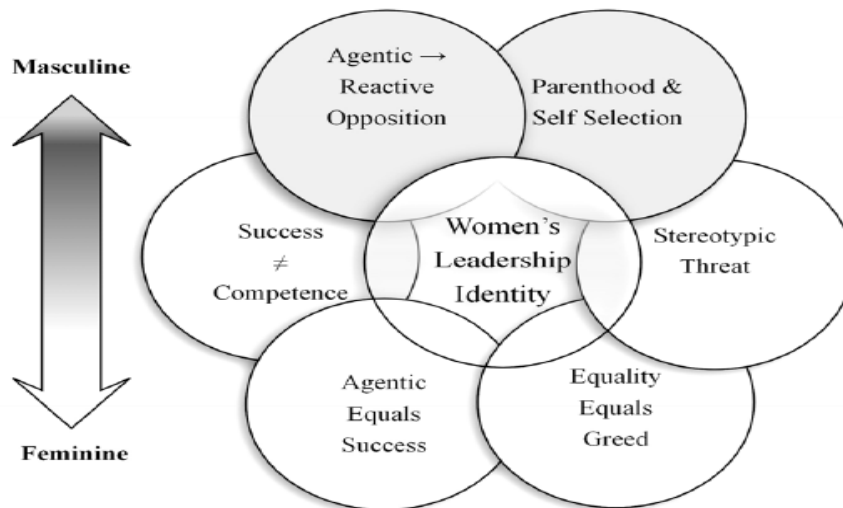
<b>Stereotypic threat &amp; Identity safety</b>	Crocker et al. as cited by Isaac, Kaartz and Carnes (2012) state that women are <i>typically stereotyped to be emotional and lack leadership abilities.</i>
<b>Equality equals greed</b>	

Source: Adopted from Isaac et al (2012:80)

Figure 3.3 depicts the map of the 'Glass Ceiling).

**Figure. 3.3. Map of the glass ceiling**

Map of the glass ceiling.

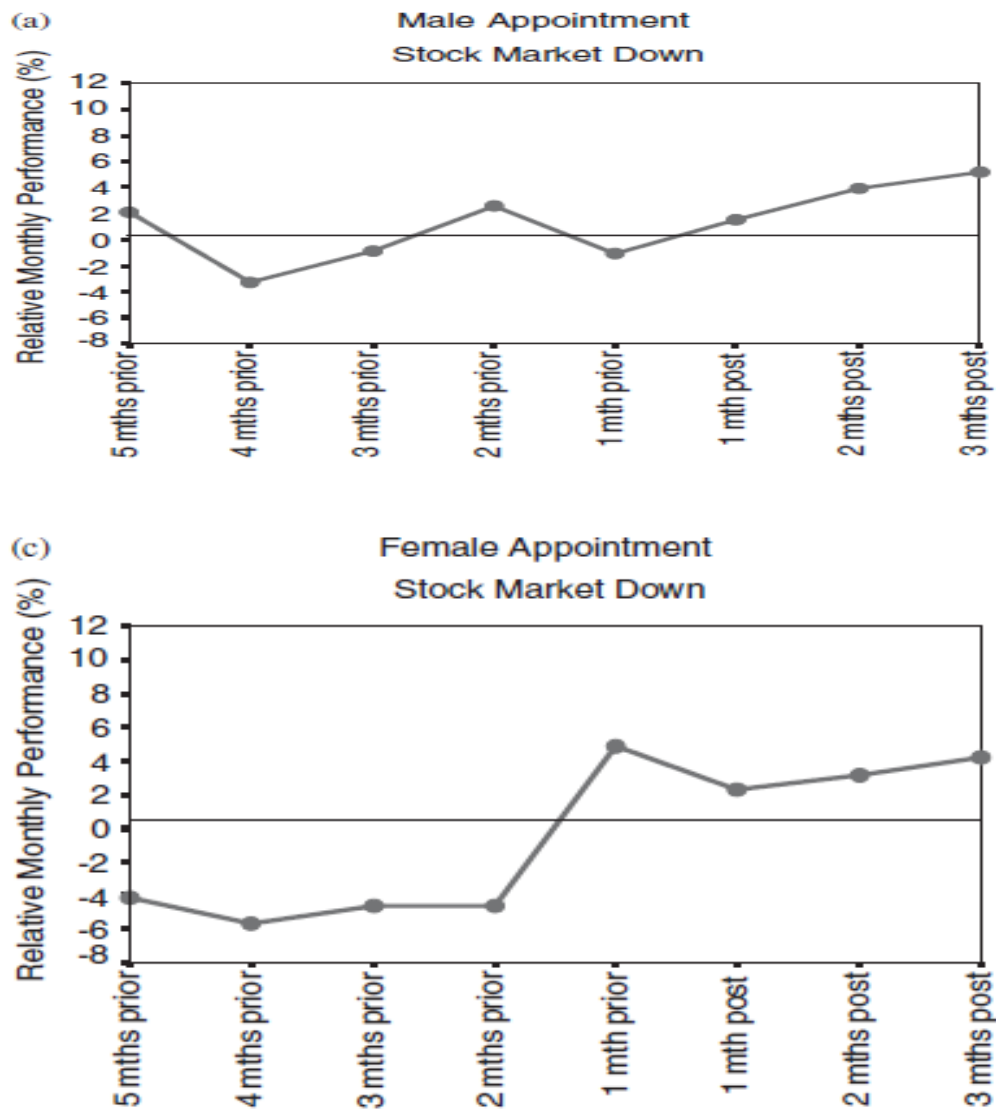


Source: Isaac et al. (2012) *Deconstructing the Glass Ceiling. Sociology Mind Vol.2 (1)*

Ryan and Haslam (2005:86) found in their study of FTSE 100 companies that those companies that appointed woman to their boards has reported bad performances *in a time of a general financial downturn in the stock market* in the five months after their appointment than those who appointed men to their boards. This can be ascribed to

the existence of additional invisible barriers, that women has to overcome, once they have broken through the "glass ceiling" and got into leadership positions. Once they are in the leadership position they are now effectively on the edge of the "glass cliff", where their position becomes *risky or precarious*. Refer to figure. 3.4.

**Figure 3.4. Relative performance in the five months prior to and three months post appointment of a board member as a function of gender of appointee and time of year of appointment**



Source: Ryan and Haslam (2005:86) The glass cliff: Evidence that women are over-represented in precarious leadership positions.



Eagly and Carli (2008:4) highlighted the following obstacles in table 3.8, what they called a labyrinth of barriers that women have to work through to advance to leadership positions:

**Table 3.8 Labyrinth of barriers**

<b>Vestiges of prejudice</b>	<p>Women earn 44% less than men in the USA</p> <p>Men get promoted faster than women</p> <p>Male leaders get more favourable evaluations than women</p>
<b>Resistance to women's leadership</b>	<p>Male traits are more linked to leadership than female traits</p> <p>Women are associated with communal qualities, where male are linked with agentic qualities, which is also linked to leadership qualities in patriarch societies. Women experience resistance, when they display agentic qualities in their leadership positions. This causes a double bind for women, because when they display communal traits, they are considered to be not agentic enough as a leader and when they display agentic traits they are considered to be not communal enough.</p>
<b>Issues of leadership styles</b>	<p>Women leaders struggle to reconcile the two leadership qualities, communal and agentic into an effective leadership style.</p>
<b>Demands of family life</b>	<p>Family responsibilities, results in women taking more time off from work and thus hinder their career progress.</p> <p>Bulk of the domestic work falls on the shoulders of women therefore decision makers are reluctant to promote women into more demanding positions.</p>
<b>Under-investment of social capital</b>	<p>Work/family balancing leaves little time for women for socializing with colleagues and build professional networks.</p> <p>Women have to deal with the exclusivity of "boys club".</p>

**Source: Adopted from Eagly & Carli (2008:4)**

### **3.7. STEREOTYPING AS BARRIER TO WOMEN'S ADVANCEMENT TO LEADERSHIP POSITIONS**

Males and females are biologically and psychologically different, leadership characteristics like risk aversion and ethical sensitivity are strongly linked to female leaders (Ho, Li, Tam and Zhang, 2015:351). Hackman and Johnson as cited by Barriteau (2003) added that there's a strong ideological view that, due to cultural expectations, women and leadership does not belong together. Even though substantial evidence exists, that certain characteristics associated with women are *meaningful and effective inputs to leadership*, masculine characteristics are given higher status, therefore men and women are viewed differently.

Stereotyping and prejudices against women in South Africa are not culturally motivated in the modern era, but rather individualistically developed (Kanjere, Thaba and Teffo, 2011:245-254). This phenomenon develops a glass ceiling preventing women to advance into leadership positions in organizations. Stereotyping and prejudices also affect the performances of women in leadership positions, negatively and prevents them from realizing their full potential (Kanjere, et al, 2011:245-254).

Kanjare, et al (2011: 245-254), research findings revealed that stereotyping against women had a negative influence on their perceived job performance and women's level of achievement

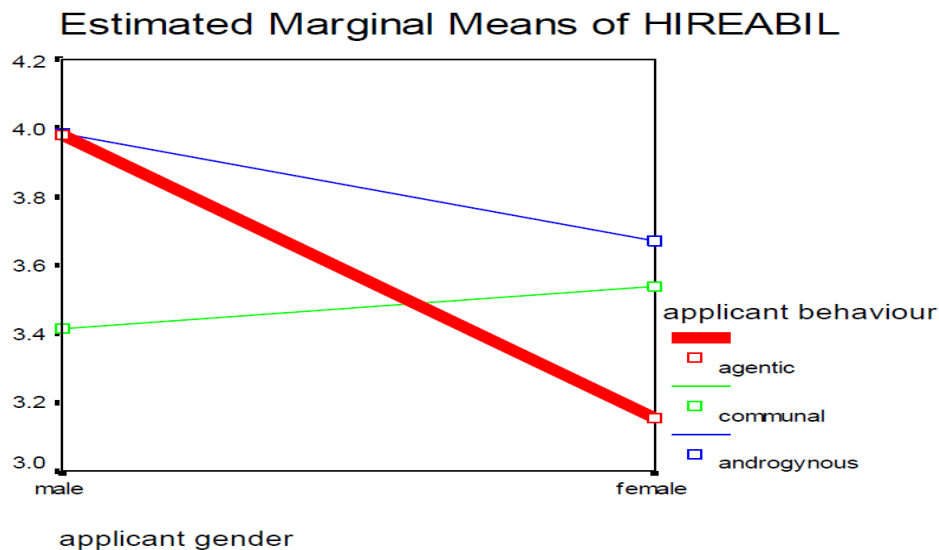
Foldy as cited by Jackson, Engstrom and Emmers-Sommer (2007:713) contends that women who wants to advance to leadership positions, have to deal with psychological barriers such as the leadership qualities, leadership potential and leadership abilities, that are stereotypically associated with male characteristics. Women who aspire to advance to leadership positions, have to overcome barriers like the "Think leader-Think male" stereotyped notion, where male and predominantly females perceive males to be more suitable for leadership roles as results indicated in a study of university undergraduates in the USA (Jackson et al, 2007:720).

The perception of leadership is still being influenced by gender stereotyping, albeit to a lesser extent than in the past. In the professional environment, male characteristics

are still being associated with a leader, which can be considered as the predominant source of gender stereotyping (Sczesny, Bosack, Ness and Schyns, 2004:644).

Akingbade (2010:3265) pointed out in his research of the hiring of top executives in Nigeria, that although women and male applications were assessed fairly equal by the selectors in terms of competencies, social skills and hire-ability, the selectors perception was that the agentic males was more suitable than the agentic females, for the executive position. This can be ascribed to barriers such as: stereotypes and prejudices against women in the Nigerian culture, even if the selector is a woman. Applicants' gender-related behavior can be seen in figure. 3.5 below:

**Figure 3.5 Applicant' Gender-related behaviour**



**Source: Akingbade (2010:3273) Between a rock and a hard place Backlash towards agentic women aspiring to high ranking jobs in Nigeria**

Women are discourage from taking up leadership positions in unions in Kenya, due to barriers such as: stereotyped ideas of women's abilities, preferences and roles and that they are moody; a lack of ambition; religious and cultural norms and traditions; conflicting work and family responsibilities; women faces stiffer challengers as their male counterparts in leadership positions and the lack of confidence to take up leadership positions (Andibo, 2012:322).

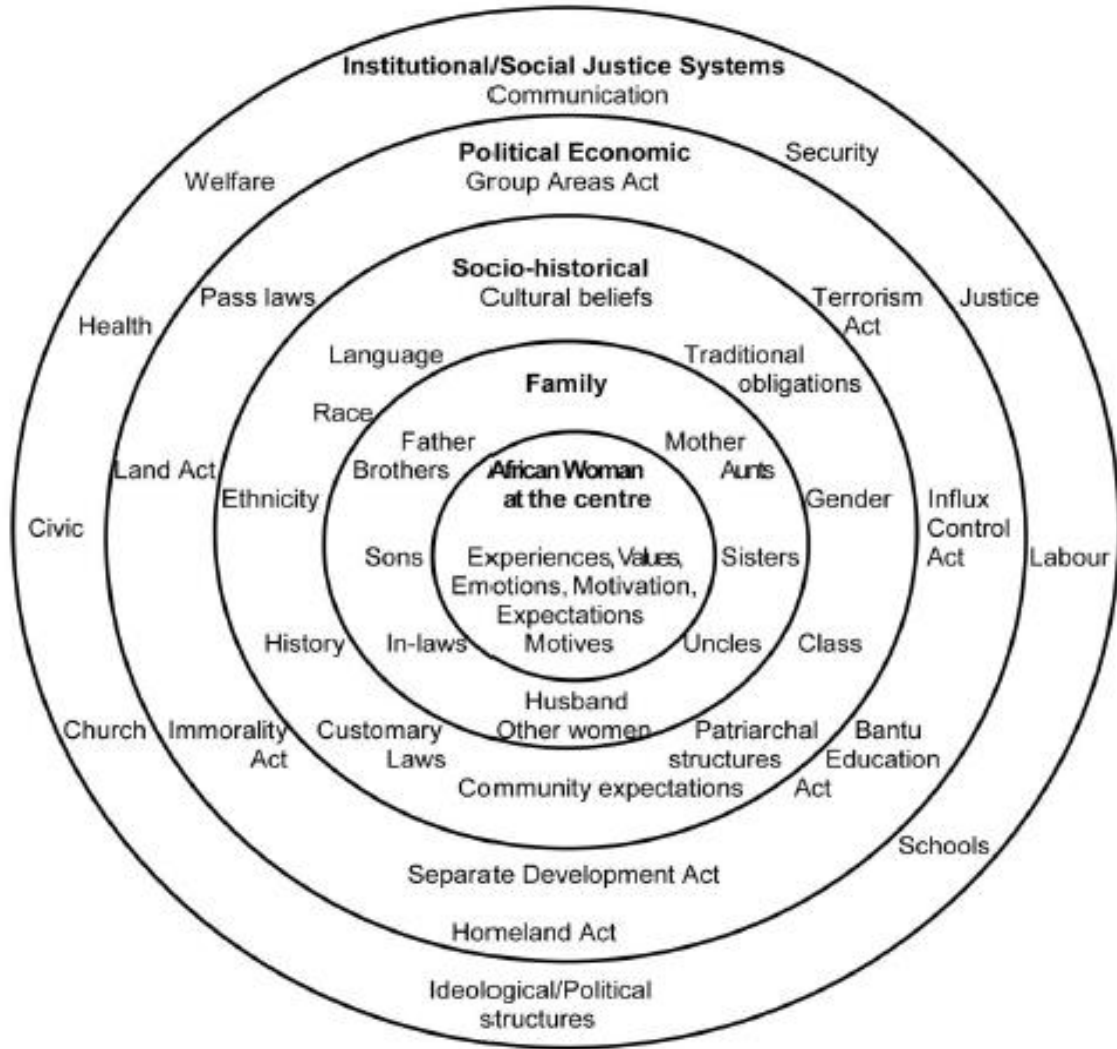
Maseko and Proches (2013:5663) cited the following barriers:

- gender stereotyping
- lack of qualifications
- the fear of failure
- family responsibilities
- a lack of networking
- Time - as critical obstacles for women to overcome in their pursued of leadership positions in the national electricity provider in South Africa.

Figure3.6. Displays a graphical representation of women oppression in South Africa, stemming out of the apartheid era as depicted by Tshivhase-Phendla (2011:79) in her study of women principals in South African schools. Women have to navigate through this inter-woven vicious circle of gender-stereotypes, prejudices against black women, discrimination against black women in a patriarchal society.

**Figure 3.6. Conceptual model- Matrix of oppression**

**A CONCEPTUAL MODEL: LUSELO METAPHOR - MATRIX OF OPPRESSION**



**Source: Tshivhase-Phendla (2011:79), "The Paradox of Luselo-Lufhanga Metaphors": African Women Defining Leadership For Social Justice**

According to Maphosa (2010), women seeking to advance into leadership positions in the water sector in South Africa, have to face challenges like: perceived lack of education and experience, the nature of the work is perceived to be inappropriate for women, shortage of suitable women candidates, cultural hurdles such as exclusion of women in decision-making and domestic responsibilities, societal dynamics, such

as 'Think manager - Think Male' mentality, women's leadership style and the lack of role-models. Steyn and Jackson (2014) concurred that women have to deal with gender-based discrimination at human resource level, when aspiring to advancement into leadership positions in South Africa. These gender-based discrimination occurs during promotion processes, at remuneration level, where men is paid more than women, although they are at the same organizational level, it also occurs during structured phases, when job descriptions are drawn up for women and men and during unstructured phases during human resource processes, when decisions are made in terms of who to appoint (Steyn & Jackson, 2014).

Garcia-Retamero and López-Zafra (2006:59) postulates females experience prejudices against them especially when they are working in industries that are incongruent with their gender roles. The perception of incongruity between leadership roles and female gender roles is increased, due to the type of industry the females work in. Females will experience more prejudice coming from other females and older workers. The fact that men are viewed as leaders produces prejudice against females in male-congenial industries (Garcia-Retamero & López-Zafra, 2006:59).

Yadidia and Bickel (2001:455) in their results of a study, investigating the reasons for few women leaders in academic medicine, highlighted in three sets of forces hindering women's professional advancement into leadership positions as illustrated in table 3.9 below.

**Table 3.9 Forces hindering women’s advancement into leadership positions**

<b><i>Historical developments</i></b>	Traditional gender roles where women are expected to look after the children. Limited geographical mobility due to family and domestic responsibilities. Limited essential time and energy to devote to achieving milestones, so critical for favourable promotional reviews.
<b><i>Socialization patterns engrained in the broader society</i></b>	Different socializations patterns for women and men in society, poses problems for the advancement of women. Men's socialization patterns are geared toward advancement into leadership positions, where women's are geared towards personal realms. Women are less likely to be encouraged to engage in behaviour that is

	needed to moving up into leadership positions. Loses out on the networking opportunities that present it-self in certain socialization patterns.
<b><i>Distinctive expressions of the above patterns</i></b>	Sexism is one of the main reasons for the scarcity of women in leadership positions in the academic medical profession. Lack of recognition of and respect for women. The reluctance of men to be supervised by women are huge obstacles for women leaders. A lack of sufficient mentors and role-models for women.

**Source: Adopted from Yadidia & Bickel (2001:455)**

The women that were chairs in the academic medical profession was found either to be divorced or lesbians, which is why there is so few women in leadership positions in the academic medical profession in the USA, because of the family vs. career dilemma (Yadidia & Bickel, 2001:455).

Bosack and Sczesny (2008:686) contends that, due to the internalized aspects of gender roles (that do not include agentic characteristics) that women have, women will refrain from applying for leadership positions, because they perceive themselves as lacking the agentic traits that they perceive as a typical requirement of the position, and therefore perceive themselves as being less suitable for the leadership position. Andibo (2012:280) argued that although women are viewed as being equally efficient and some times more committed than their male counterparts, they are still being perceived by patriarchal society to be moody, have a lack of ambition and have to face stiffer challenges than their counterparts. This causes barriers to women's advancement to leadership positions in trade unions and the public realm in Kenia (Andibo, 2012:280).

### **3.8. BARRIERS THAT WOMEN FACE, ONCE IN LEADERSHIP POSITIONS**

According to Eagly, Karau and Makhijani as cited by Ryan & Haslam (2005:81), women's leadership comes under close scrutiny once they are in the leadership positions. Bartol and Butterfield as cited by Ryan & Haslam (2005:81) suggests that

women's effectiveness as a leader is often perceived as lower than that of men, when they are defined in masculine terms. Simon and Landis as cited by Ryan & Haslam (2005:81), pointed out that, judging by the workers attitudes, they prefer male supervisors as to female supervisors. These are all the barriers that women need to overcome, once appointed to leadership positions. Afolabi (2013) identified the fact that other women are frequently skeptical of women leadership and show a lack of confidence in women leaders, as a major stumbling block for women to overcome in their advancement to leadership positions in organizations. He further added that many women prefer to be led by men consequently female leaders are watched, scrutinized and criticized for the way they behave, dress or speak while their male counterparts are spared from such treatment.

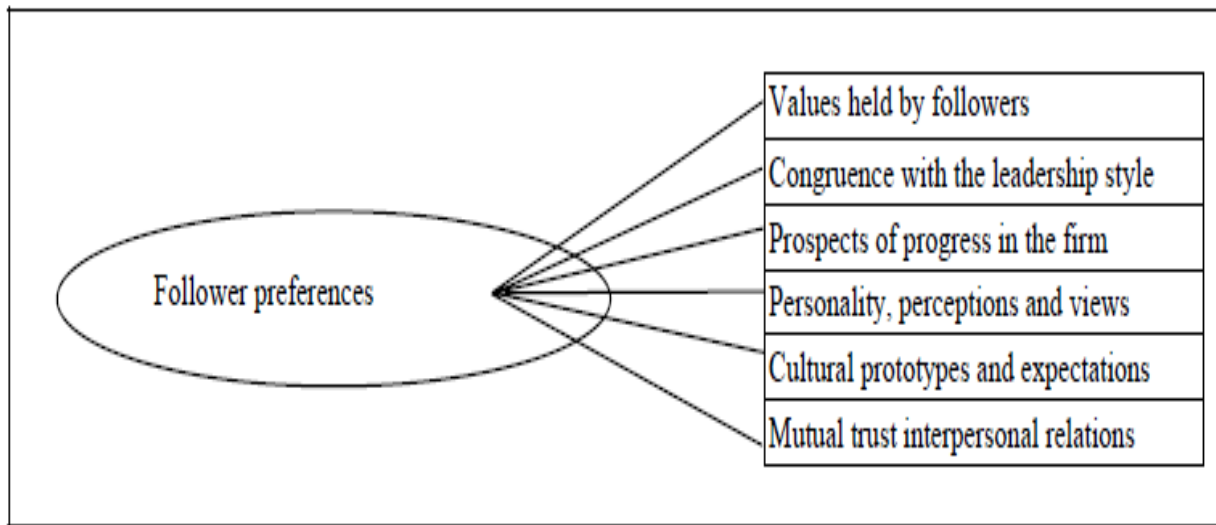
Women will be disadvantage compared to men in social-interactions and will attain less influence in organizations than their male counterparts, when they rise to leadership positions in organizations, this is considered to be a barrier to women's aspirations to move into leadership positions (Luca, 2003:464).

Bosak and Sczesny (2008) iterated that the fact that women perceive themselves as unfit to pursue leadership positions, because they think that they do not possess a suitable amount of agentic traits (*typically required of the position*), poses a huge challenge to women to apply for leadership positions, because they possess internalized gender roles that do not include agentic traits, women will refrain from applying for such leadership positions.

According to Jowah (2013:714) the judgment of effective leaders by their followers are influenced by the followers' personal characteristics and values which are in turn informed by the cultural and traditional norms and values of the followers. This phenomenon causes a huge barrier to the effective leadership of women, due to patriarchal society, which view men as capable leaders. Figure 3,7. Depicts *follower's preferences that shape effective leadership styles*:



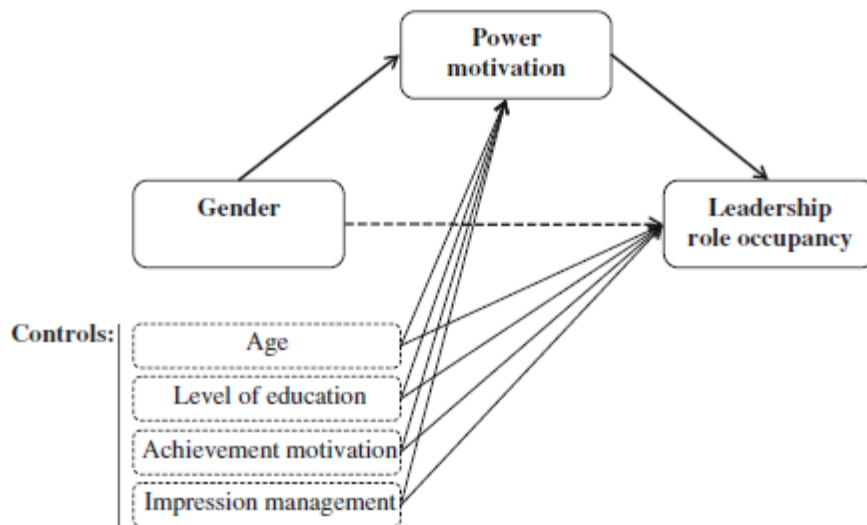
**Figure 3.7. Follower's preferences that shape effective leadership styles**



**Source: *Follower preferences that shape leadership style* (Jawah, 2013)**

McClelland as cited by Schuh, Bark, Van Quaquebeke, Hossiep, Frieg & Van Dick (2013:364) stated that *power motivation is defined as an interpersonal difference in the desire to influence others*. Women have been found to report lower power motivation than men, which fuel the gender-based stereotyping of leadership. The higher level of power motivation in men could be one aspect of reasons for the higher proportion of men in leadership positions compared to women (Schuh, et al, 2013:376). Please refer to figure 3.8.

**Figure3.8. Conceptual model linking gender, power motivation and leadership role occupancy**



**Source: Schuh et al (2013:367) - Gender Difference in Leadership Role Occupancy: The Mediating Role of Power Motivation**

### **3.9. CHAPTER SUMMARY**

In this chapter the various barriers as obstacles to women's advancement into leadership positions was discussed and includes: professional barriers, psychological barriers, the glass ceiling (invisible barrier to the top), stereotyping against women as a barrier, Queen bee syndrome and women against women leaders.

## **CHAPTER FOUR**

### **RESEARCH DESIGN AND RESEARCH METHODOLOGY**

#### **4.1. INTRODUCTION**

This chapter presents the research design and research methodology used by the author to conduct the study. This empirical study was carried out by employing a mixture of quantitative and qualitative research methods using structured questionnaires to conduct the survey. The site for the survey was the City Parks Department of the City of Cape Town, this department has more than 10 sites scattered throughout the Cape Metropolis. The operations of the department are largely project based with each site reporting directly (independently of each other) to the four respective district parks offices. Each site therefore has its own full staff complement and has a district manager responsible for the operations in each district. The four district managers, reports to the director who is the head of the parks department. The premier of the province and the mayor of the city are both women, and consequently there has been extensive appointment of women to management or supervisory positions. The total number of employees in the department is 1207, with 18% of the total staff complement as women. The percentage of women in supervisory as well as management positions is estimated to be 2.3% giving a ratio of 4.5:1 for the total staff complement, and 2.4:1 ratio of men to women respectively in supervisory positions and above. This statistics assisted in the decision to carry out the research in this department, apart from the convenience coming from the fact that the researcher works in the same department.

#### **4.2. RESEARCH OBJECTIVES**

Research objectives are the expectations in the form of goals and results from undertaking the research project. These are derived from the problem statement

based on extensive literature review on the basis of which the study gap was created. The objectives were divided into primary and secondary objectives, with the secondary objectives merely breaking the primary objectives into finer details for the purposes of the research.

#### **4.2.1 Primary objective**

The primary research objective is the fundamental reason for which the research is to be conducted. This was stated as;

- to identify the aspects of women leadership styles that impact positively on performance in project management.

#### **4.2.2 Secondary objectives**

These are derived from and are therefore based on the primary objective, which is the main expectation from the research. The secondary objectives were stated as;

- to explore the personality traits that influence the effectiveness of the leadership qualities of women.
- to identify the impact of the women leadership as experienced by the employees who participate in these projects.

The secondary objectives essentially break the primary into finer details or sections on the basis of which the problem statement is broadened. Because these are the expectations of the researcher, they therefore inform what kind of questions are to be answered in the research. The research question is therefore constructed to assist in getting to the answer to the problem statement which can be interpreted more readily through the research objectives.

### **4.3. RESEARCH QUESTION**

Jowah (2015) posits that the research question has critical responsibilities in that it directs the research and what literature is to be reviewed. Together with the research question predicts or guides the questions to be asked in the questionnaire where one is used to collect data. This is stated in the form of one all-embracing question, which is then broken into sub-questions. The sub-questions generally become or direct the type of questions to be asked as is in the data collection instrument. In this research the sub-questions used in the construction of the set of the questions (questionnaire) were derived from the main question as stated below.

**4.3.1. Main research question;** what are the leadership qualities that women exhibit when managing projects?

**4.3.2. Sub-questions;**

What women personality traits influence their perceived effective leadership styles?

What personality characteristics are exhibit by women managers to promote team cohesion?

### **4.4. RESEARCH DESIGN**

Mouton (2001:56) stated that research design forms the blue print for the research study and determine the evidence required to answer the research question. Kothari (2004: 31) added that research design informs what evidence and how the evidence should be gathered through data collection for analysis, to enable us to answer the initial research question in an unambiguous fashion as possible.

**Table 4.1 Differences between research methodology and research design**

<b>Research Methodology</b>	<b>Research Design</b>
Process used to perform certain tasks during the research project	Is a master plan of the research and shows how the research is to be conducted.
What tools to use to carry out the research	Informs what data should be collected for analysis
Method of data collection.	Informs what evidence is required to answer the research question.
Sampling method and data analysis method.	Deals with a logical problem.
Qualitative and quantitative methodologies are viewed as the two most important methodologies (Brynard, et al 2014:39).	

**Source: Researcher's own construction**

#### **4.5. RESEARCH METHODOLOGY**

Research methodology refers to the process, the tools and procedure employed to carry out the specific tasks during the research project, e.g. data collection, sampling method, analysis of the data (Mouton, 2001:56). Brynard, Hanekom and Brynard (2014:38) defined research methodology as the research processes and decision-making activity of the researcher, as to what steps to take to complete the research study. Brynard, et al (2014:39) highlights quantitative methodology and qualitative methodology as the two most important methodologies for scientific studies.

##### **4.5.1. Quantitative research**

Blaxter, Hughes and Tight, (1996:60) described quantitative research as the gathering and analyzing of data in a numerical form. Quantitative methodology

employs methods such as carrying out experiments, investigations, observations, quantitative analysis and administering questionnaires, to measure describe and explain phenomena (Brynard, et al., 2014:39).

#### 4.5.2. Qualitative methodology

Observe participants' real life experiences in their natural settings and describes the participants' own experiences or perceptions in a non-numerical fashion (Brynard, et al., 2014:39). In this research a quantitative research method was adopted, to collect the primary data, by means of the distribution of questionnaires to the sample under study for data collection and the analysis of the data.

Table 4.2 illustrates the differences between quantitative and qualitative methodology.

**Table 4.2 Differences between quantitative and qualitative methodologies**

<b>Quantitative Methodology</b>	<b>Qualitative methodology</b>
A single reality, that can be measured by an instrument.	Multiple realities
Determines relationships between measured variables	Understanding a social situation from participants' perspectives
Procedures are established before the study can begin.	Flexible, changing strategies, design emerges as data are collected.
Hypothesis is formulated before the research can begin.	Hypothesis is not needed to begin research.
Deductive in nature.	Inductive in nature.
The researcher is ideally an objective observer who neither participates in nor influences what is being	The researcher participates and experienced the social setting.

studied.	
----------	--

**Source: Researcher's own construction**

In view of the type of research, the researcher decided to utilize both quantitative and qualitative research to provide answers to the question. These two seemingly opposing methodologies have each some positive aspects that would enable them to complement each other in providing the answers. A data collection instrument was constructed and this was used to put together all the data that was converted to the final findings.

#### **4.6. POPULATION AND POPULATION SIZE**

A population is described as any group which shares the same characteristics and is the subject of a research study (Goddard and Melville, 2001:35).

The target population for this research study is the 100 employees that are involved with project management in the City Parks department, which is a department within the Directorate for Community Services in the City of Cape Town municipal, which is part of the Local Government in the Western Cape. The size of the population to be interviewed is determined by the ease of access and their availability to be interviewed. Further to that, there are enough women Project managers in the City Parks department allowing for more information to be analyzed. It was convenient to study this population for this research, because the researcher works in the same department as the population and it was easier to distribute the questionnaires to the respondents by means of e-mails and clarify issues as it arises.

#### **4.7. SAMPLING**

Two main types of sampling categories: Probabilistic sampling which includes simple random sampling, systematic random sampling, stratified random sampling,



multistage sampling and cluster sampling; and Non-probabilistic sampling which includes convenience sampling, purposive sampling, quota sampling, voluntary sampling, dimensional sampling and snowball sampling, other types of sampling are: event sampling and time sampling (Blaxter, et al., 1996:79).

A sample of a population is a smaller representative group of units of a population that will be used to determine the true facts about the entire population in the study (Goddard & Mellville, 2001:35). A sample size of 50 people in management and supervision positions, which is representative of the total population of the 100 employees of the City Parks' department of the City of Cape Town Municipality, which are involved in project management, will be interviewed using pre-determined questions (questionnaires). Convenience sampling, which is a non-probabilistic sampling method, was used in this research study. The benefits of this method are that the individuals are readily available and are easy to recruit. It was easier to distribute the questionnaires to the sample by means of e-mails and clarify issues as it arises.

#### **4.8. THE INSTRUMENT – THE QUESTIONNAIRE**

Questionnaires were used to obtain quantitative and qualitative data that were interpreted and analyzed to draw up the findings and conclusions and make recommendations. The questions were derived from existing theory on women leaders' characteristics and standard behaviour for effective leadership. The user-friendliness of the instrument, affected the reliability of the instrument and reliability resulted in consistent results (Goddard & Melville, 2001:46). The questionnaire consists of three (3) parts or sections. These parts were, namely; Section A, the biography, Section B, the Likert scale and Section C, the open ended section which allowed the use of qualitative interaction. The Likert scale section can be divided into sub-sections; the leadership style of the manager section, the section that deals with the emotional intelligence of the leader for successful project management, the section to highlight the relationship focused of the manager, the task orientation of

the manager, the holistic approach to life of the manager and the assertiveness of the manager. The advantage of using this instrument is that the respondents can complete the questionnaires in their own time. The questionnaires were e-mailed to the respondents by making use of group e-mailing and were returned by e-mail back to the researcher. Table 4.3 illustrates the advantages and disadvantages of questionnaires

**Table 4.3 Advantages and disadvantages of questionnaires**

<b>Advantages</b>	<b>Disadvantages</b>
It is inexpensive.	Limited application
It offers greater anonymity to the respondents.	A low response rate, you have to beg respondents to return the questionnaires.
	Self-selected bias.
	Lack of opportunity to clarify issues
	Spontaneous responses are not allowed for mailed questionnaires.
	The response to the questions may be influenced by the response to other questions.

**Source: Kumar (1999)**

#### **4.9. DATA COLLECTION**

Blaxter, et al., (1996:142) identified two key issues to consider, when collecting data i.e. access to information and ethical issues. Data collection is the process of the systematic gathering and measuring of information on the established variables, by using different instruments such as test, interviews and questionnaires, which will enable the researcher to answer the relevant questions pertaining to the research

question and objectives (Goddard & Melville, 2001:46). The method of data collection used for this research study was through the distribution of questionnaires to the sample under study. The questionnaire was subdivided into sub-headings, i.e. demographics, etc.

#### **4.10. DATA ANALYSIS**

Birley and Moreland (1998:58) postulates, that the collection and analysis of data is the authentic make-up of any research. The data collected was cleaned, inspected, coded, transformed and modeled into useful information, which suggested conclusions and supporting the decision-making when answering the research question. Two types of data can be distinguished, nominal data e.g. Gender and a number is used as a code and ordinal data for respondents to rank their preferences eg. on a Likert scale (strongly agree = 5, agree = 4, neutral = 3, disagree = 2 and strongly disagree = 1). The coding of data enables the transformation of data into easily presentable forms for analysis (Birley & Moreland 1998:59). The data collected was categorized and numerical values were assigned to the categories as codes, i.e. male = 1 and female = 2 for the nominal data. For the ordinal data, numerical values were assigned according to the qualitative scale, i.e. strongly agree = 5, agree = 4, neutral = 3, disagree = 2 and strongly disagree = 1 (Blaxter, et al., (1996:80). The data was transformed into graphs for analysis using Microsoft Excel 2010.

#### **4.11. DATA REPORTING**

Data reporting is the collecting and submitting of the data to the statisticians to draw information from the data. Accurate analysis of the facts depends on the accuracy of the data reporting which in turn will influence the accuracy of the decisions made based on the evidence. Birley & Moreland (1998:61) states, that descriptive statistics is the utilization of data to describe situations. The author used descriptive statistics in the analysis of the questionnaire and the data was converted into graphs and tables for ease of reference and to make comparisons. The analyzed data and the results will be reported accordingly in the form of percentages in chapter 5.

#### **4.12. ETHICAL CONSIDERATIONS**

Ethical considerations to be taken into account is to avoid offending or harming the respondents, to have due regard for the privacy of the individuals, to respect the respondents at all times (Goddard & Melville, 2001:49). Ethical conduct is of paramount importance when conducting research in the various types of scientific research. Unethical conduct of researchers includes: deliberately reporting incorrect information, fraud, misuse of information discovered in the research, dishonesty, asking unethical questions, conducting research without getting permission, subjectivity and plagiarism.

The confidentiality of the respondents and the moral responsibility towards the respondents in this research will be assured if a paper is published and at all times. Permission was sorted to conduct the research study within the City parks department, which is a department within the directorate of Community services in the City of Cape Town Municipality. The permission was granted by the Executive Director for Community Services, Ms. Lokiwe Mtwazi. A copy of the permission letter is attached in Annexure.

#### **4.13. CONCLUSION**

The research design chosen for the research followed by the research methodologies adopted are of critical importance in research. The validity and reliability of research findings are largely based on these aspects, including the identification of the problem, the objectives of the research, aided by the research question which provides the limitation to what should be studied. The scientific approach to research was strictly adhered to in an effort to produce objective findings that would assist with the impartation of knowledge for future project managers. Specific emphasis for the research was to identify and if possible establish through empirical research the value women bring to the project management discipline. To achieve this the decisions on the research design and research methodologies were critical to avoid any form of subjectivity. Because of the existing contention over *stereotypisation* and the

government affirmative action programmes, the study was expected to assist in the drawing up of practical and applicable changes in bringing women aboard. All ethical considerations were attended to strictly and all rules of research were followed meticulously. The following chapter deals with the reporting of the findings.

## **CHAPTER FIVE:**

### **THE INTERPRETATION AND ANALYSIS OF DATA IS PRESENTED AND SUPPORTED BY DISCUSSION OF THE RESULTS**

#### **5.1. INTRODUCTION**

The findings of this research followed a long path which started with the construction of the proposal (chapter 1) wherein the introduction to the study was made. Together with this came the decision on what literature was to be reviewed, the stating of the problem statement, objectives, research methodologies as well as the data collection instrument and how the information was to be collected. This was followed by chapter 2 and chapter 3 which in the main dwelt on the theories and literature around personality traits, leadership styles and their presumed impact on the followership. The research design and methodology chapter (4) assisted in detailing the design and research methodologies and the reasons why they were chosen. This also detailed the structure of the instrument used and its advantages in the process of gathering this data which is now being converted to information. As stated in the previous chapter, the questionnaire (also referred to as the tool, the instrument) had three (3) parts or sections. These parts were, namely; the biography, the Likert scale and the open ended section which allowed the use of qualitative interaction. The Likert scale section can be divided into sub-sections; the leadership style of the manager section, the section that deals with the emotional intelligence of the leader for successful project management, the section to highlight the relationship focused of the manager, the task orientation of the manager, the holistic approach to life of the manager and the assertiveness of the manager.

To avoid missing out or overshadowing some of the questions and answers to those questions, the researcher has opted to report the findings systematically. Each question (as it appeared in the instrument) is repeated with and a response to that question provided. This will allow for adequate attention to all the questions and the

responses as provided by the target population in this research. The format therefore will be as illustrated below;

**QUESTION / STATEMENT 1** – the question or statement (ranking of Likert scales).

**RESPONSE;** details on the response from the participants

## **5.2. PRESENTATION AND DISCUSSION OF THE RESULTS**

### **SECTION A**

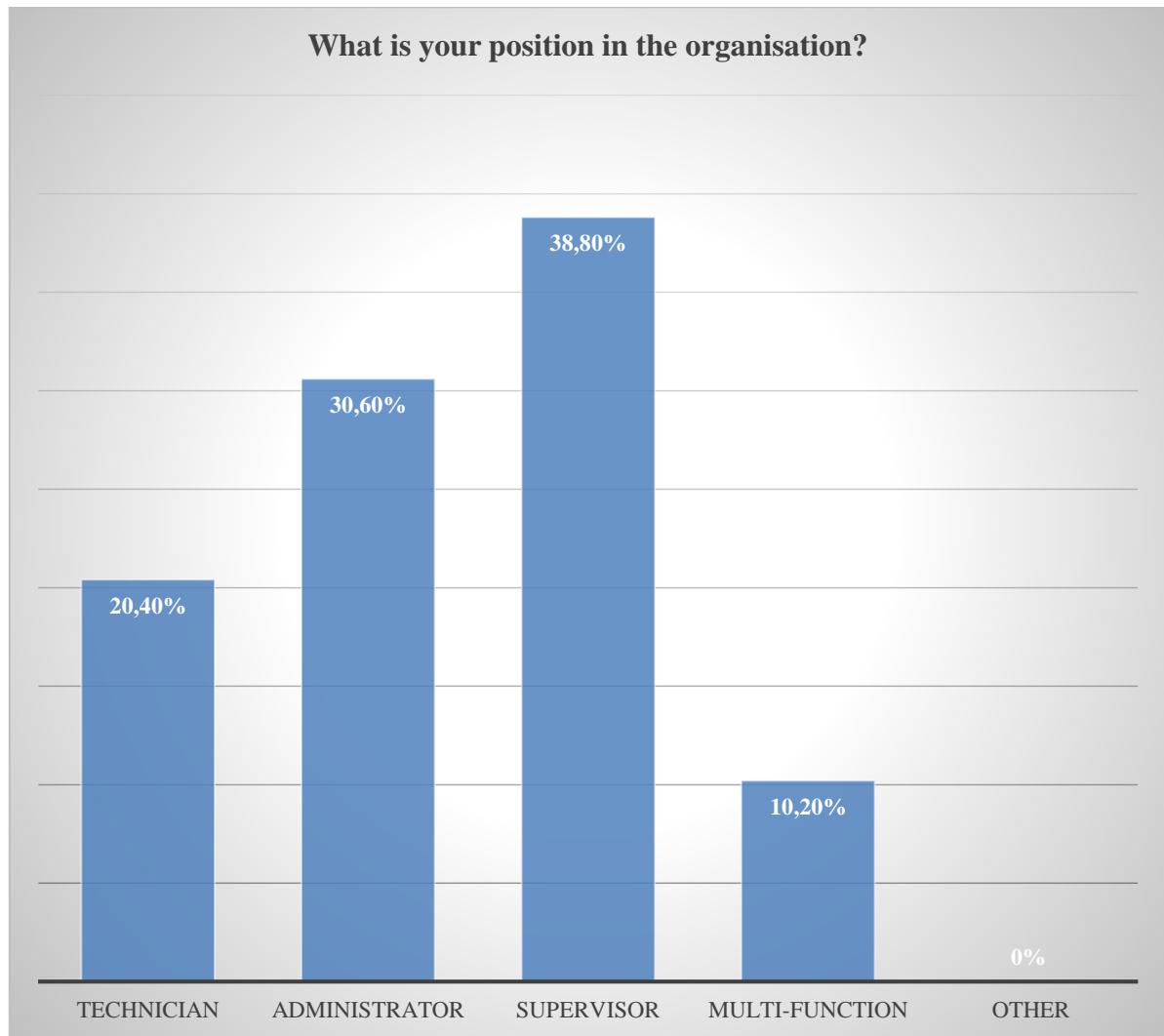
#### **BIOGRAPHY**

The biography section primarily needed to identify who the respondents were and determine their suitability to participate in the survey. It does happen quite often that people not qualified to participate in a survey would find their way into the process. The recording of these findings will follow the pattern as indicated above.

**QUESTION 1. What is your position in the organization?**

**RESPONSE;** This question sought to determine the position of the participants in this study and their level of involvement in project management in the department. Their responses are illustrated in figure 5.1 on the next page:

**Figure 5.1 Position in the organisation**



**Source: own construction derived from survey results**

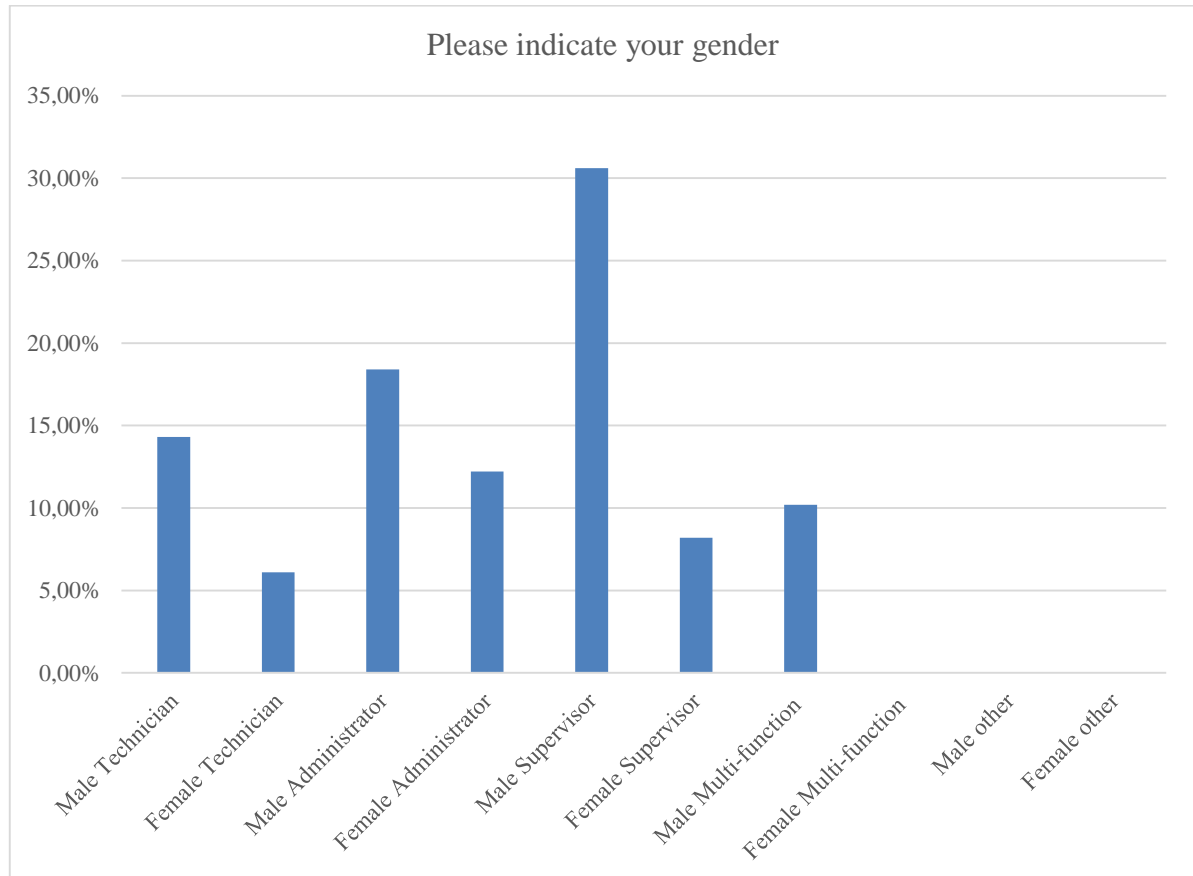
20.4% of the respondents are technicians, they are directly responsible for the management of projects, and 38.8% of the respondents are supervisors who are responsible for the management of projects as well as operations in their sections and 10.2% of the respondents are multi-function, who are responsible for projects and operations in their respective districts. 30.6% of the respondents are administrators; these respondents are responsible for project administration.



**QUESTION 2. Please indicate your gender.**

**RESPONSE;** This question sought to determine the gender gaps in each position in the department. The response to this question is depicted in figure 5.2 on the next page.

**Figure 5.2 Gender of the respondents**



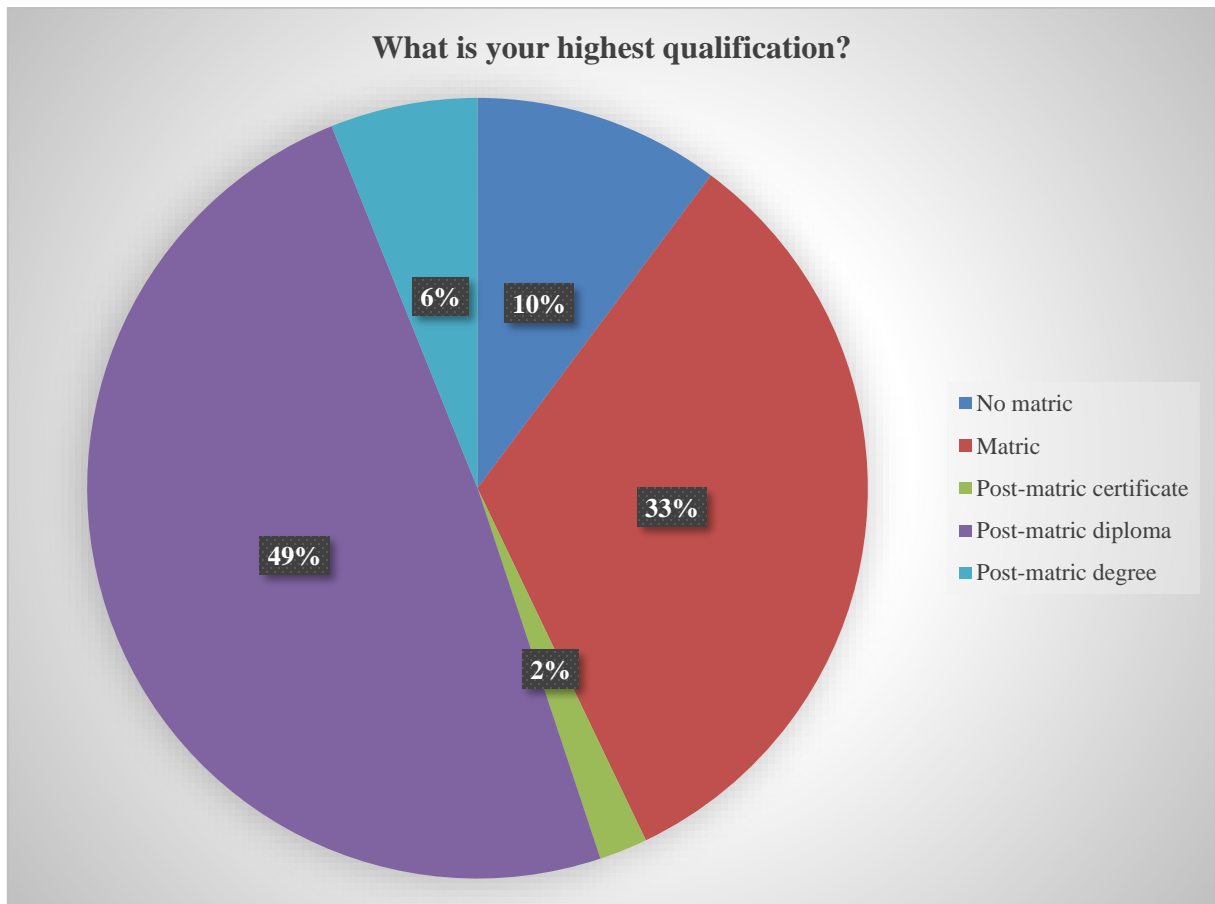
**Source: own construction**

The results shows that of the respondents 14.3% are male technicians compare to 6.1% female technicians, 18.4% are male administrators compare to 12.2% female administrators, 30.6% are male supervisors compare to 8.2% female supervisors and 10.2% are male multi-function and 0% female multi-function respondents. Out of the total respondents to this study, 73.5% respondents were male and 26.5% were female. This is not surprising, due to the high ratio of male employed in the parks department compare to females as mentioned in the introduction to this chapter.

**QUESTION 3. What is your highest qualification?**

**RESPONSE;** This question sought to get an indication of the qualification levels of those involved with project management. The results are indicated in figure 5.3 below.

**Figure 5.3 Highest qualification**



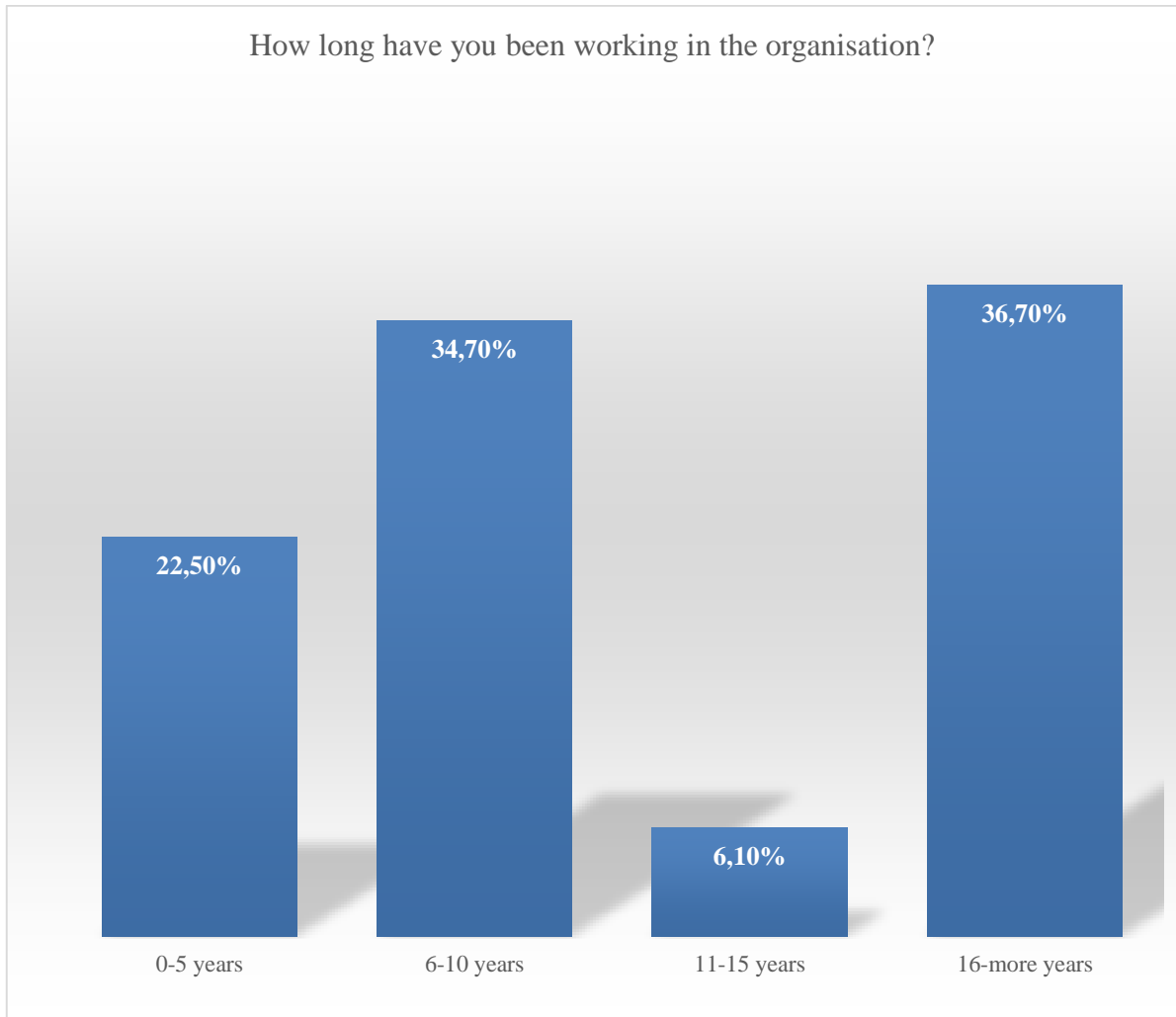
**Source: derived from the survey results**

10.2% of the respondents have no matric, 32.7% of the respondents has matric as their highest qualification, 2% of the respondents has a post-matric certificate, 49% of the respondents has a post-matric diploma and 6.1% of the respondents has a post-matric degree.

**QUESTION 4. How long have you been working in the organization?**

**RESPONSE;** This question sought to determine the level of experience of the respondents involved with projects in the organization. The responses are indicated in figure 5.4 below.

**Figure 5.4 How long have you been working in the organization?**



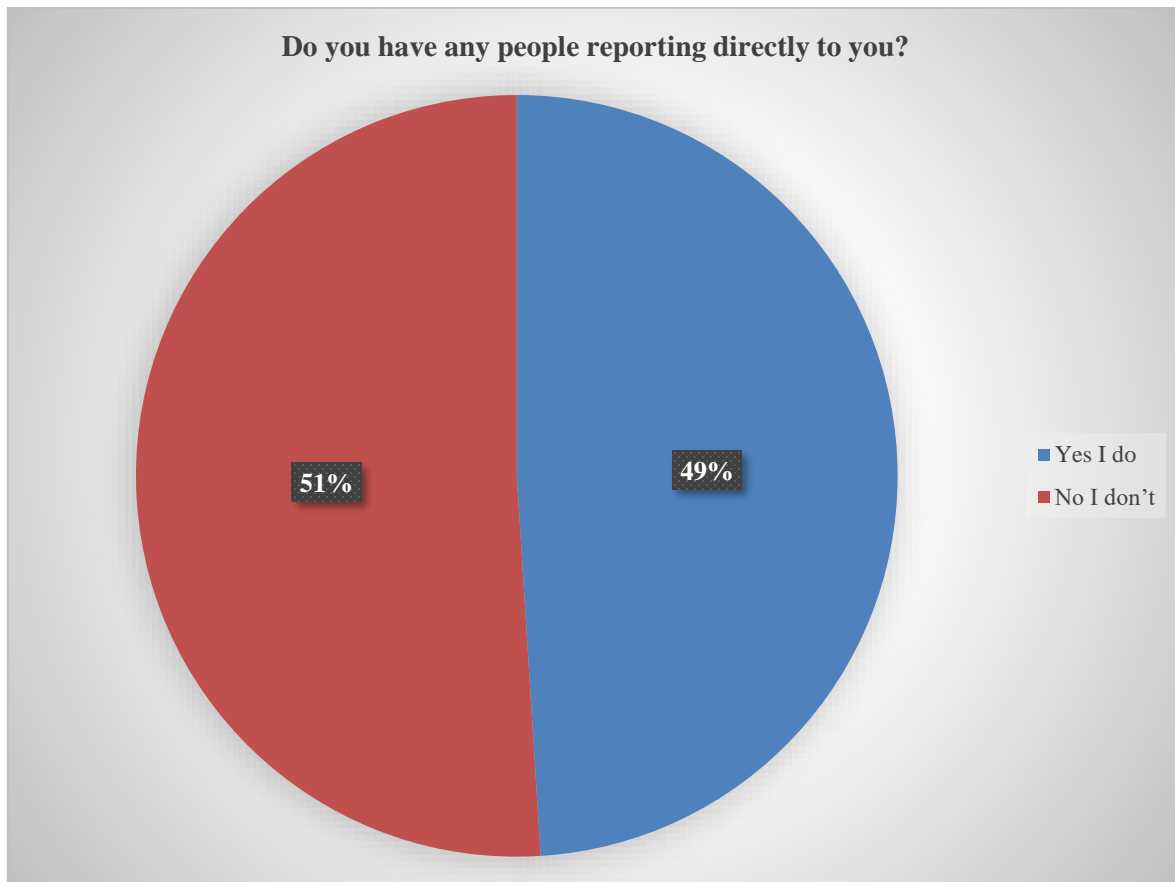
**Source: own construction**

22.5% of the respondents are relatively new to the organization (0-5 years of service), 34.7% have reasonable experience (6-10 years of service) and 42.8% have extensive experience in the organization (6.1% have 11-15 years of service and 36.7% have 16-more years of service respectively).

**QUESTION 5. Do you have any people reporting directly to you?**

**RESPONSE;** This question sought to determine the level of responsibility of the respondents in project management in the organization. The responses are depicted in figure 5.5 below.

**Figure 5.5 Do you have any people reporting directly to you?**



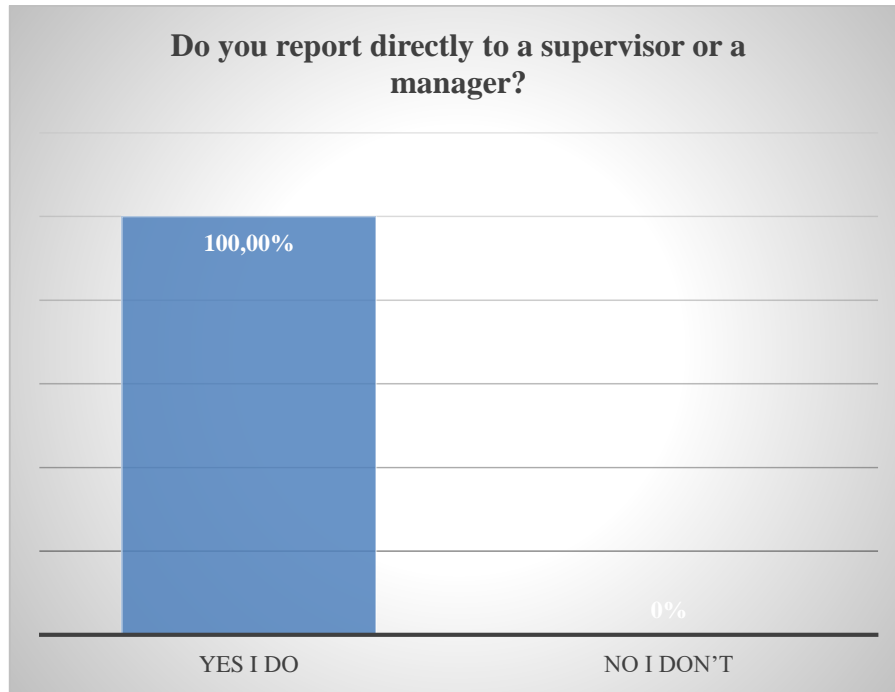
**Source: own construction**

49% of the respondents have people directly reporting to them and 51% of the respondents have no people reporting directly to them, 30.6% of the respondents are administrators and the other 20.4% have to rely on functional managers for resources. This can cause conflict among functional managers and project managers and can impact negatively on project execution.

**QUESTION 6. Do you report directly to a supervisor or a manager?**

**RESPONSE;** this question was asked to the respondents, because the researcher wants to analyse the leadership styles of the managers from a subordinate point of view. The responses are indicated in figure 5.6 below.

**Figure 5.6 Do you report directly to a supervisor or manager?**



**Source: derived from the survey results**

All of the respondents report directly to a supervisor or manager.

**QUESTION 7. Any other information you want to add to the above?**

**RESPONSE;** this open-ended question gave the respondents an opportunity to add any other relevant information and also to clarify their responsibilities. Only 51% of the respondents answered this question. The responses are indicated in table 5.1 below.

**Table 5.1 any other information you want to add?**

	<b>Frequency</b>	<b>Percent</b>
I manage projects requested by ward councilors and also initiate projects where I see a need	5	20.0
I manage projects in my area	7	28.0
I manage a project team and 5 operational teams	1	4.0
I do the administrative work for the project managers	12	48.0
<b>Total</b>	25	100.0

**Source: The researcher's own construction derived from the survey results**

## **SECTION B**

### **Likert scale**

A Likert scale is used in questionnaires to measure the respondents' level of agreement or disagreement with a given statement and is ranked on an ordinal scale (Wikipedia).

Section B of the questionnaire, is constructed in the form of statements based on the existing theory in literature about women's leadership capabilities and the responses are ranked on the scale 1-5. Rankings stands as 1 to 5 on an increasing scale where; 1 = strongly disagree, 2 = disagree, 3 = indifferent (neutral), 4 = agree and 5 = strongly agree.

The Likert scale section can be divided into sub-sections; the leadership style of the manager section, the section that deals with the emotional intelligence of the leader

for successful project management, the section to highlight the relationship focused of the manager, the task orientation of the manager, the holistic approach to life of the manager and the assertiveness of the manager.

Sub-section with statements 1 to 5 measures the leadership style of the manager. Female leaders are believed to have a democratic leadership style.

**STATEMENT1. My manager always asks for my ideas.**

**RESPONSE;** This statement sought to establish the style of leadership provided by the supervisor or manager (leader). This would be measured against the perception that women managers (leaders) value the inputs of her followers. The responses are depicted in figure 5.7 below.

**Figure 5.7 my manager always asks for my ideas.**



**Source: own construction**

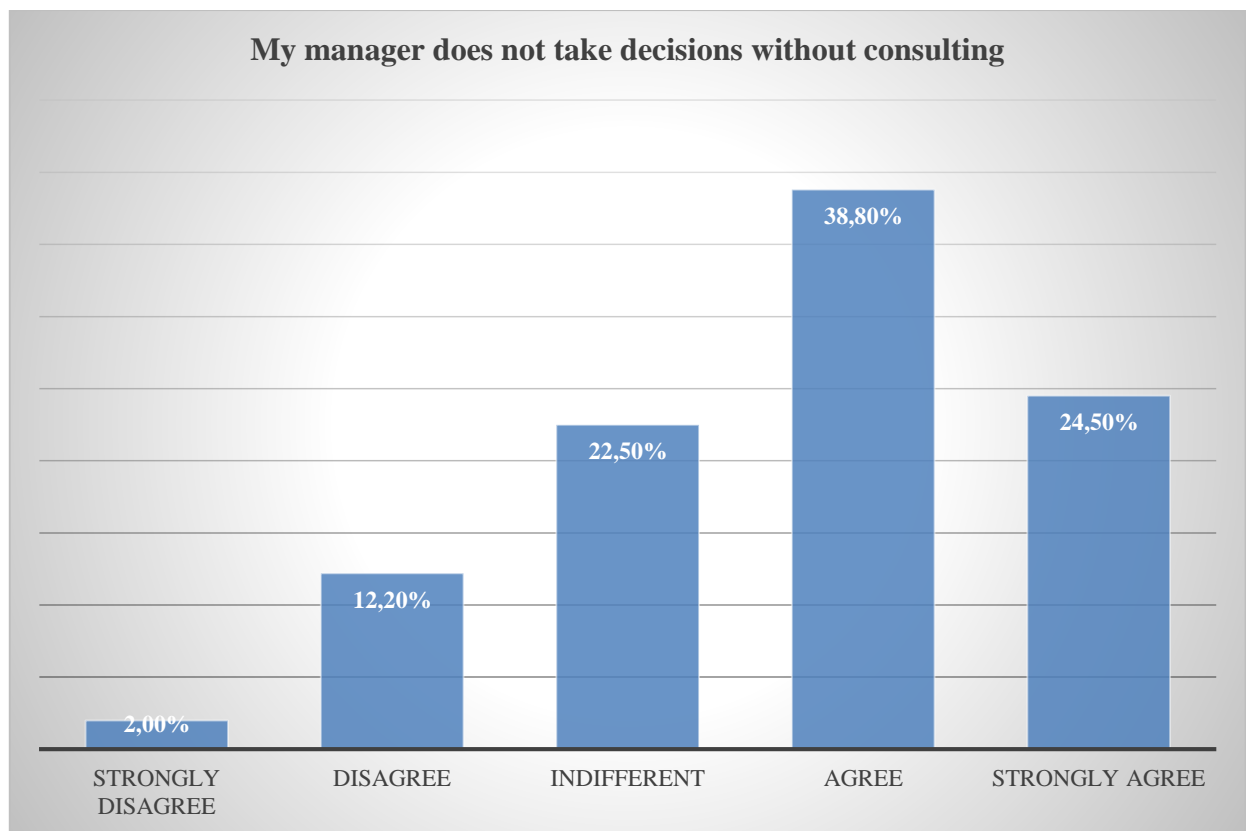
It is not surprising that the overwhelming majority agree or strongly agree with this statement (53.1% agree and 34.7% strongly agree), 4.1% is neutral on this statement

and 6.1% disagree and 2% strongly disagree with this statement. It can therefore be generalized that woman leaders value the inputs of others.

**STATEMENT 2. My manager does not take decisions without consulting.**

**RESPONSE;** this statement would be measured against the perception that women managers are more consultative and work with consensus. The responses are illustrated in figure 5.8 below.

**Figure 5.8 my manager does not take decisions without consulting.**



**Source: derived from the survey results**

In keeping with existing theory the majority of respondents 63.3% in total agree or strongly agree with this statement (38.8% agree and 24.5% strongly agree), surprisingly 22.5% of the respondents are neutral on this statement and 14.2% disagree or strongly disagree (12.2% disagree and 2% strongly disagree) to this

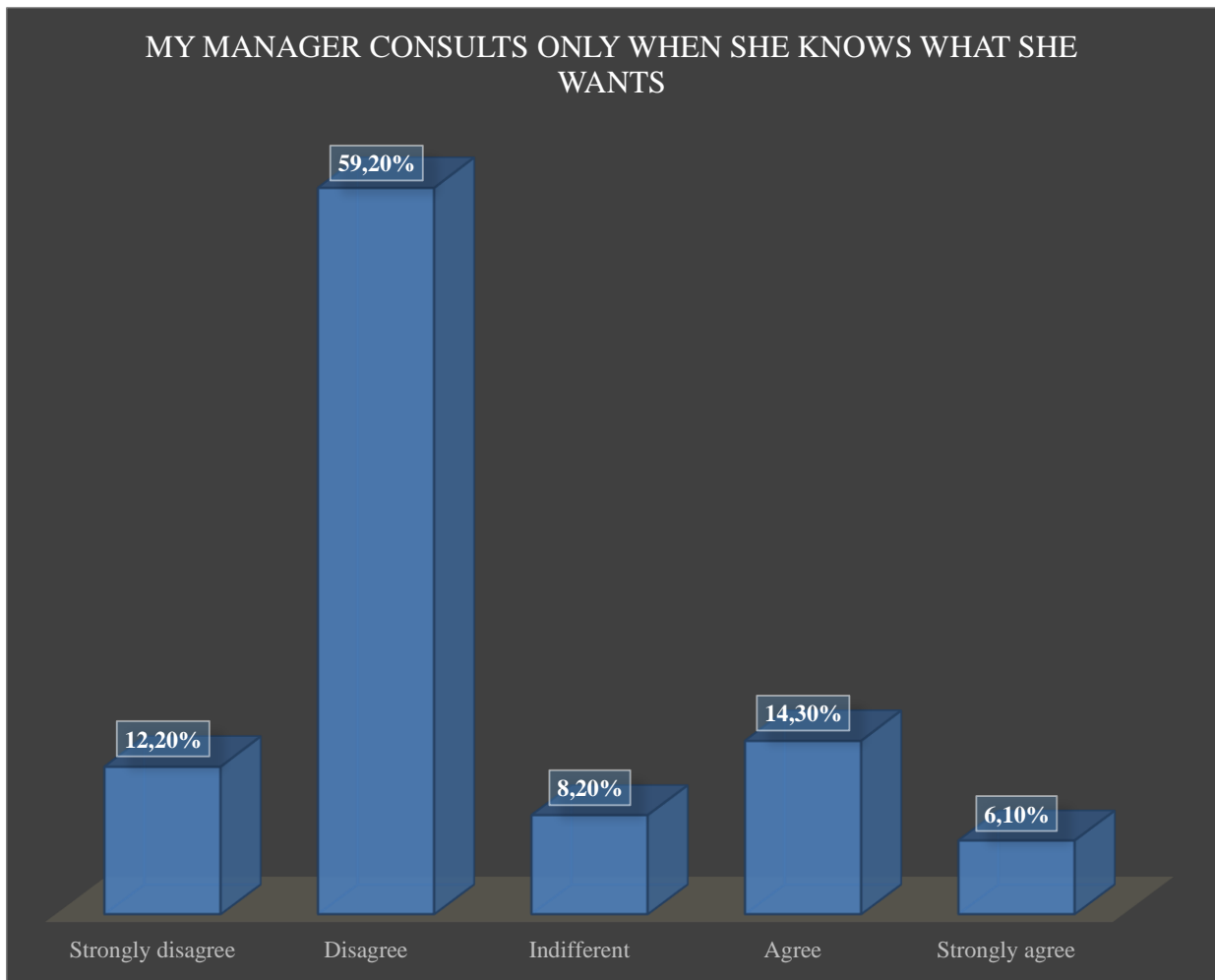


statement. It can therefore be generalized, that women leaders are consultative in nature and will most of the times consult before making decisions.

**STATEMENT 3. My manager consults only when she knows what she wants.**

**RESPONSE;** This statement sought to determine to what extent the respondents managers consult. The responses are illustrated in figure 5.9 below.

**Figure 5.9 my manager consults only when she knows what she wants.**



**Source: own construction derived from the survey results**

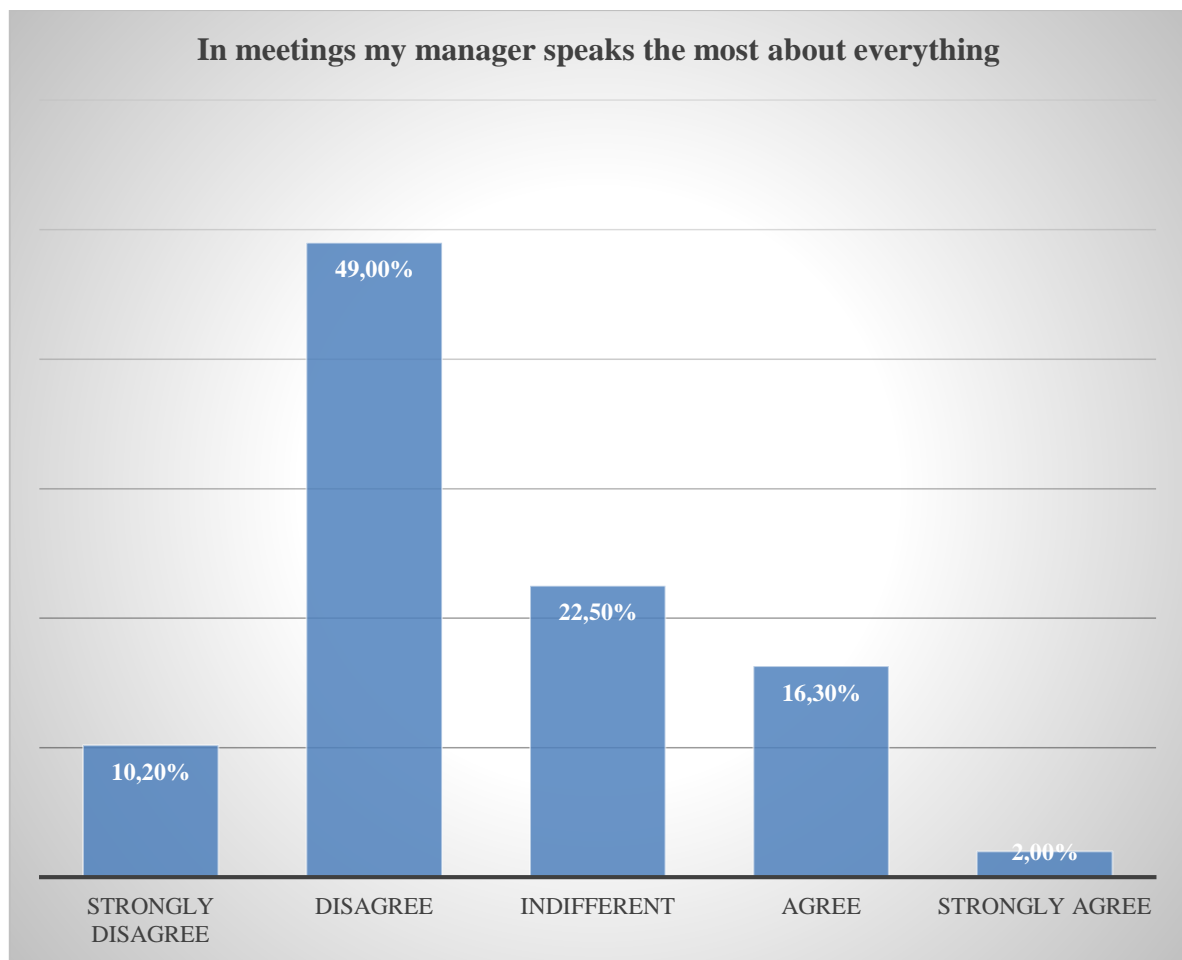
An overwhelming majority 71.4% of the respondents disagree or strongly disagree (59.2% disagree and 12.2% strongly disagree) with this statement, 8.2% are neutral

on this statement and only 14.3% agree and 6.1% strongly agree with this statement which infers that the majority of the respondents consults at all times.

**STATEMENT 4. In meetings my manager speaks the most about everything.**

**RESPONSE;** This statement sought to determine to what extent the manager dominates the meetings and don't listen to others' inputs and ideas. The responses are indicated in figure 5.10 below.

**Figure 5.10 in meetings my manager speaks the most about everything**



**Source: own construction**

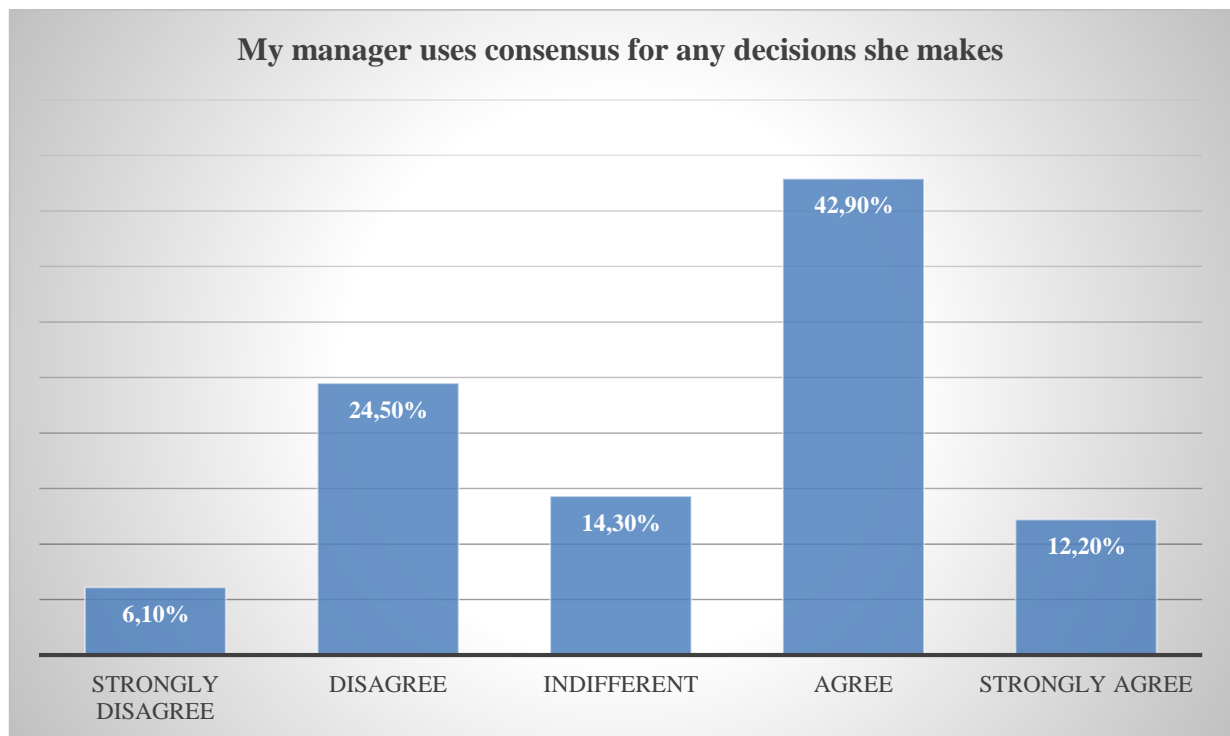
59.2% of the respondents disagree or strongly disagree (49% disagree and 10.2% strongly disagree) with this statement, 22.5% is neutral on this statement, 16.3% agree and 2% strongly agree with this statement. The majority of the respondents

disagree with this statement which means that their managers value the ideas and opinions of others.

**STATEMENT 5. My manager uses consensus for any decisions she makes.**

**RESPONSE;** It is postulated that women managers (leaders) make decisions through consensus. The responses are depicted in figure 5.11 below.

**Figure 5.11 my manager uses consensus for any decisions she makes.**



**Source: own construction derived from the survey results**

It is not surprising that the majority 55.1% of the respondents agree or strongly agree (42.9% agree and 12.2% strongly agree) that their managers uses consensus to make decisions, where 14.3% are neutral, 24.5% disagree and 6.1% strongly disagree with this statement.

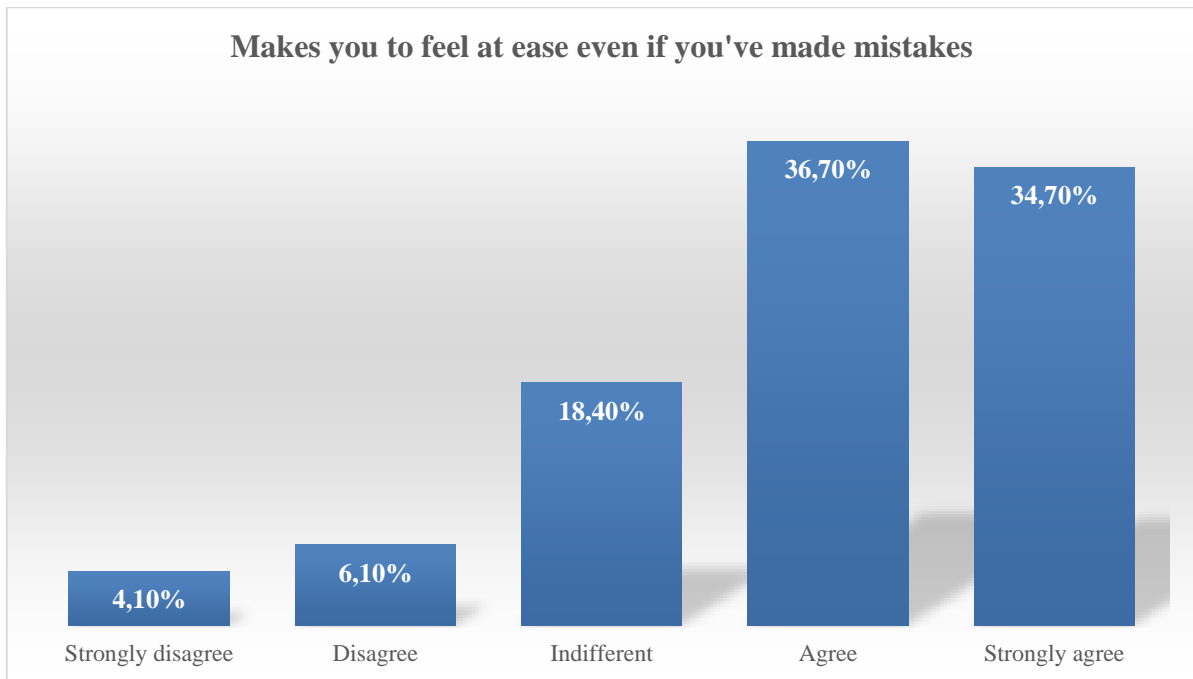
Based on the results in this sub-section it can be generalised that the women managers in the parks department generally uses a transformational leadership style which is in agreement with previous empirical research studies.

The following sub-section with statements 6 to 10 deals with emotional intelligence. Existing theory in literature postulates that women leaders are ranked high in emotional intelligence and according to literature this quality is also needed for effective project leadership.

**STATEMENT 6. My manager makes you to feel at ease even if you've made mistakes.**

**RESPONSE;** It is believed that women managers are more accommodating and sympathetic towards their staff. The responses to this statement is indicated in figure 5.12 below.

**Figure 5.12 my manager makes you to feel at ease even if you've made mistakes.**



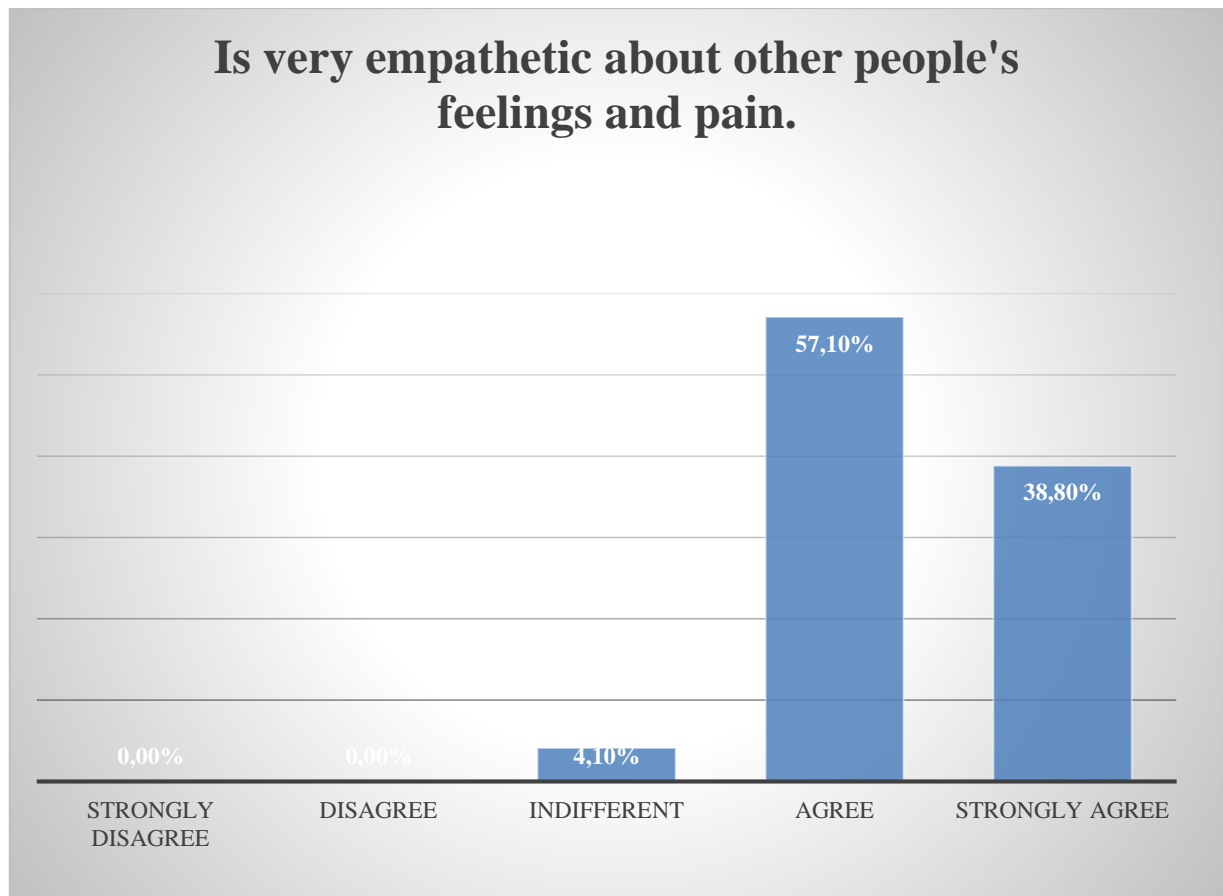
**Source: own construction**

It is not surprising that the overwhelming majority 71.4% of the respondents agree or strongly agree (36.7% agree and 34.7% strongly agree) to this statement, 18.4% are undecided, 6.1% disagree and 4.1% strongly disagree to this statement.

**STATEMENT 7. My manager is very empathetic about other people's feelings and pain.**

**RESPONSE;** Empathy is an important indicator of emotional intelligence. The response to this statement is depicted in figure 5.13 below.

**Figure 5.13 my manager is very empathetic about other people's feelings and pain.**



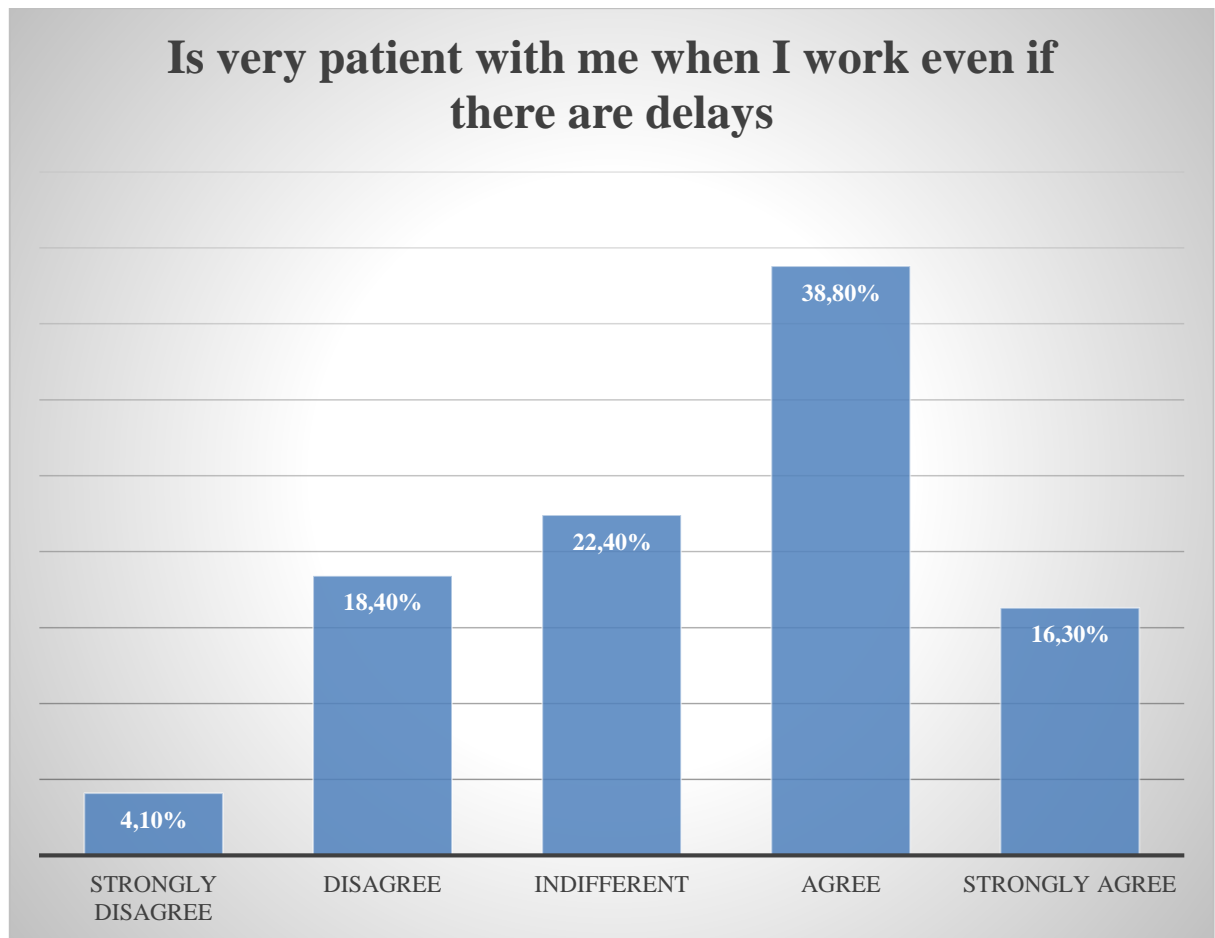
**Source: derived from the survey results**

In keeping with existing theory in literature an overwhelming majority 95.9% of the respondents agree or strongly agree (57.1% agree and 38.8% strongly agree) to this statement, 4.1% of the respondents are undecided and 0% disagree or strongly disagree with this statement. Based on the results it can be generalised that women managers are empathetic towards their subordinates feelings and pain.

**STATEMENT 8. My manager is very patient with me when I work even if there are delays.**

**RESPONSE;** Due to their maternal instincts, women managers are patient by nature. The responses to this statement are illustrated in figure 5.14 below.

**Figure 5.14 my manager is very patient with me when I work even if there are delays**



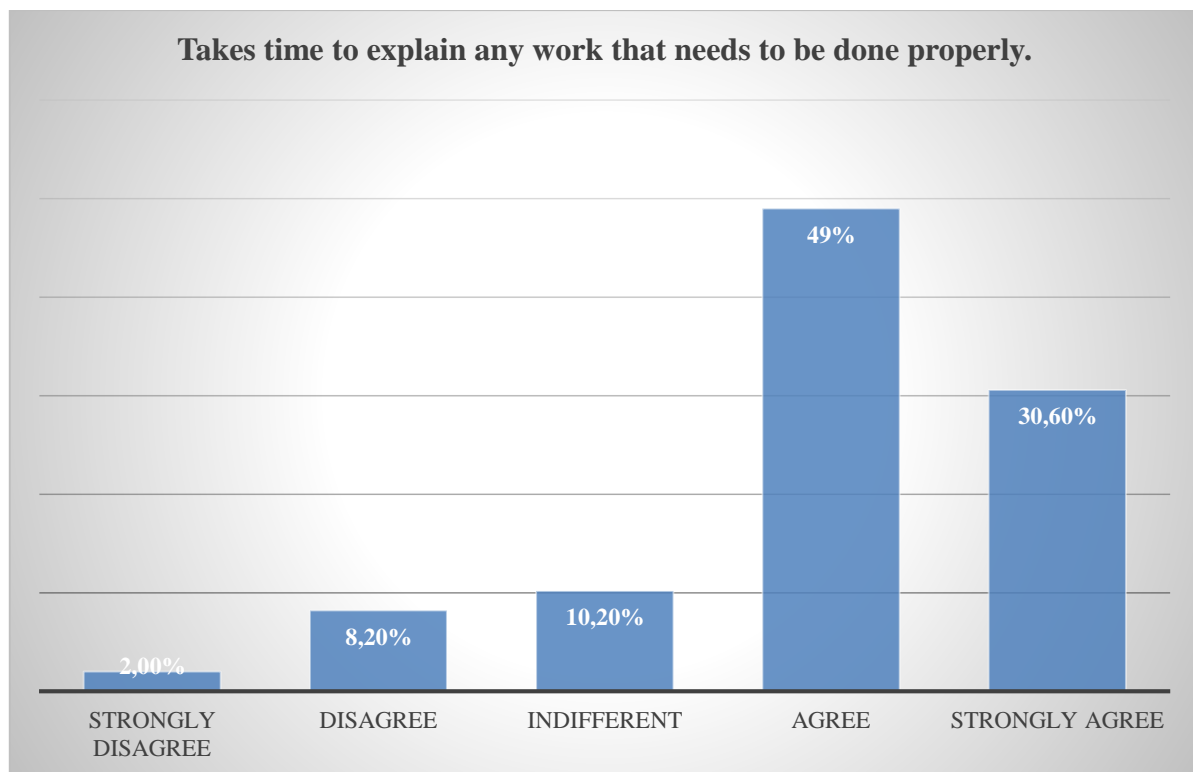
**Source: own construction**

The majority 55.1% of the respondents agree or strongly agree (38.8% agree and 16.3% strongly agree) that their managers are patient with them even if there are delays, 22.4% are undecided, 18.4% disagree and 4.1% strongly disagree with this statement.

**STATEMENT 9. My manager takes time to explain any work that needs to be done properly.**

**RESPONSE;** Again it has been held as an empirical fact that women take the time to explain to their subordinates to provide clarity. This had always been associated with transformational and participative leadership for which women have been applauded. This was the expectation from the author on carrying out this research. Figure 5.15 below provides the data according to the respondents.

**Figure 5.15 my manager takes time to explain any work that needs to be done properly.**



**Source: own construction**

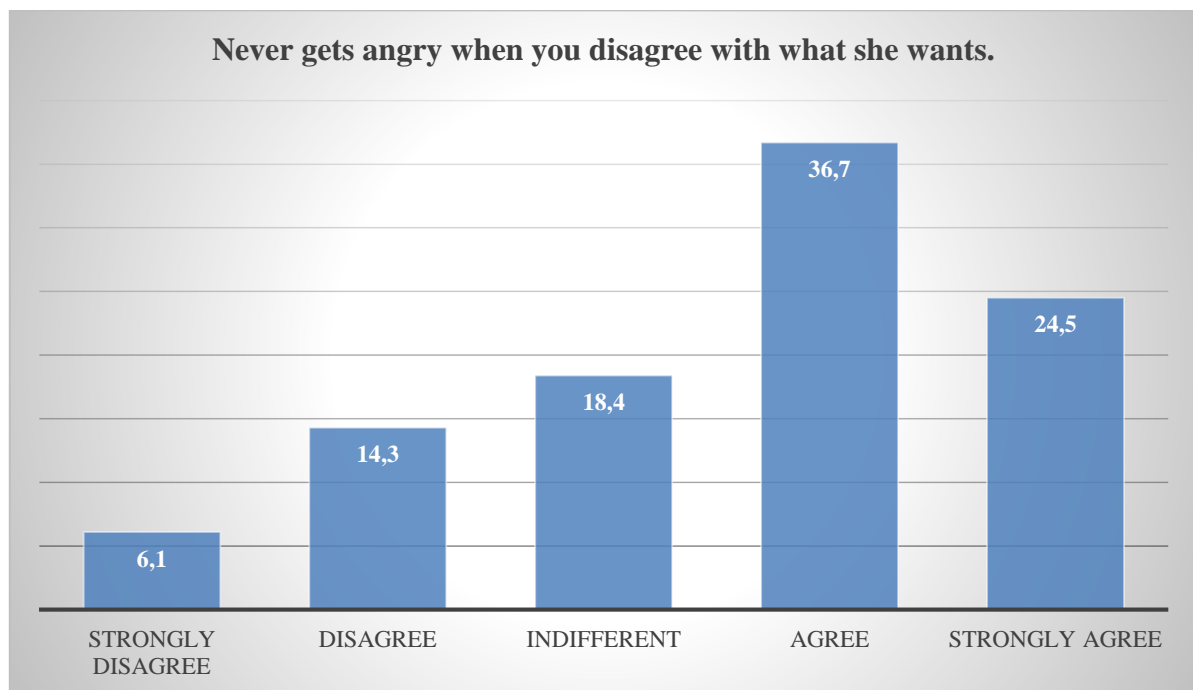
In alignment to the views held by the majority of researchers on this subject. A resounding 79.6% (49% always and 30.6% strongly agree) state that the women give instructions to the subordinates in an effort to pre-empt any likely mistakes during operations. 10.2% of the respondents are undecided, 8.2%

disagree and 2% strongly disagree with this statement. It can then be generalised that more women give clear instructions to subordinates to get the task done.

**STATEMENT 10. My manager never gets angry when you disagree with what she wants done.**

**RESPONSE;** It is widely held as an empirical fact that the control of once emotions in any circumstances is also a strong indicator of emotional intelligence. Figure 5.16 below indicates the participants' responses to this statement.

**Figure 5.16 my manager never gets angry when you disagree with what she wants done.**



**Source: own construction**

An overwhelming majority 61.2% (36.7% agrees and 24.5% strongly agrees) believes that women managers are always in control of their emotions no matter what the situation. 18.4% are undecided, 14.3% disagrees and 6.1% strongly disagrees with this statement. Based on the results it can be generalized that the majority of the women managers in the parks department are in control of their emotions.

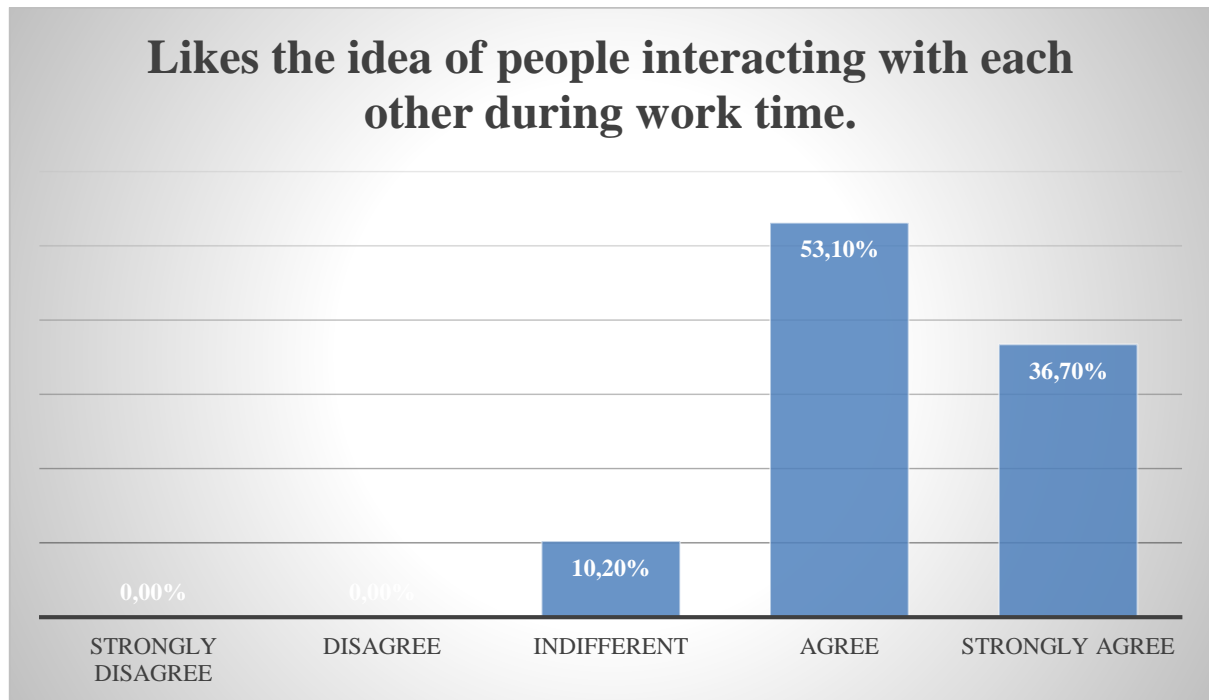


The following sub-section with statements 11 to 15 deals with the manager's ability to build relationships within the team.

**STATEMENT 11. My manager likes the idea of people interacting with each other during working time.**

**RESPONSE;** According to research literature relationship building within teams are essential for effective project leadership. It is widely accepted that women managers are the forerunners for promoting relationship building within teams. The responses to this statement are indicated in figure 5.17 below.

**Figure 5.17 my manager likes the idea of people interacting with each other during work time.**



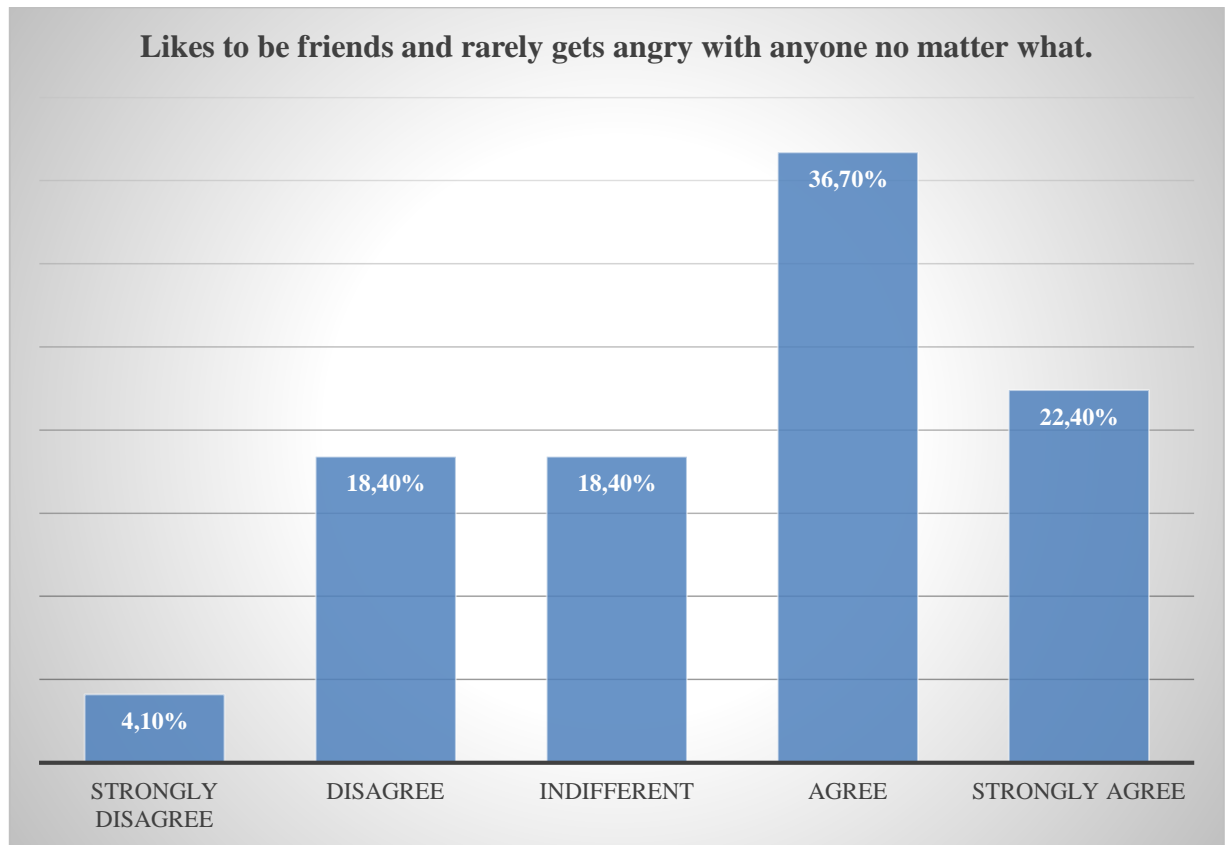
**Source: derived from the survey results**

89.8% of the participants (53.1% agree and 36.7% strongly agree) is of the opinion that their managers promote interaction among team members in the work place, 10.2% of the respondents are undecided and 0% of the respondents disagree or strongly disagree with this statement.

**STATEMENT 12. My manager likes to be friends and rarely gets angry with anyone no matter.**

**RESPONSE;** Women managers are believed to be very accommodating. The responses are depicted in figure 5.18 below.

**Figure 5.18 My manager likes to be friends and rarely gets angry with anyone no matter.**



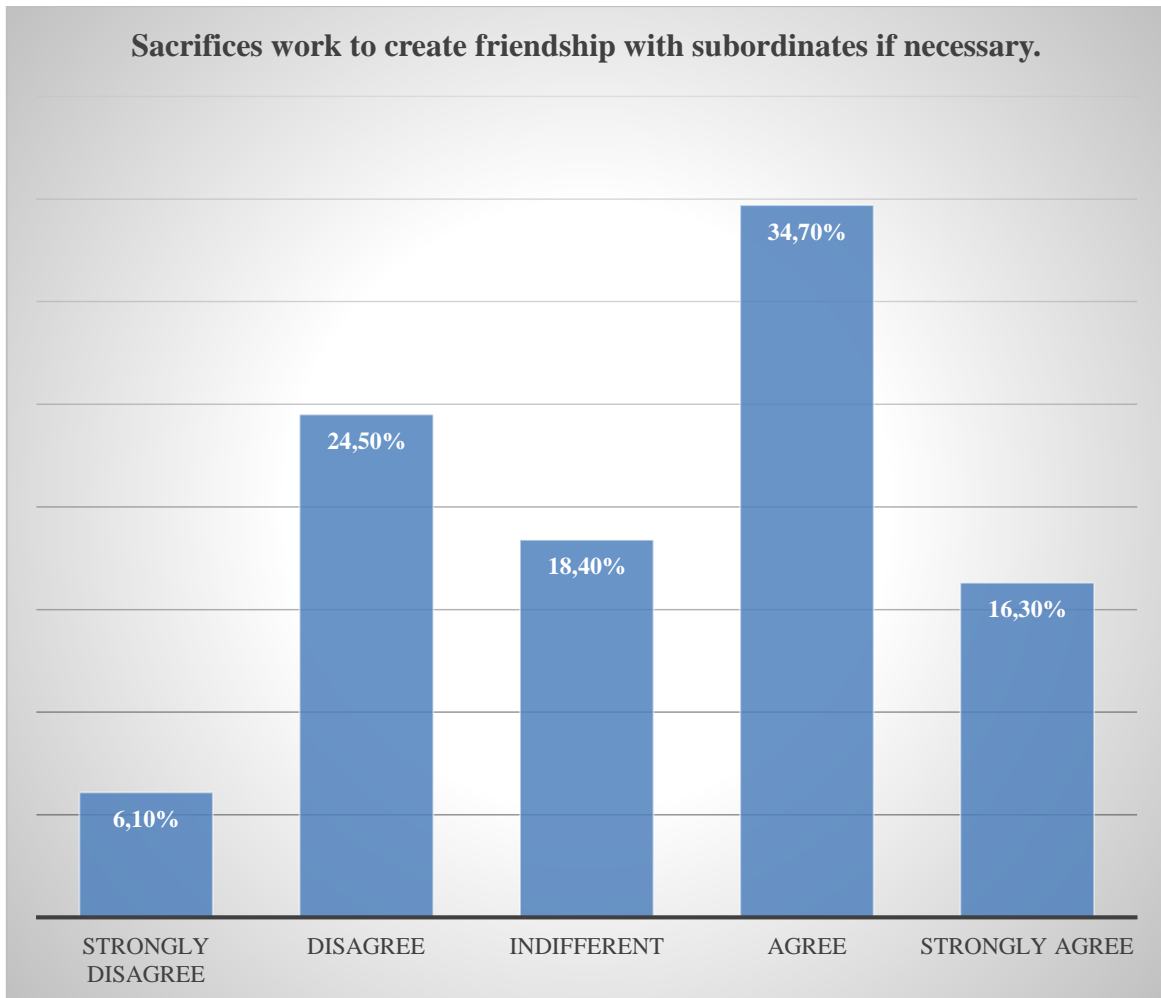
**Source: own construction**

59.1% of the respondents (36.7% agree and 22.4% strongly agree) is in agreement with this statement, 18.4% are undecided and 22.5% disagree or strongly disagree (18.4% disagree and 4.1% strongly disagree) with this statement.

**STATEMENT 13. My manager sacrifices work to create friendship with subordinates if necessary.**

**RESPONSE;** the responses are illustrated in figure 5.19 below.

**Figure 5.19 my manager sacrifices work to create friendship with subordinates if necessary.**



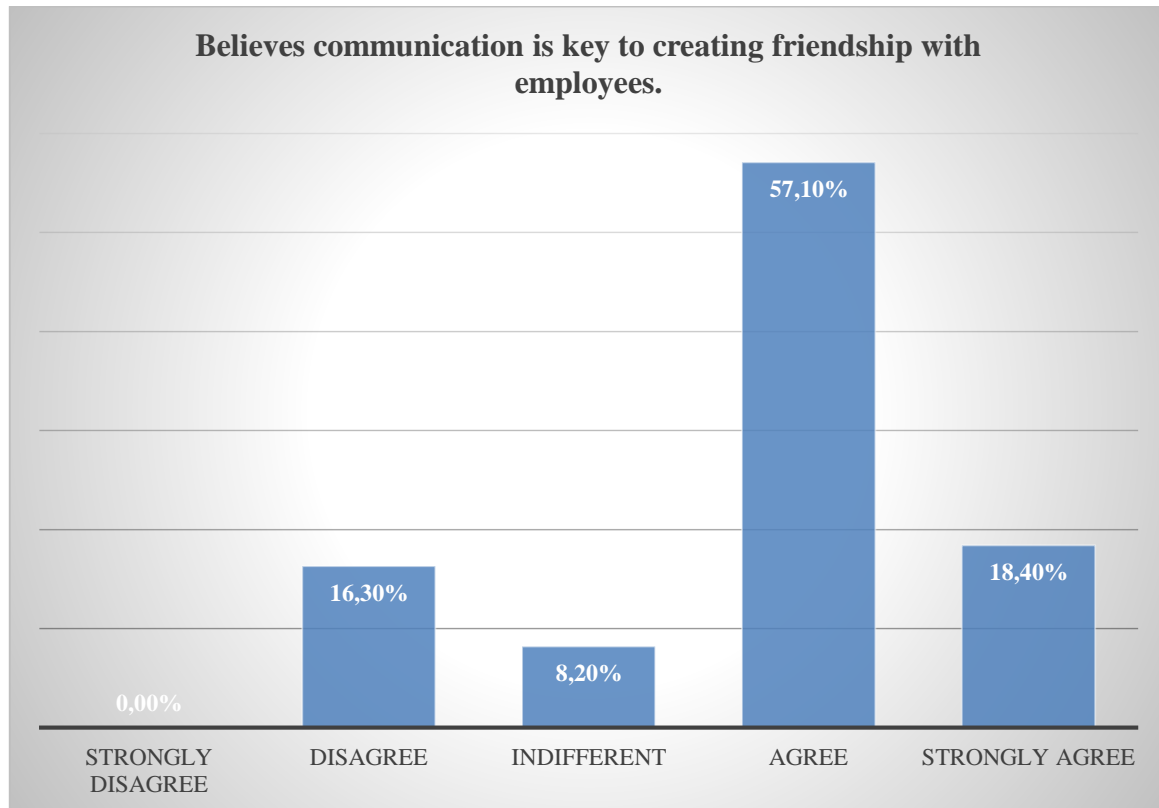
**Source: own construction**

51% (34.7% agree and 16.3% strongly agree) of the respondents agree or strongly agree with this statement, 18.4% are neutral and 30.6% disagree or strongly disagree (24.5% disagree and 6.1% strongly disagree) with this statement that their women managers will sacrifice the work to create friendships with subordinates.

**STATEMENT 14. My manager believes communication is key to creating friendship with employees.**

**RESPONSE;** It is an empirical fact that communication is part of the armory of transformational and participative leadership styles, which in turn is associated with women leaders. Figure 5.20 below display the responses of the participants.

**Figure 5.20 my manager believes communication is key to creating friendship with employees.**



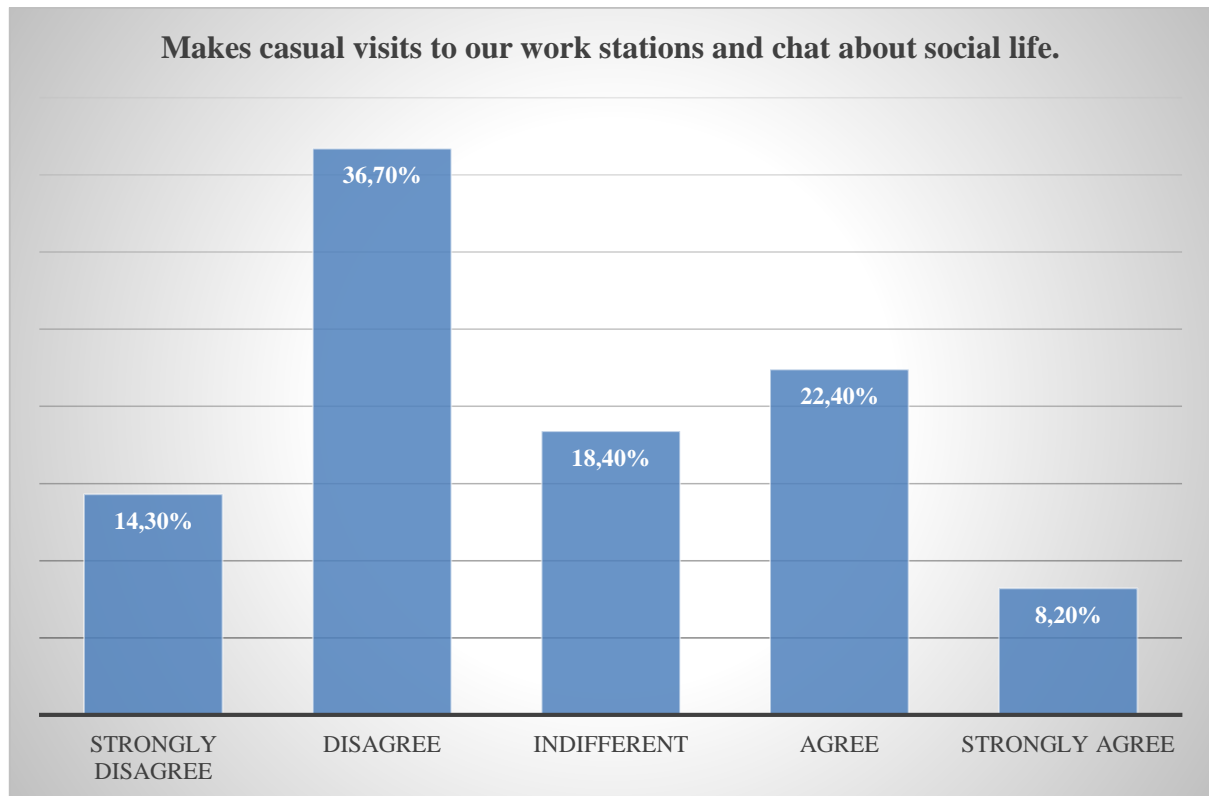
**Source: derived from the survey results**

It is not surprising that the overwhelming majority 75.5% (57.1% agree and 18.4% strongly agree) of the respondents agree or strongly agree with this statement, 8.2% are undecided, 16.3% disagree and 0% of the respondents strongly disagree with this statement. It can be generalised that the majority of women managers in the parks department believes communication is key to forging relationships in the teams.

**STATEMENT 15. My manager makes casual visits to our work stations and chat about social.**

**RESPONSE;** According to research literature, nurturing relationships is a key ingredient of transformational leadership style for which women leaders are applauded for. Figure 5.21 below indicate the responses of the participants in this research study.

**Figure 5.21 my manager makes casual visits to our work stations and chat about social life.**



**Source: own construction**

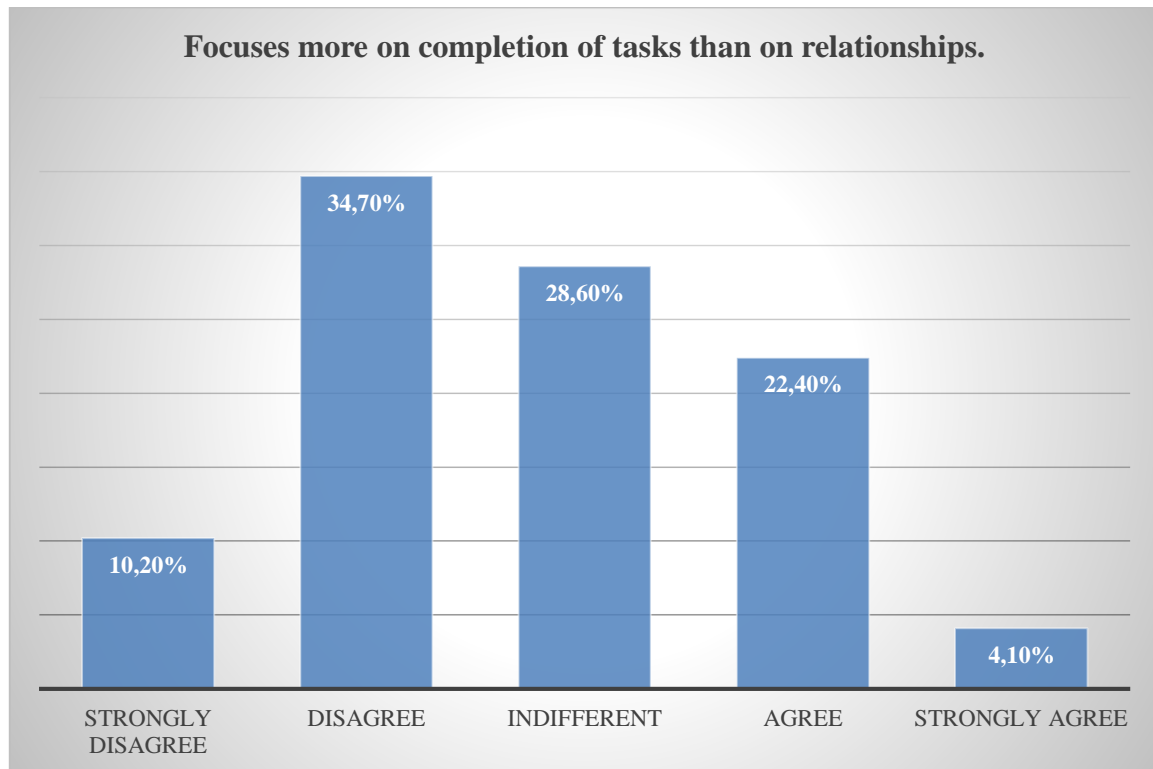
In contrast with existing research literature 51% (36.7% disagree and 14.3% strongly disagree) of the respondents disagree or strongly disagree with this statement, 18.4% are neutral, 22.4% agree and 8.2% strongly agree with this statement.

The following sub-section with statements 16 to 20 deals with the task orientation of the manager. According to existing research literature this is a characteristic of female leaders.

**STATEMENT 16. My manager focuses more on completion of tasks than on relationships.**

**RESPONSE;** It is widely held that female managers are extremely focused on completing tasks at hand. The responses to this statement is indicated in figure 5.22 below.

**Figure 5.22 my manager focuses more on completion of tasks than on relationships**



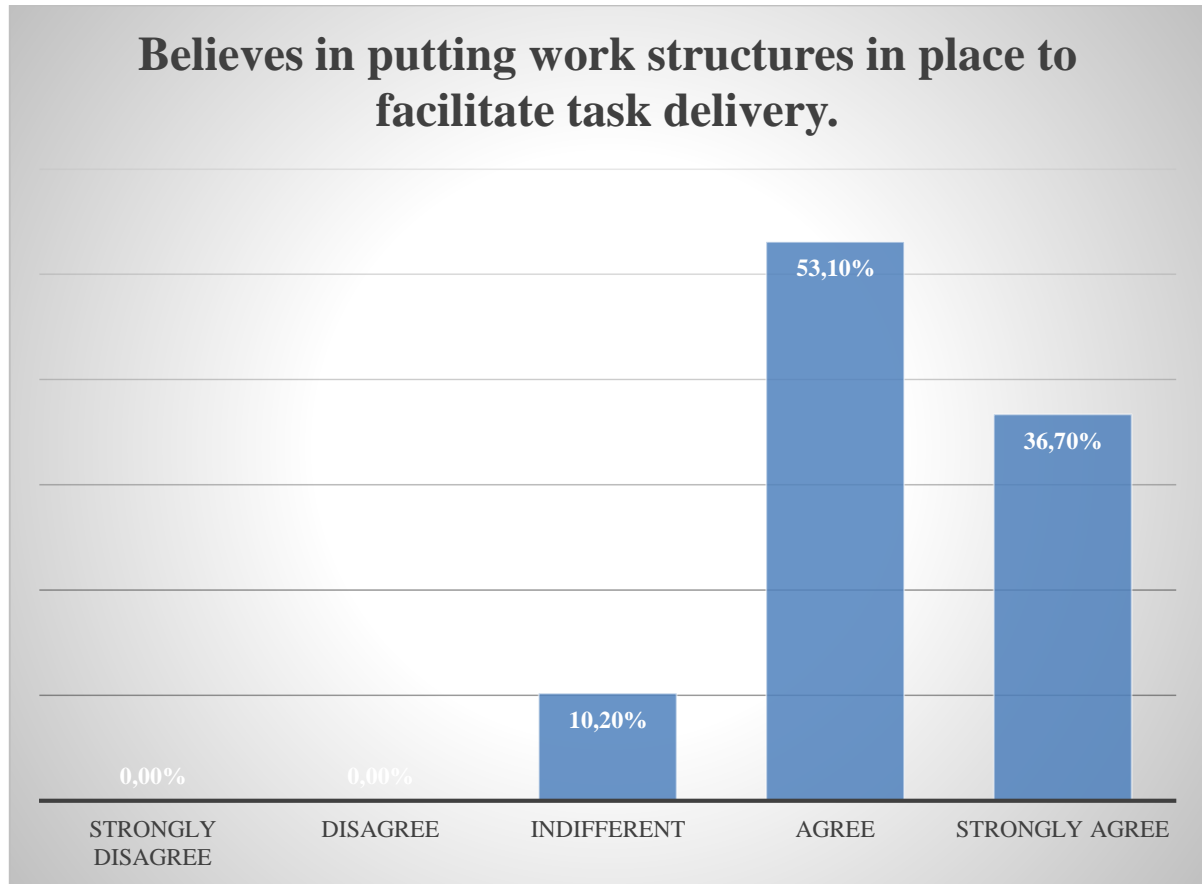
**Source: own construction**

The findings were contrary to the beliefs that have been held by many authors as recorded in literature. The respondents here overwhelmingly asserted that, 44.9% disagree or strongly disagree (34.7% disagree and 10.2% strongly disagree) with this statement compare to 26.5% (22.4% agree and 4.1% strongly agree) respondents who agree or strongly agree with this statement. 28.6% of the respondents were undecided.

**STATEMENT 17. My manager believes in putting work structures in place to facilitate task delivery.**

**RESPONSE;** It is believed that women managers are task focused. Figure 5.23 below illustrates the results to this statement.

**Figure 5.23 my manager believes in putting work structures in place to facilitate task delivery.**



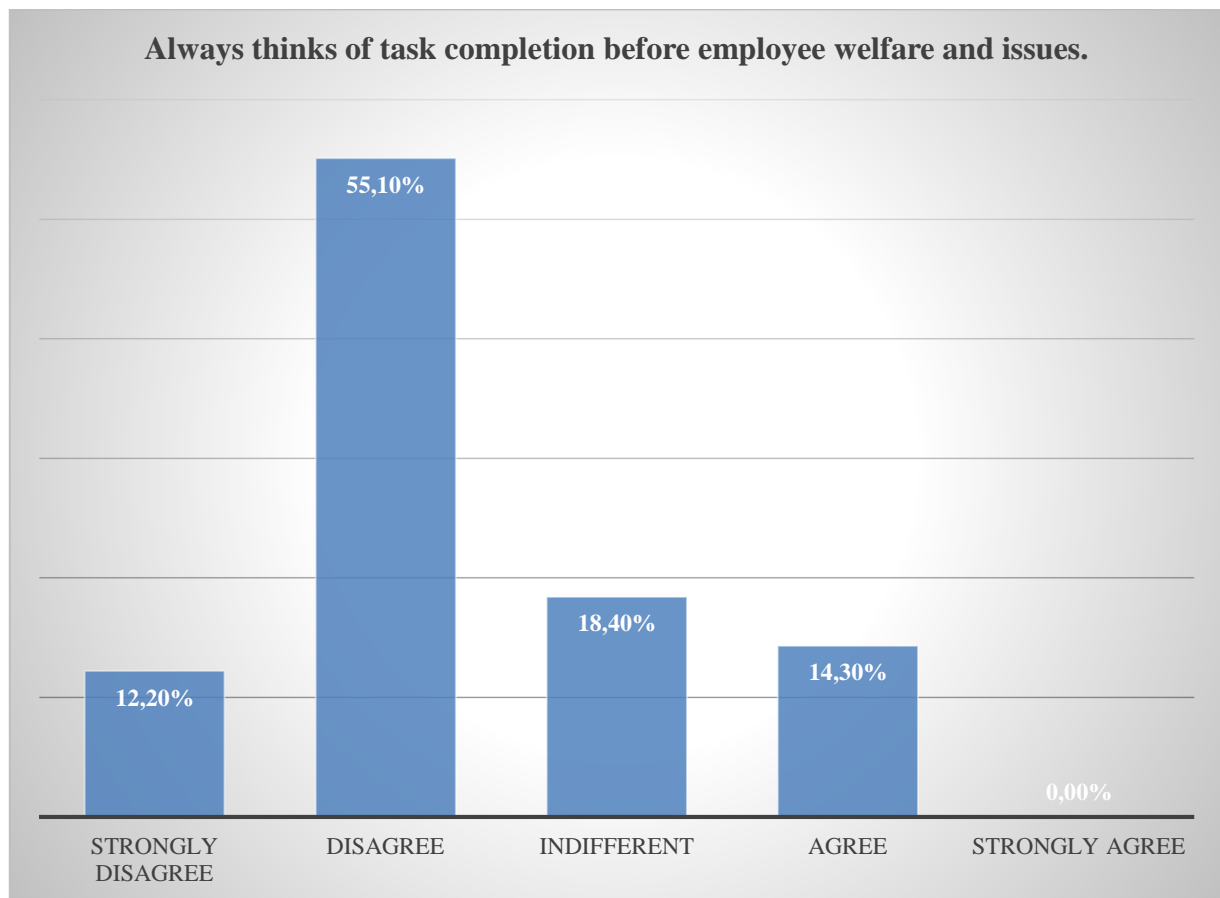
**Source: own construction**

An overwhelming majority 89.8% agree or strongly agree (53.1% agree and 36.7% strongly agree) with this statement, 10.2% are undecided and 0% disagree or strongly disagree with this statement.

**STATEMENT 18. My manager always thinks of task completion before employee welfare and issues.**

**RESPONSE;** This statement sought to establish if women managers focuses on task completion at the expense of employee welfare. The responses are indicated in figure 5.24 below.

**Figure 5.24 my manager always thinks of task completion before employee welfare and issues.**



**Source: own construction**

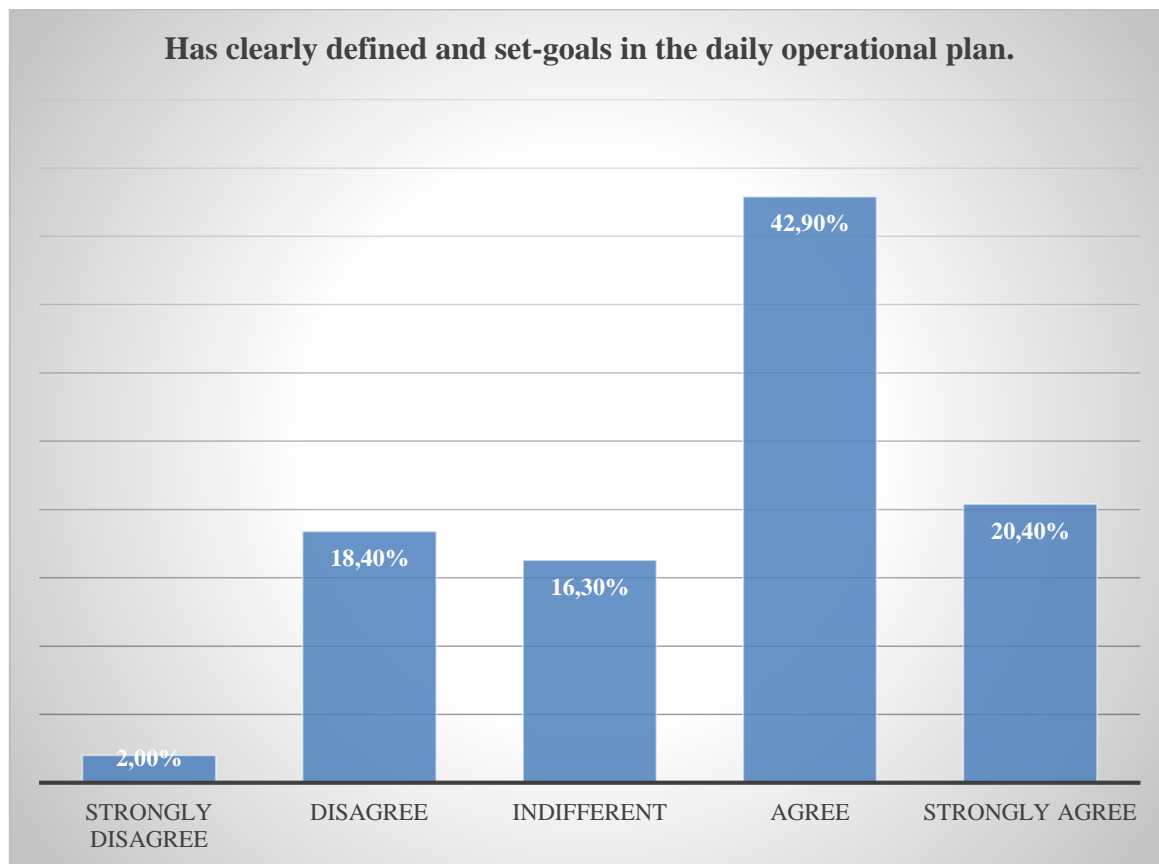
It is surprising that an overwhelming majority 62.3% (55.1% disagree and 12.2% strongly disagree) of the respondents disagree or strongly disagree with this statement, compare to 14.3% who believes that their manager always thinks of task completion before employee welfare and issues. 0% respondents strongly agree and 18.4% of the respondents were undecided.



**STATEMENT 19 my manager has clearly defined set-goals in the daily operational plan.**

**RESPONSE:** The existing theory in research literature postulates that female managers are focused on goal achievement. The response to this statement is shown in figure 5.25 below.

**Figure 5.25 my manager has clearly defined and set-goals in the daily operational plan.**



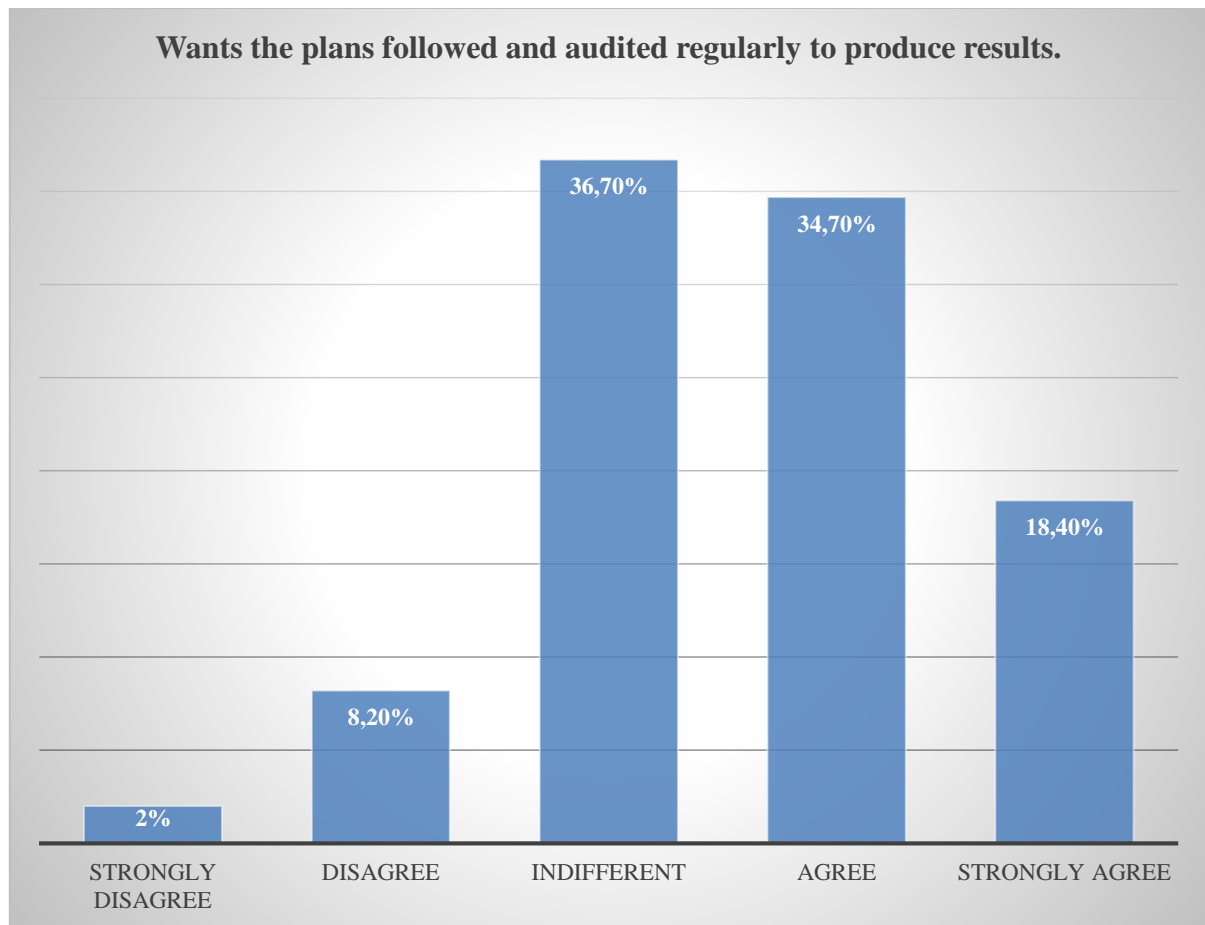
**Source: own construction**

It is not surprising that the overwhelming majority 63.3% (42.9% agree and 20.4% strongly agree) of the respondents agree or strongly agree with this statement compare to 20.4% (18.4% disagree and 2% strongly disagree) of the respondents who disagree or strongly disagree with this statement. 16.3% are undecided.

**STATEMENT 20. My manager wants the plans followed and audited regularly to produce results.**

**RESPONSE;** The results to this statement is indicated in figure 5.26 below.

**Figure 5.26 my manager wants the plans followed and audited regularly to produce results.**



**Source: own construction**

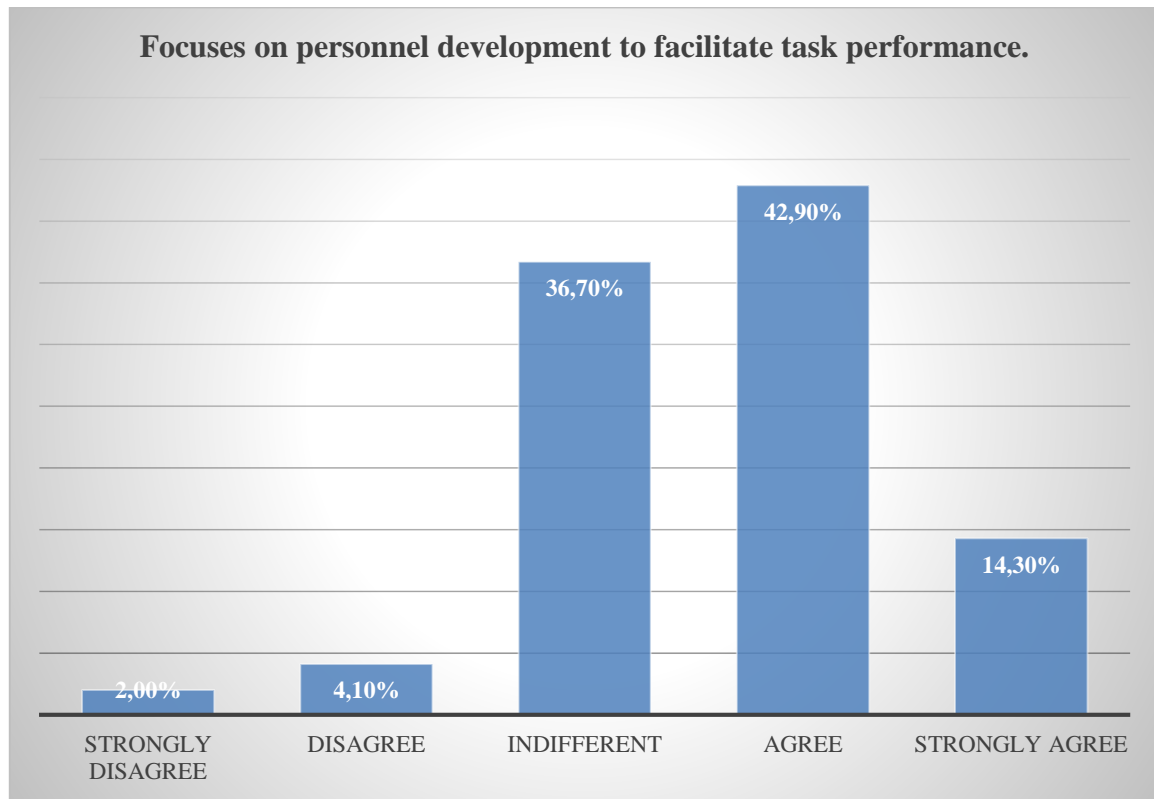
The majority 53.1% (34.7% agree and 18.4% strongly agree) of the respondents agree or strongly agree with this statement, compare to 10.2% (8.2% disagree or 2% strongly agree) of the respondents who disagree or strongly disagree to this statement. 36.7% were neutral.

The following sub-section with statements 21 to 25 deals with the holistic approach to life of the manager.

**STATEMENT 21. My manager focuses on personnel development to facilitate task performance.**

**RESPONSE;** Team development is essential to improve team performance to facilitate successful project execution. Figure 5.27 below indicate the results for this statement.

**Figure 5.27 my manager focuses on personnel development to facilitate task performance**



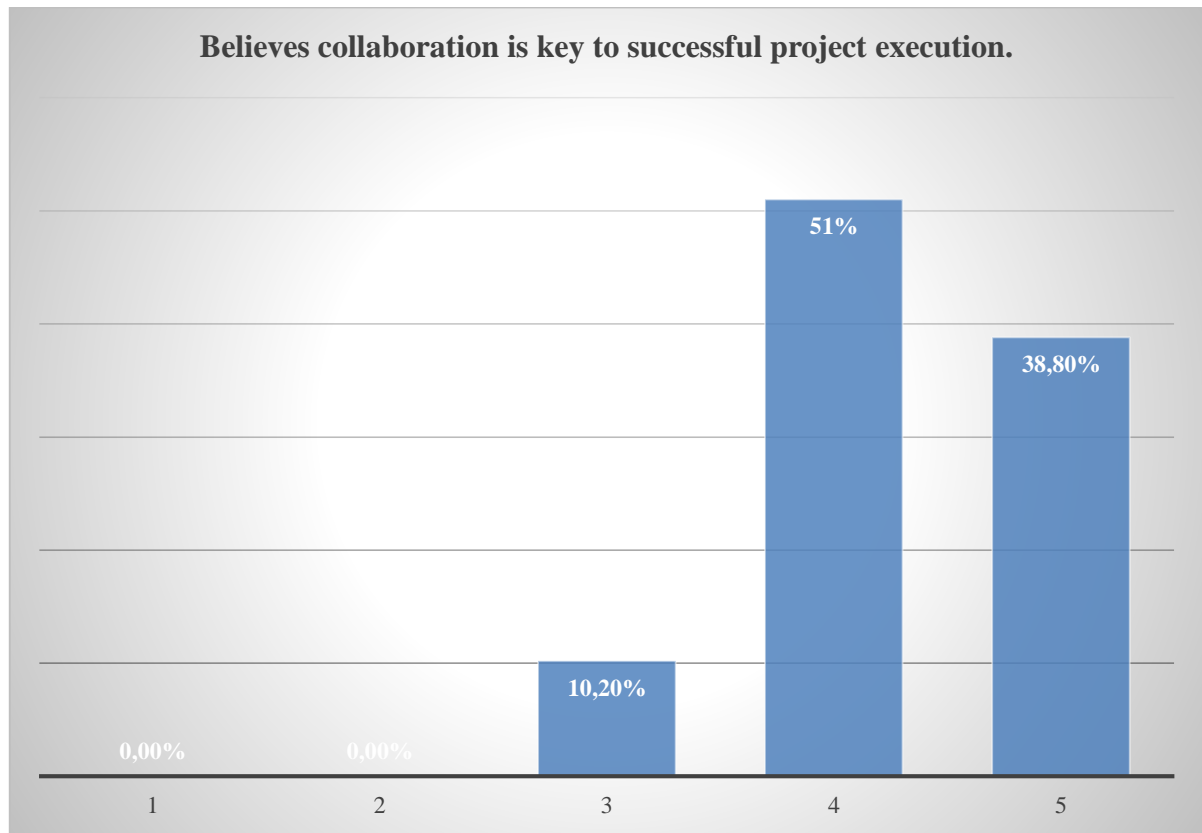
**Source: derived from the survey results**

The majority 57.2% (42.9% agree and 14.3% strongly agree) of the respondents agree or strongly agrees that their managers focuses on personnel development to facilitate task performance, compare to 6.1% (4.1% disagree and 2% strongly disagree) who disagree or strongly disagree with this statement. 36.7% of the respondents were undecided.

**STATEMENT 22. My manager believes collaboration is key to successful project execution.**

**RESPONSE;** It is widely accepted that female managers (leaders) typically promote collaboration among team members to facilitate task performance. The responses to this statement are illustrated in figure 5.28 below.

**Figure 5.28 my manager believes collaboration is key to successful project execution**



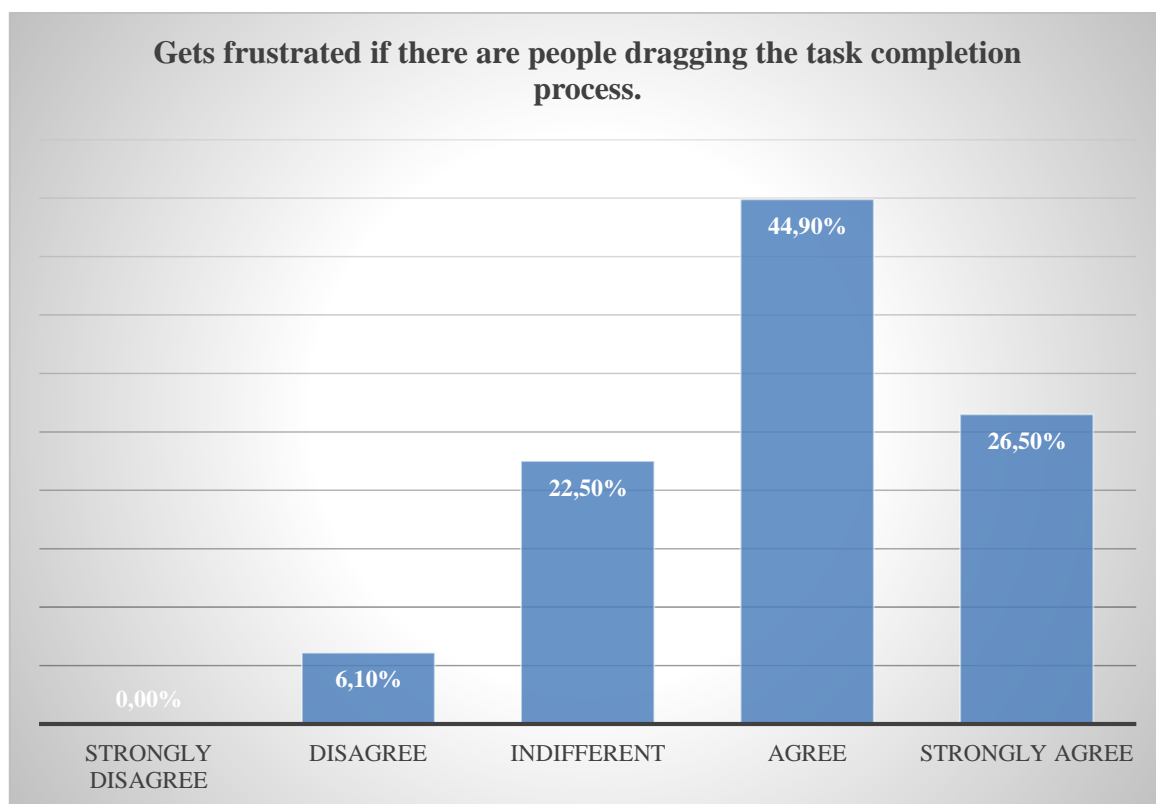
**Source: own construction**

An astounding majority 89.8% (51% agree and 38.8% strongly agree) of the respondents agree or strongly agree with this statement, 10.2% were neutral and 0% respondents disagree or strongly disagree with this statement. Based on the results it can be generalized that the female managers in the parks department believes in collaboration to successfully execute projects.

**STATEMENT 23. My manager gets frustrated if there are people dragging the task completion process.**

**RESPONSE;** This statement sought to establish how focused the supervisor or manager (leader) is on task completion. This would be measured against the perception that women are task focused. Figure 5.29 below indicates the responses of the participants in this study.

**Figure 5.29 my manager gets frustrated if there are people dragging the task completion process.**



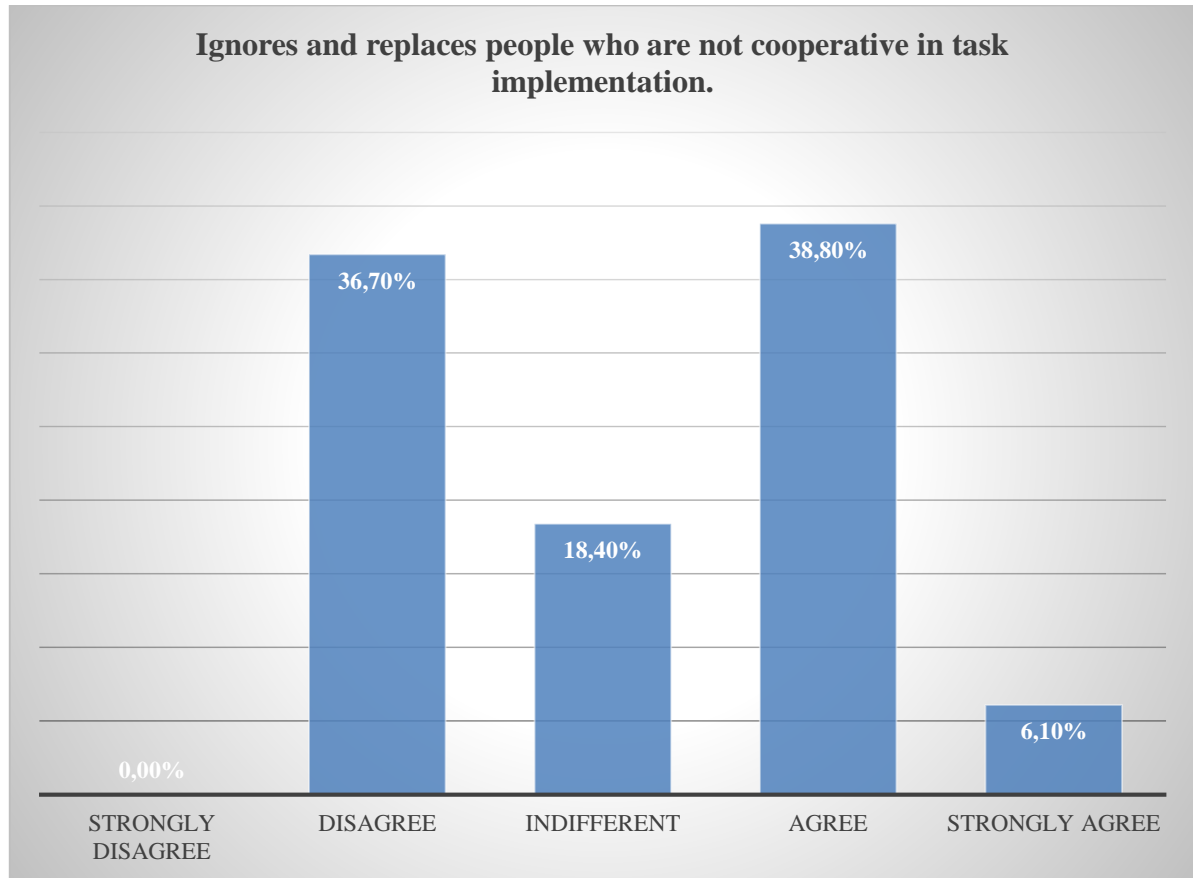
**Source: own construction**

Again an overwhelming majority 71.4% (44.9% agree and 26.5% strongly agree) of the respondents agree or strongly agree with this statement compare to 6.1% (6.1% disagree and 0% strongly disagree) of the respondents disagree or strongly disagree with this statement. 22.5% of the respondents were undecided on this statement.

**STATEMENT 24. My manager ignores and replaces people who are not cooperative in task implementation.**

**RESPONSE;** Again cooperation is believed to be a female leadership trait. The responses are illustrated in figure 5.30 below.

**Figure 5.30 My manager ignores and replaces people who are not cooperative in task implementation.**



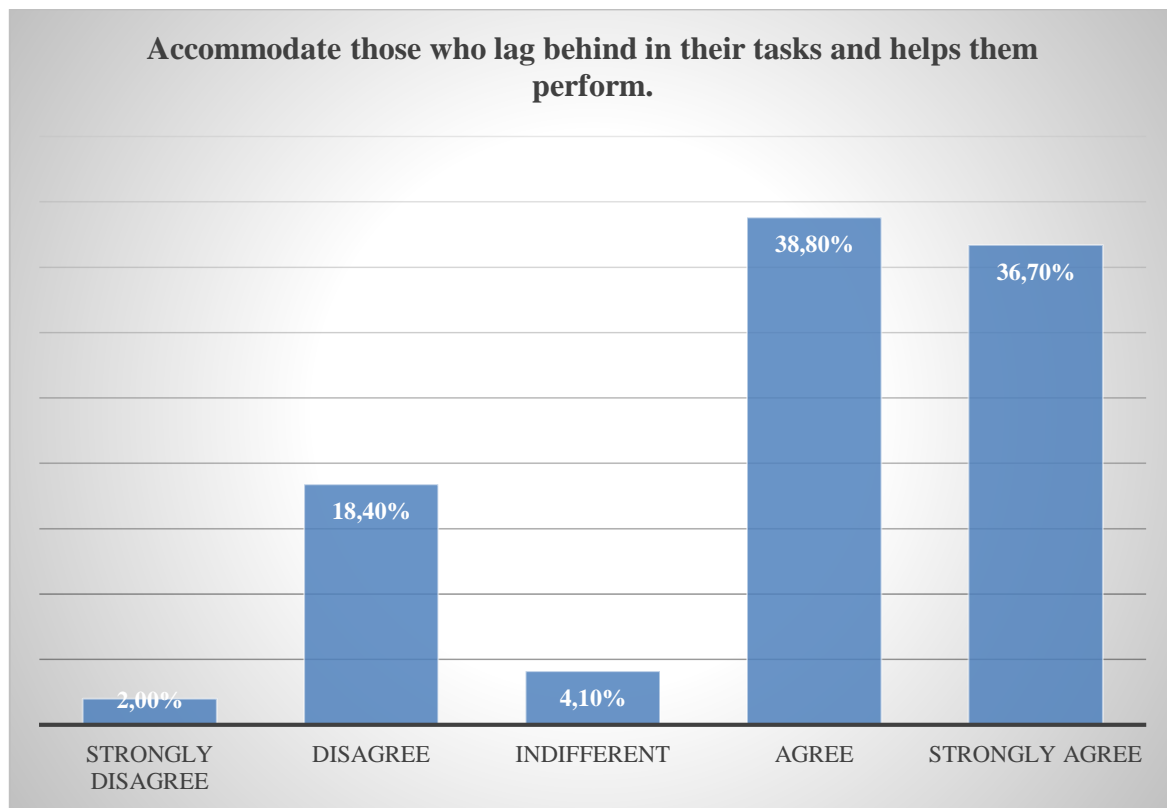
**Source: own construction**

Surprisingly only 44.9% (38.8% agree and 6.1% strongly agree) of the respondents agree or strongly agree with this statement compare to 36.7% (36.7% disagree and 0% strongly disagree) of the respondents who disagree or strongly disagree with this statement. 18.4% of the respondents were undecided. This is surprising as existing theory in literature postulates that female leaders typically promotes cooperation among team members.

**STATEMENT 25. My manager accommodate those who lag behind in their tasks and helps them perform.**

**RESPONSE;** Again it is widely held that female leaders put a huge emphasis on relationship building and therefore would be accommodating in their approach. The responses to this statement is depicted in figure 5.31 below.

**Figure 5.31 My manager accommodate those who lag behind in their tasks and helps them perform.**



**Source: own construction**

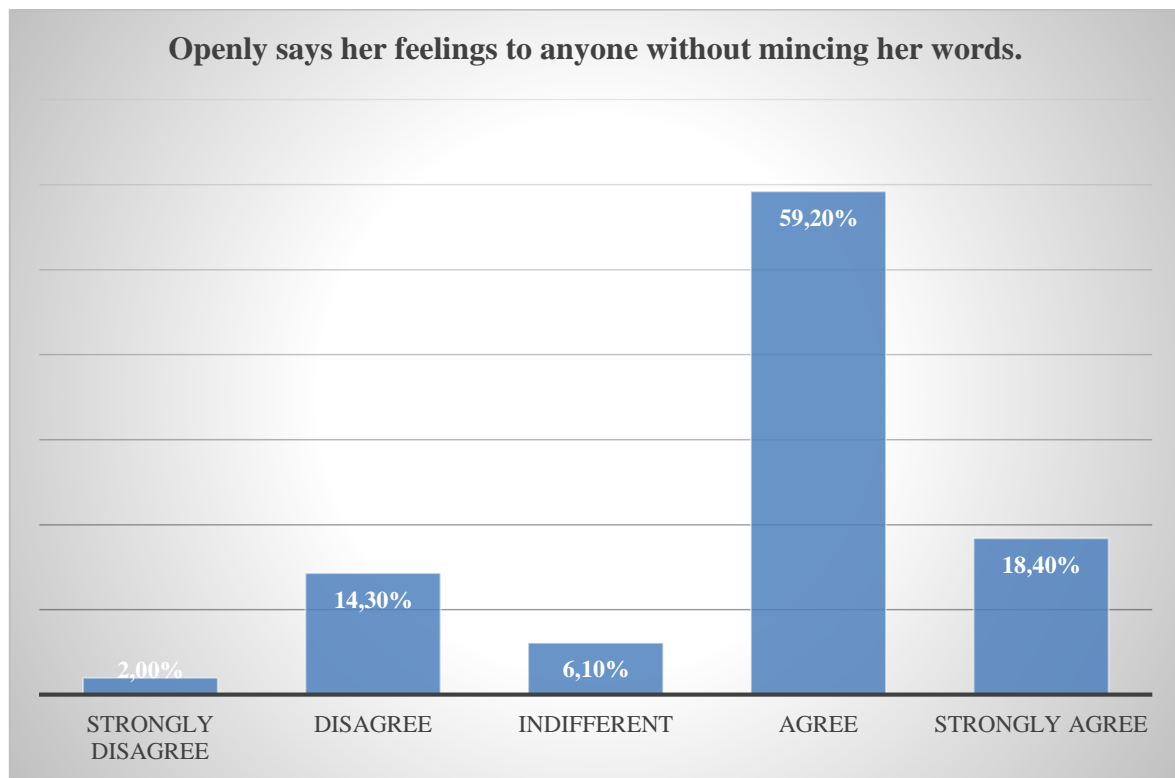
It is not surprising, seeing that this is considered a female leadership trait, that the overwhelming majority 75.5% (38.8% agree and 36.7% strongly agree) of the respondents agree or strongly agree that their managers are accommodating and facilitates task performance, compare to 20.4% (18.4% disagree and 2% strongly disagree) of the respondents who disagree or strongly disagree with this statement. 4.4% of the respondents were neutral.

The following sub-section with statements 26 to 30 deals with the assertiveness of the manager.

**STATEMENT 26. My manager openly says her feelings to anyone without mincing her words**

**RESPONSE;** Existing theory in literature suggests that assertiveness is a key trait for effective project leadership. Figure 5.32 below presents the responses of the participants in this study.

**Figure 5.32 my manager openly says her feelings to anyone without mincing her words.**



**Source: derived from the survey results**

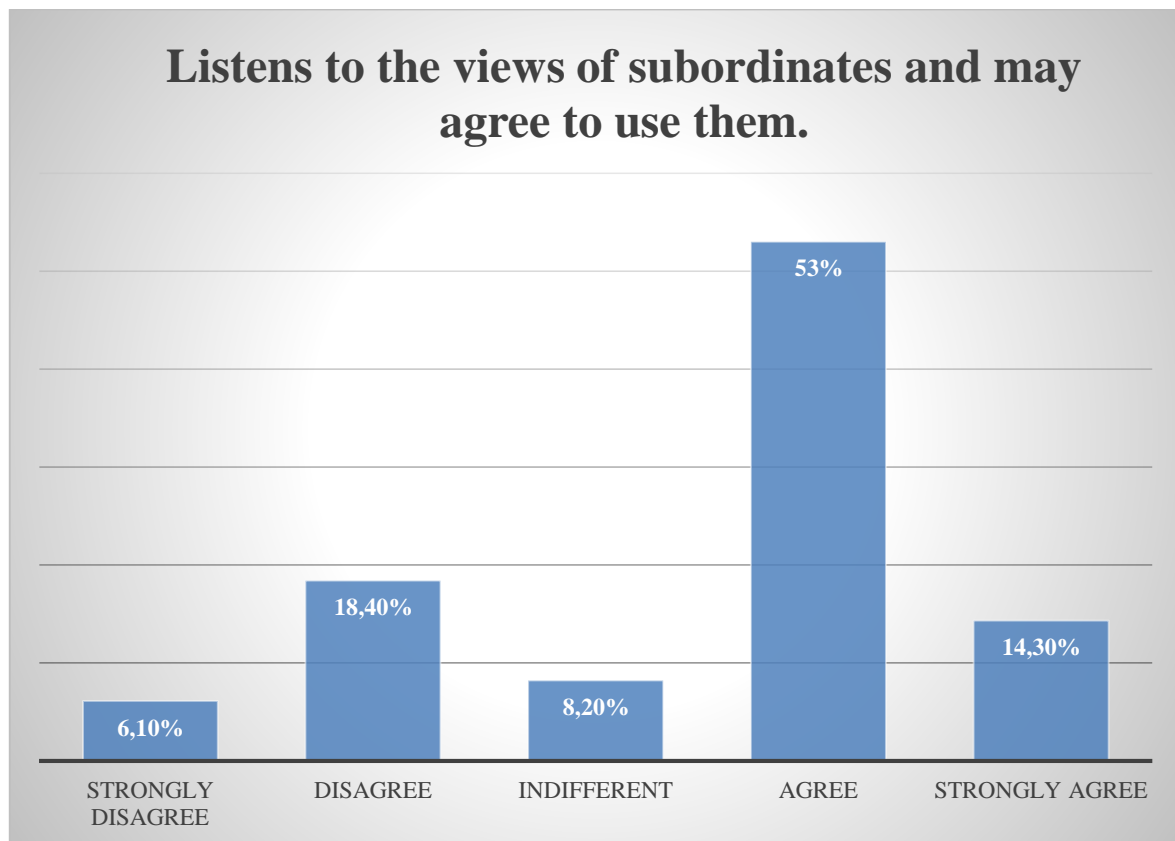
An overwhelming majority 77.6% (59.2% agree and 18.4% strongly agree) of the respondents agree or strongly agree with this statement, compare to 16.3% (14.3% disagree and 2% strongly disagree) of the respondents who disagree or strongly disagree with this statement. 6.1% of the respondents were neutral.



**STATEMENT 27. My manager listens to the views of subordinates and may agree to use them.**

**RESPONSE;** It is widely accepted that female leaders collaborate before deciding on which action to take. The responses to this statement are depicted in figure 5.33 below.

**Figure 5.33 My manager listens to the views of subordinates and may agree to use them.**



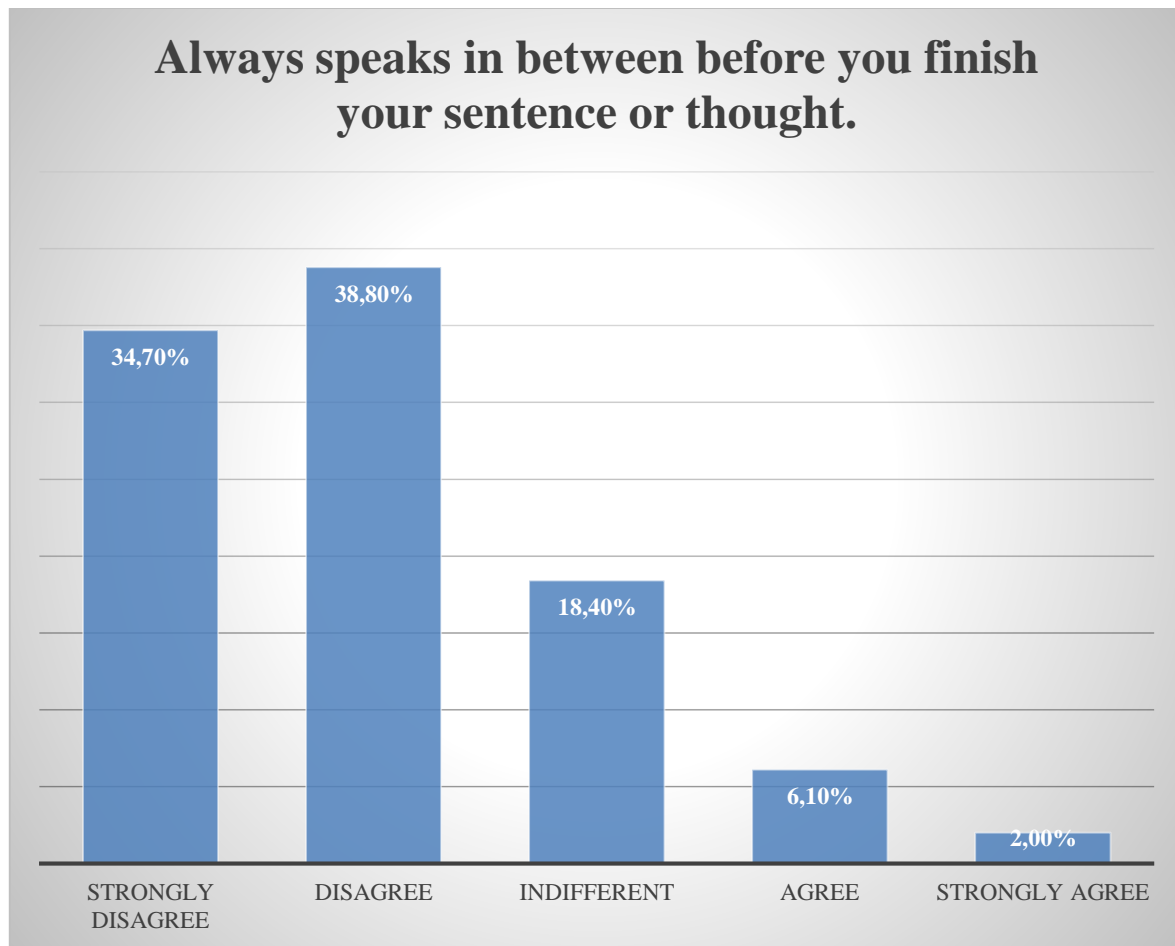
**Source: own construction**

67.3% (53% agree and 14.3% strongly agree) of the respondents agree or strongly agree with this statement, which is in agreement with existing literature that female leaders likes to consult and collaborate. 24.5% (18.4% disagree and 6.1% strongly disagree) of the respondents is in disagreement with this statement. 8.2% of the respondents are undecided.

**STATEMENT 28. My manager always speaks in between before you finish your sentence or thought.**

**RESPONSE;** the response to this statement is illustrated in figure 5.34 below.

**Figure 5.34 my manager always speaks in between before you finish your sentence or thought.**



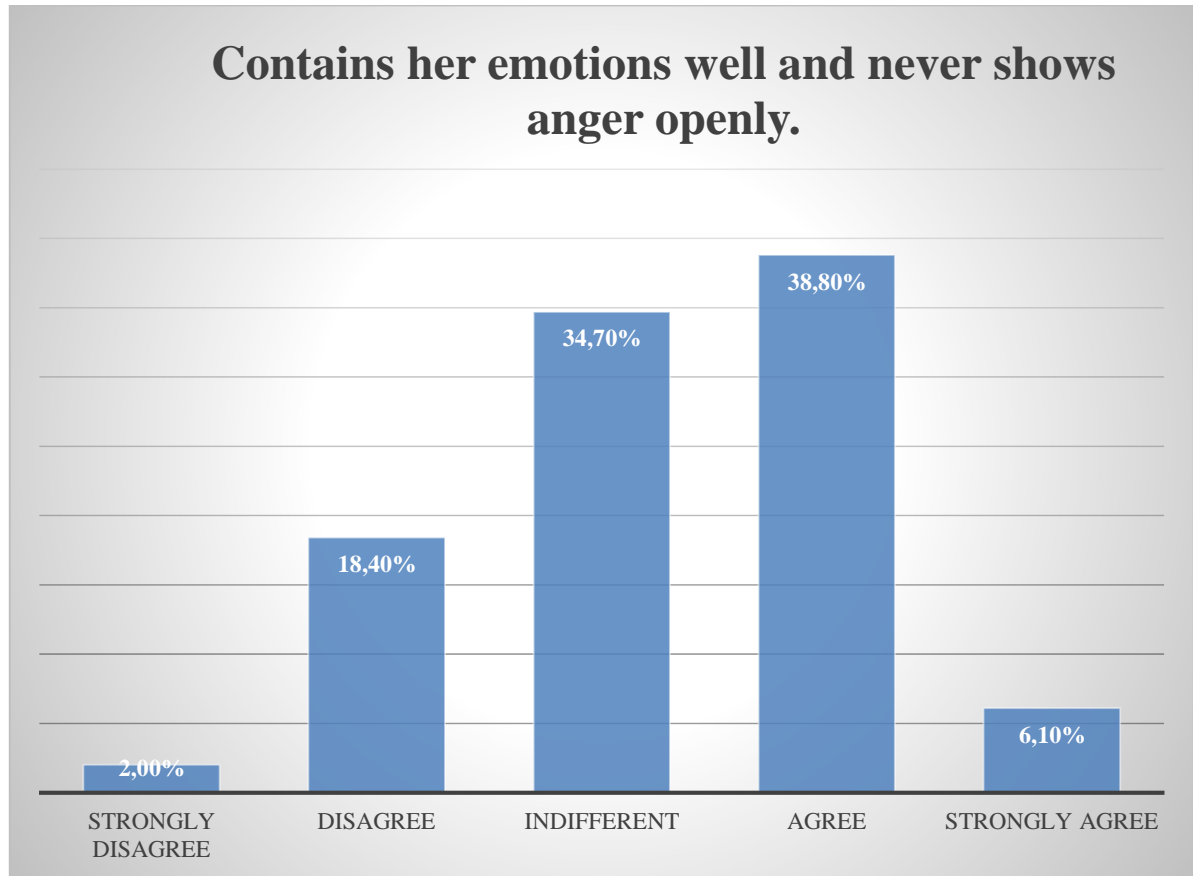
**Source: own construction**

73.5% (38.8% disagree and 34.7% strongly disagree) of the participants disagree or strongly disagree with this statement, compare to 8.1% (6.1% agree and 2% strongly agree) of the respondents who agree or strongly agree with this statement. 18.4% of the respondents were undecided.

**STATEMENT 29. My manager contains her emotions well and never shows anger openly.**

**RESPONSE;** existing literature claims that women leaders rank higher than men in emotional intelligence. Figure 5.35 below indicate the responses of the participants.

**Figure 5.35 My manager contains her emotions well and never shows anger openly.**



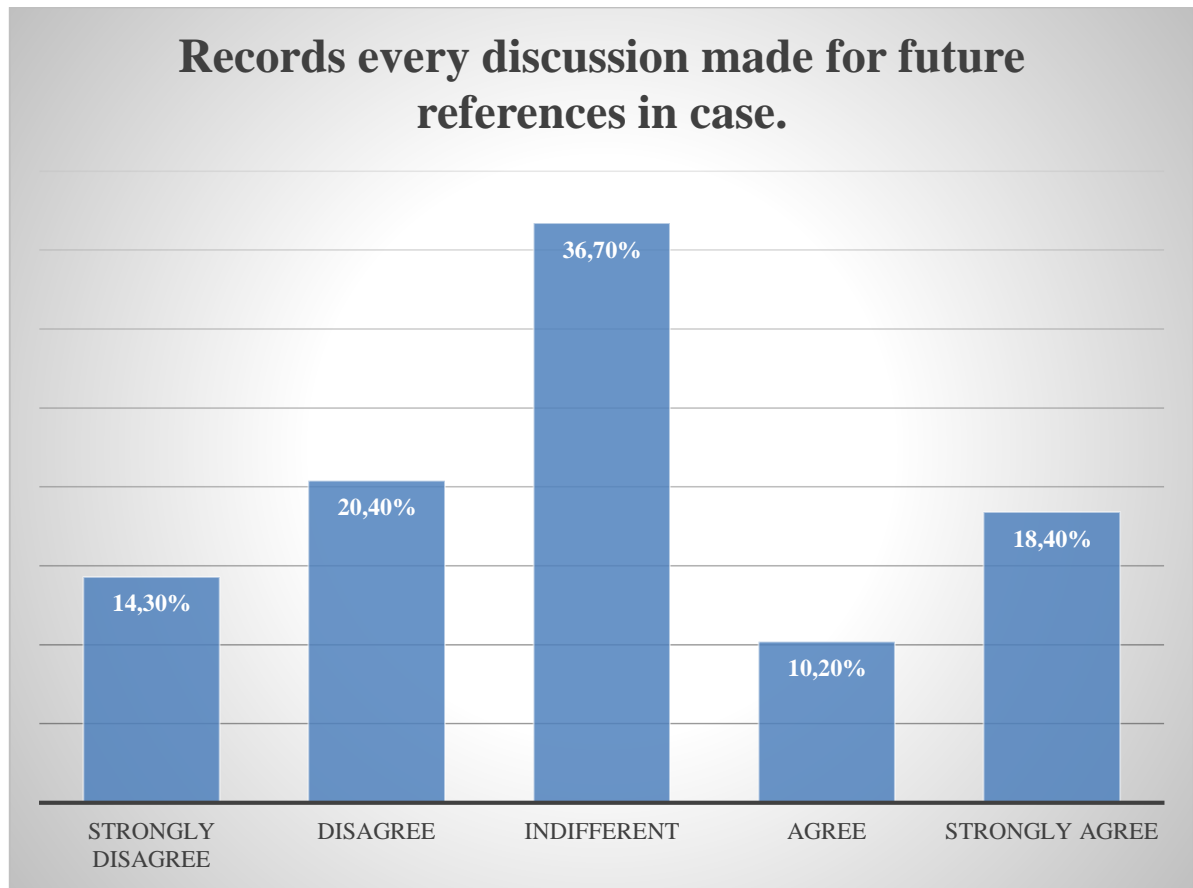
**Source: own construction**

44.9% (38.8% agree and 6.1% strongly agree) of the respondents agree or strongly agree with this statement, which is surprising, because women leaders is widely applauded for their emotional intelligence. 20.4% (18.4% disagree and 2% strongly disagree) of the respondents disagree or strongly disagree with this statement. 34.7% of the respondents were undecided.

**STATEMENT 30. My manager records every discussion made for future references in case.**

**RESPONSE;** Collaboration is a widely acclaimed female leadership attribute. The responses of the participants are presented in figure 5.36 below.

**Figure 5.36 my manager records every discussion made for future references in case.**



**Source: own construction**

The majority 36.7% of the respondents were undecided while 34.7% (20.4% disagree and 14.3% strongly disagree) of the respondents disagree or strongly disagree with this statement. 28.6% (10.2% agree and 18.4% strongly agree) of the participants agree or strongly agree with this statement.

## **SECTION C**

### **OPEN ENDED SECTION**

Section C gives the participants a chance to give an account of their managers in their own words and to add their experiences with the managers in order for the researcher to collect qualitative data and interpret it.

- 1. List any [most important] 5 things you like about the style of leadership/management portrayed by your manager that you think may be because she is a woman leader.**

**The ten most frequent things that came out of the responses to the questionnaires are:**

- Creativeness
- Decisiveness
- Accommodating
- Clear vision
- Caring
- Likes to consult
- Clear goals
- Hard working
- Likes to give ideas
- Accept others ideas

The responses from the participants encompass the majority of the characteristics of transformational and participative leadership styles as cited by existing research literature of which women leaders has been widely applauded for.

- 2. List any [most important] 5 things you DO NOT like about the style of leadership/management portrayed by your manager that you think may be because she is a woman leader.**

**The 5 most frequent things that came out of the responses to the questionnaires are:**

- Too much accommodating
- Demanding
- Gets upset or angry if things don't go her way
- Too much meetings
- Indecisive

Women managers are also notorious for having too much meetings and being over-accommodating and being indecisive to the point that it is annoying to their subordinates.

**3. Discuss below any issues arising from the survey you may want to inform the researcher about in relation to this subject study/topic.**

**Not everyone has answered this question, but some of the comments that came through in the responses were:**

- Staff should be given more projects to gain experience and discover new talent.
- Will be happy with more strong female leaders
- My manager like to micro-manage and can become overbearing

### **5.3. CONCLUSION**

In this chapter the results was analysed and discussed and presented in the form of tables and percentage graphs. The findings, conclusion and recommendations will be discussed in Chapter six.

## CHAPTER SIX: CONCLUSION AND RECOMMENDATION

### 6.1. INTRODUCTION

In this chapter the author discusses the findings relating to the research question of this research study, draws conclusions and suggests the recommendations and ends off with the limitations and further research.

**OVERVIEW OF THE STUDY – covered extensively in chapter 5 on page 73 and it is according to the accepted format.**

### 6.2 FINDINGS FROM THE LITERATURE

There is seeming disagreements between the researchers as to what characteristics of leadership constitutes the most ideal. Eagly (2008) postulates that the exclusion of women from leadership is a man-made-barrier deliberately implemented along gender lines. Jowah (2015) blames the failure of women in projects to women themselves. Further suggesting that there are no fixed universal personality traits that can make an individual an effective leader. Effective leadership is determined by the ability of a leader to read and understand followership to be effective. The research was therefore meant to try and identify the acceptability of these two theories that have been identified as effective personalities, found widely amongst women, and their impact in the leadership of projects.

### 6.3. FINDINGS FROM EMPIRICAL RESEARCH

To answer the research question posed by the author: “What are the leadership qualities that women exhibit when managing projects?” the following statements was posed to the respondents: **STATEMENT 1. My manager always asks for my ideas.**

**RESPONSE;** This statement sought to establish the style of leadership provided by the supervisor or manager (leader). This would be measured against the perception that women managers (leaders) value the inputs of her followers. It is not surprising that the overwhelming majority 87.8% (53.1% agree and 34.7% strongly agree), agree

or strongly agree with this statement, 4.1% is neutral on this statement and 6.1% disagree and 2% strongly disagree with this statement. It can therefore be generalized that woman leaders value the inputs of others. **STATEMENT 2. My manager does not take decisions without consulting.**

**RESPONSE;** this statement would be measured against the perception that women managers are more consultative and work with consensus. In keeping with existing theory the majority of respondents 63.3% in total agree or strongly agree with this statement (38.8% agree and 24.5% strongly agree), surprisingly 22.5% of the respondents are neutral on this statement and 14.2% disagree or strongly disagree (12.2% disagree and 2% strongly disagree) to this statement. It can therefore be generalized, that women leaders are consultative in nature and will most of the times consult before making decisions.

**STATEMENT 5. My manager uses consensus for any decisions she makes.**

**RESPONSE;** It is postulated that women managers (leaders) make decisions through consensus. It is not surprising that the majority 55.1% of the respondents agree or strongly agree (42.9% agree and 12.2% strongly agree) that their managers uses consensus to make decisions, where 14.3% are neutral, 24.5% disagree and 6.1% strongly disagree with this statement.

Based on the results in this sub-section it can be generalized that the women managers in the parks department generally uses a transformational leadership style which is in agreement with previous empirical research studies.

**STATEMENT 7. My manager is very empathetic about other people's feelings and pain.**

**RESPONSE;** Empathy is an important indicator of emotional intelligence. In keeping with existing theory in literature an overwhelming majority 95.9% of the respondents agree or strongly agree (57.1% agree and 38.8% strongly agree) to this statement, 4.1% of the respondents are undecided and 0% disagree or strongly disagree with this statement. Based on the results it can be generalised that women managers are



empathetic towards their subordinates feelings and pain. Emotional intelligence is an important trait for a leader to have to effectively lead a project team.

**STATEMENT 9. My manager takes time to explain any work that needs to be done properly.**

**RESPONSE;** Again it has been held as an empirical fact that women take the time to explain to their subordinates to provide clarity. This had always been associated with transformational and participative leadership for which women have been applauded. This was the expectation from the author on carrying out this research. In alignment to the views held by the majority of researchers on this subject. A resounding 79.6% (49% always and 30.6% strongly agree) state that the women give instructions to the subordinates in an effort to preempt any likely mistakes during operations. 10.2% of the respondents are undecided, 8.2% disagree and 2% strongly disagree with this statement. It can then be generalized that more women give clear instructions to subordinates to get the task done. Clear instructions is key for goal achievement in project management.

**STATEMENT 10. My manager never gets angry when you disagree with what she wants done.**

**RESPONSE;** It is widely held as an empirical fact that the control of one's emotions in any circumstances is also a strong indicator of emotional intelligence. An overwhelming majority 61.2% (36.7% agrees and 24.5% strongly agrees) believes that women managers are always in control of their emotions no matter what the situation. 18.4% are undecided, 14.3% disagrees and 6.1% strongly disagrees with this statement. Based on the results it can be generalized that the majority of the women managers in the parks department are in control of their emotions.

**STATEMENT 11. My manager likes the idea of people interacting with each other during working time.**

**RESPONSE;** According to research literature relationship building within teams are essential for effective project leadership. It is widely accepted that women managers are the forerunners for promoting relationship building within teams. 89.8% (53.1% agree and 36.7% strongly agree) of the participants is of the opinion that their managers promote interaction among team members in the work place, 10.2% of the respondents are undecided and 0% of the respondents disagree or strongly disagree with this statement.

**STATEMENT 14. My manager believes communication is key to creating friendship with employees.**

**RESPONSE;** It is an empirical fact that communication is part of the armory of transformational and participative leadership styles, which in turn is associated with women leaders. It is not surprising that the overwhelming majority 75.5% (57.1% agree and 18.4% strongly agree) of the respondents agree or strongly agree with this statement, 8.2% are undecided, 16.3% disagree and 0% of the respondents strongly disagree with this statement. It can be generalised that the majority of women managers in the parks department believes communication is key to forging relationships in the teams.

**STATEMENT 17. My manager believes in putting work structures in place to facilitate task delivery.**

**RESPONSE;** It is believed that women managers are task focused. An overwhelming majority 89.8% agree or strongly agree (53.1% agree and 36.7% strongly agree) with this statement, 10.2% are undecided and 0% disagree or strongly disagree with this statement.

In Section C, some open-ended questions were posed to the respondents to collect qualitative data. The following responses were received from the participants in this research study:

## 6.4 FINDINGS FROM INTERVIEWS

The open ended section asked or requested for certain information to be provided where the respondents aired their own perceptions. The research instrument gave an opportunity for open discussion for the respondents, they were free to identify any characteristics they found effective for leaders. The respondents submitted the following, as indicated in table 6.1 below. Each table is derived from the requests as listed in the following tables

**REQUEST; List any [most important] 5 things you like about the style of leadership/management portrayed by your manager that you think may be because she is a woman leader.**

The ten most frequent things that came out of the responses to the questionnaires are tabulated below.

**Table 6.1 Followers' expectations from an effective leader**

Creativeness	The leader should be able to create something useful or valuable.
Decisiveness	Followers expect effective leaders, to settle conflicts and matters conclusively
Accommodating	Leaders are expected to welcome ideas and solutions from all team members
Clear vision	A clear vision should be provided to the followers show that all can strive towards a common goal
Caring	The leader, should be caring and show empathy towards the followers.
Likes to consult	Followers expect from their leader to consult with them before making important decisions.
Clear goals	Goals should be communicated clearly to the followers.
Hard working	Followers expect their leaders to be hardworking and to lead by example.
Likes to give ideas	Followers expect their leader to share their ideas with the team.
Accept others ideas	The leader should be open to suggestions and ideas from the team.

**Source: own creation from research findings**

The responses from the participants encompassed the majority of the characteristics of transformational and participative leadership styles as cited by existing research literature of which women leaders has been widely applauded for.

## 6.5. CONCLUSION

The primary objective of this research study was to identify the aspects of women leadership styles that impact positively on performance in project management.

According to the findings an overwhelming majority 95.9% of the respondents agree or strongly agree (57.1% agree and 38.8% strongly agree) that their manager is very empathetic about other people's feelings and pain., 4.1% of the respondents are undecided and 0% disagree or strongly disagree with this statement. Based on the results it can be generalised that women managers are empathetic towards their subordinates feelings and pain. Empathy is an important indicator of emotional intelligence. Emotional intelligence is an important trait for a leader to have, to effectively lead a project team. The overwhelming majority 87.8% (53.1% agree and 34.7% strongly agree) of the respondents agree or strongly agree that their manager always ask for their ideas, 4.1% is neutral on this statement and 6.1% disagree and 2% strongly disagree with this statement. It can therefore be generalized that woman leaders value the inputs of others. Again it has been held as an empirical fact that women take the time to explain to their subordinates to provide clarity. This had always been associated with transformational and participative leadership for which women have been applauded. This was the expectation from the author on carrying out this research. In alignment to the views held by the majority of researchers on this subject. A resounding 79.6% (49% always and 30.6% strongly agree) of the respondents stated that the women give instructions to the subordinates in an effort to pre-empt any likely mistakes during operations. 10.2% of the respondents are undecided, 8.2% disagree and 2% strongly disagree with this statement. It can then be generalized that more women give clear instructions to subordinates to get the task done. Clear instructions is key for goal achievement in project management. According to research literature relationship building within teams are essential for effective project leadership. It is widely accepted that women managers are the forerunners for promoting relationship building within teams. 89.8% (53.1% agree and 36.7% strongly agree) of the

participants is of the opinion that their managers promote interaction among team members in the work place, 10.2% of the respondents are undecided and 0% of the respondents disagree or strongly disagree with this statement.

When the participants in this research study were asked to name five things that you like about your manager, the ten most important things that were highlighted is depicted in table 6.2 below;

**Table 6.2 Characteristics of the women managers**

Creativeness	Decisiveness
Accommodating	Clear vision
Caring	Likes to consult
Clear goals	Hard working
Likes to give ideas	Accept others ideas

**Source: Own construction**

The responses from the participants encompassed the majority of the characteristics of transformational and participative leadership styles as cited by existing research literature of which women leaders has been widely applauded for.

Therefore, to answer the research question that the author posed in the research proposal: “What are the leadership qualities that women exhibit when managing projects?” it can be concluded that the female managers in the parks department of the City of Cape Town Municipality display typical transformational and participative leadership styles that women leaders are applauded for in existing theory in research literature. They also display a higher percentage of the leadership characteristics needed to effectively manage projects, as indicated in existing theory in literature, as per the perceptions of their sub-ordinates.

## **6.6. RECOMMENDATIONS**

Informed by the findings in this research study of the City Parks department, the researcher recommends that, to remove the barriers to the advancement of women into leadership positions and to breakdown the stereotyping that women faces in the workplace, the author makes the following recommendations to the City Parks department:

- Gender should be removed from the requirements when vacancies are advertised for project manager positions within the City parks department in the City of Cape Town.
- Training and mentoring programs should be put in place to develop male and females who has aspirations to advance into leadership positions in project management.
- Gender forums, which will include males and females (to prevent bias towards one gender over the other), should be established within the City Parks department, where gender issues could be discussed and challenges experienced by either gender, to advance into leadership positions, could be identified.

## **6.7. LIMITATIONS**

This study is confined to the project managers in the City Parks department, which is a department within the City of Cape Town.

The results and findings can be generalized for the City Parks department, but not for the City of Cape Town as a whole.

## **6.8. FURTHER RESEARCH**

Further research need to be conducted throughout the City of Cape Town to get a general idea of the leadership characteristics of women in the City of Cape Town.

Although intensive research has been done on the different leadership qualities displayed by male and female leaders, it still seems that male and female leaders display atypical leadership qualities, inherent of their respective gender, as the situation dictates, therefore warranting further research on the subject.

## REFERENCES

- Adair, J. 2004. The John Adair handbook of management and leadership. Thorogood, London. 2004:123
- Afolabi, O.A. 2013. Stereotypes against women: How do subordinates perceive the job performance and level of achievement of their leaders? *Gender & Behaviour* 2013, 11 (2)
- Akingbade, R.E. 2010. Between a rock and a hard place: Backlash towards agentic women aspiring to high ranking jobs in Nigeria. *Gender & Behaviour*, 8(2), 2010:3273.
- Akuoko, K.O., 2011. Supervisory style and worker's behavior in selected organizations in the Ashanti Region of Ghana. *International Journal of Arts & Science*, 4(22), 2011.
- Algahtani, A., 2014. Are Leadership and Management Different? A Review. *Journal of Management Policies and Practices*. American Research Institute for Policy development. Vol. 2(3), 2014: 71-82.
- Al Maaitah, R., Oweis, A., Olimat, H., Altarawneh, I. & Al Maaitah, H. 2012. Barriers hindering Jordanian women's advancement to higher political and leadership
- Anantatmula, V., S., 2010. Project leadership role in improving project performance. *Engineering management journal*, Vol. 22, No. 1, 13-22.
- Andibo, A. E. 2012a. Gender Disparities in Leadership: Societal Perceptions, Women's Capabilities and UASU'S Stand. *Scholarlink Research Institute Journals*, 3(3): 2012:280-285. Nairobi, Kenya.
- Andibo, A.E. 2012b. Obstacles women face in participating effectively in trade union membership and leadership. *Journal of emerging trends in educational research and policy studies*, 3(3). *Scholarlink Research Institute Journal*, 2012:322.
- Arinola, A.A., & Oyewusi, F.O. 2009. Gender influence on managerial efficiency of academic librarians in Nigeria. *Gender & Behaviour*, 2009:2313.



Avolio, B. J., 2007. Promoting More Integrative Strategies for Leadership Theory-building." 62.1 25-33". *American Psychologist*. 62(1) 2007: 25-33

Aycan, Z. 2004 Key success factors for women in management in Turkey. *Applied Psychology: An international Review*, 2004, 53 (3).

Aydin, O. T., 2012. The Impact of Theory X, Theory Y and Theory Z on Research Performance: An Empirical Study from a Turkish University. *International Journal of Advances in Management and Economics*. 2012: 25.

Azuka, E.B. 2009. Ethics of leaders and the integrity question among leaders. *Life Psychology 1A. An international journal*. (V) 17. No.1 2009

Babcock-Roberson, M.E., & Strickland, O.J. 2010. The relationship between charismatic leadership. Work engagement and organizational citizenship behaviours. *The journal of psychology*, 2010, 144(3). Taylor & Francis Group, LLC, 2010:313-326.

Baker, S. D. (2007). Followership: The theoretical foundation of a contemporary construct. *Journal of Leadership & Organizational Studies*, 14, 50-60.

Barbuto Jr., J.E. 2005, Motivation and transactional, charismatic and transformational leadership: Test of antecedents. *Journal of leadership and organizational studies*, 11(4), 2005.

Barriteau, V.E., 2003. Constructing a conceptual framework for developing women's transformational leadership in the Carribean. *Social and Economic Studies*, 52(4). *ProQuest Social Science Journals*, 2003:17.

Barry, M.L., & Uys, L. 2011. An investigation into the status of project management in South Africa. *South African journal of industrial engineering*. 22(1):29-44.

Birley, G., & Moreland, N. 1998. A practical guide to academic research. *Kogan Page Limited*, London, UK, 1998:58-61.

Blaxter, L., Hughes, C., and Tight, M., 1996. How to research. *Open University Press*, Buckingham, Philadelphia, USA, 1996:60-61.

Bonsnelli, D., F. 2005 Leveraging the human factors for successful project outcomes. *Journal of Contemporary Management*, 2.

Bosack, J., & Sczesny, S. 2008. Am I the right candidate? Self-ascribed fit of women and men to a leadership position. *Sex roles* (2008) 58:682-688. *Springer Science and Business Media*, LLC, 2007:686.

Bricknell, Fraser, Goldman, Kara, Labuschagne, Maree, Maritz, McGregor, & Radford, 2011. Project Management in Perspective. *Oxford University Press Southern Africa*: South Africa.

Brynard, D.J., Hanekom, S.X., & Brynard, P.A. 2014. Introduction to research. Third Edition. *Van Schaik Publishers*, Hatfield, Pretoria, South Africa, 2014:38-39.

Burke, R., & Barron, S., 2007. Project Management Leadership: Building creative teams. Project Management Series. Burke Publishing 2007, page 28.

Chaleff, I., 2009. The Courageous Follower: Standing Up to and For Our Leaders. Third Edition, Berrett-Koehler Publishers, 2009:6.

Chiloane-Tsoka, G.E. 2010. Perceptions of barriers to the advancement of women in management and leadership positions in South Africa. *Gender & behavior*, 8(2), 2010:2988.

Clayborne, H., L. 2006. Leadership experiences of African American women who are mid-level student affairs administrators. Iowa State University Retrospective theses and Dissertations. Iowa, 2006.

Collins Cobuild, 1996. Learner's Dictionary. *Harper Collins Publishers*: London.

Crawford, V., Hofmeyr, K., & Price, G. 2015. The relationship between personality and the capacity to think strategically. *South African journal of labour relations*: 39(1), 2015.

- Crites, S.N, Dickson, K.E., and Lorenz, A., 2015. Nurturing gender stereotypes in the face of experience: A Study of Leader Gender, Leadership Style and Satisfaction. *Journal of Organizational Culture, Communications and Conflict*. 19(1), 2015:5.
- Davidson, M.J., and Cooper, C.L., 1992. Shattering the glass ceiling: *The woman manager*. Paul Chapman Publishing. 1992:110.
- Davis, L.E., Galinsky, M.J., & Schopler, J.H. 1995. RAP: A framework for leadership of multiracial groups. *ProQuest Social Science Journals*. Social work, 1995. 40(2).
- DeChurch, L.A., Hiller, N.J., Murase, T., Doty, D. and Salas, E., 2010. Leadership across levels: Levels of leaders and their level of impact. *The leadership quarterly*. Elsevier, 21(6), 2010:4.
- Dhar, R.L. 2008. Leadership in the management institutes: An exploration of the experiences of women directors. *The Indo-Pacific Journal of Phenomenology*, 8(2), 2008:7.
- Downey, L. A., Papageorgiou, V. & Stough, C. 2005. Examining the relationship between leadership, emotional intelligence and intuition in senior female managers. Organizational Psychology Research Unit, *Swinburne University of Technology* Hawthorn, Australia. 2005:258
- Duncan, W., R., 1996. A guide to the project Management Body of Knowledge- PMI Standards Committee. Project Management Institute. Four Campus Boulevard, Newtown Square, USA. 1996 Edition, page 4.
- Du Plessis, Y., & Barhuzen, N. 2015. Exploring the career path barriers of women professional engineers in a South African context. *South African Journal of Labour Relations*. 39(1), 2015.
- Du Randt, F.J., Van Waveren, C.C., & Chan, K.Y. 2014. An empirical study on the critical success factors of small to medium-sized projects in a South African mining company. *South African Journal of Industrial Engineering*. 25 (22), 2014:13-28.
- Eagly, A. H., & Carli, L.L. 2008, Women and the Labyrinth of leadership – *Harvard Business Review Harvard Business Publishing*, USA. 2008:3-4.

Effelsberg, D., Solga, M., & Gurt, J. 2013. Transformational leadership and followers. Unethical behavior for the benefit of the company: A two-study investigation. *Journal for business ethics*, 2014.

Fiedler, F. E., 1967. *A theory of leadership effectiveness*. New York: McGraw-Hill and Mahar, L.

Freeman, E.F., & Stewart, L. 2006. Business Roundtable Institute for Corporate Ethics Developing Ethical Leadership. 2006:2-5.

French, J.R.P., Jr., & Raven, B., 1959. The Bases of Social Power: Studies in Social Power. Institute for Social Research, University of Michigan, USA, 1959: 150-167.

Garcia-Retamero, R., & Lopez-Zafra, E. 2006. Prejudice against women in male congenial environment: Perceptions of gender role congruity in leadership. *Sex roles* (2006) 55. *Springer Science and Business Media, Inc.* 2006:59.

Gewanlal, C. & Bekker, M. 2015. Project management attributes influencing project success in the South African Construction industry. 2015

Goddard, W., & Melville, S. 2001. *Research methodology: An introduction*. 2<sup>nd</sup> ed. Juta & Co. LTD. Lansdowne, Cape Town, South Africa, 2001:46.

Goleman, D., & Boyatzis, R. 2008, Social Intelligence and the Biology of leadership *Harvard Business Review USA*. 4

Green, A.E., Miller, E.A., & Aarons, G.A. 2011. Transformational leadership moderates the relationship between emotional exhaustion and turnover intention among community mental health providers. *Community mental health journal*, 2013:373-379.

Greyling, S.C.M., & Steyn, G.M. 2015. The challenges facing women aspiring for school leadership positions in South African primary schools. *Gender & Behaviour*, 13(1). Ife Centre for Psychological Studies/Services, Ile-Ife, Nigeria, 2015:6613.

Hayward, B., A, Amos, T., L. & Baxter, J. 2008. Employee performance, leadership style and emotional intelligence: *An exploratory study in a South African Parastatal*. 24

Heliman, M., E, Wallen, A. S., Fuchs, D, & Tamkins, M.M, 2004. Penalties for Success: Reactions to women who succeed a male gender-typed tasks – *Journal of Applied psychology*, 89(3). 2004: 416.

Herbst, T.H.H., & Conradie, P.D.P., 2011. Leadership effectiveness in Higher education- Managerial sel-perceptions versus perceptions of others. *SA journal of industrial psychology/SA tydskrif vir bedryfsielkunde*, 37(1), Article no.867, 2011:14.

Ho, S.S.M., Li, A.Y., Tam, K., & Zhang, F., 2015. CEO gender ethical leadership and accounting conservatism. *Journal Business Ethics* (2015) 127:351-370.

Hodgkinson, J., 2009 Leadership styles for the Program and Project Managers.

[https://en.wikipedia.org/wiki/likert\\_scale](https://en.wikipedia.org/wiki/likert_scale). 09h37, 24 November 2017.

Illesanmi, O.O., 2011. Workplace mentoring: Learning and developmental approaches.

Isaac, C.A., Kaatz, A., & Carnes, M., 2012. Deconstructing the glass-ceiling. *Sociology mind*, 2(101). *Scientific research*, 2012:80-86.

Jackson, D., Engstrom, E., & Emmers-Somner, T., 2007. Think leader think male and female: Sex vs seating arrangements as leadership cues. *Sex roles* (2007) 57:720.

Johnson, Z., & Mathur-Helm, B., 2011 – Experiences with Queen Bee: A South African study exploring the reluctance of women executives to promote other women in the workplace. *South African Journal of Business Management*, 42 (4), 2011:51-54.

Jones, G., R., & George, J., M., 2009. *Contemporary Management*. 6th ed. Boston: McGraw-Hill. 2009, page 497.

Jawah, L., E., 2013. Followership: The Forgotten Kingmaker for Effective Leadership. Cape Peninsula University of Technology: Cape Town.708-719.

Jawah, L., E., 2013. Followership: The forgotten kingmaker for effective leadership. *Journal of US-China Public Administration*, 10(7), 2013:714.

Jawah, L., E., 2014. Manager's Perception of what constitutes good management which should enhance productivity in Institutions of Higher Learning. *European Journal of Business and Innovation Research*. Vol. 3(5) 2015: 50.

Jawah, L., E., & Laphi, L., 2015. Project Leadership Competencies: The Case of Project Leadership in Construction Projects. *World Journal of Industrial Engineering and Management research*, 2(1), 2015, page 3.

Jawah, L., E., 2016. The impact of leadership styles on effective project execution. *Sky Journal of Business Administration and Management*, 4(3), 2016:16.

Kahya, C., & Pabuçcu, H., 2015. Evaluating leadership styles within the scope of Rensis's Likert system-4-model, by using Fuzzy AHP Approach. *HB International Refereed Academic Social Sciences Journal*, 2015, Issue:17, 6(8).

Kanjere, M.M., Thaba, K.L., & Teffo, L.J., 2011. Stereotypes against woman principals in rural communities: An individual or cultural issue? A synthesis into indigenous knowledge systems. *Indilinga African Journal of Indigenous Knowledge Systems*, 10(2), 2011:253.

Kelly, R. E., 1988. In praise of followers. *Harvard Business Review*, 66, 142-148.

Kerr, S., Schriesheim, C., Murphy, C., Stogdill, R., 1974. "Toward a Contingency Theory of Leadership Based upon the Consideration and Initiating Structure Literature."12.1 : 62-82.". *Organizational Behavior and Human Performance*. 12(1), 1974: 62-82.

Kezar, A., & Lester, J., 2010. Breaking the barriers of essentialism in leadership research: positionality as a promising approach. *Feminist formations*, 22(1), 2010.

Kim, H., 2009. Transformational and transactional leadership of athletic directors and their impact on organizational outcomes perceived by head coaches at NCAA Division ii Intercollegiate Institution. *The Ohio State University. ProQuest. 2009.*

Kottke, J.L., & Agars, M.D., 2005. Understanding the processes that facilitate and hinder efforts to advance women in organizations. *Career Development International*, 10(3). *ProQuest Educational Journals*, 2005:198.

Kumar, R., 1999. *Research Methodology: A Step-By-Step Guide for Beginners*, SAGE Publications Ltd, 6 Bonhill Street, London.

Larson, E. W., & Gray, C. F., 2013, *Project Management: The Managerial Process* McGraw-Hill Custom Publishing, UK. 2013.

Lawless, J.L., 2004. Women, war and winning elections: gender stereotyping in Post-September 11<sup>th</sup> Era. *Political research quarterly*, 57(3). *ProQuest Social Science Journals*. 2004:479-490.

López-Zafra, E., Garcia-Retamero, R. & Landa, J.M.A., 2008. The role of transformational leadership, emotional intelligence, group cohesiveness on leadership emergence. *Journal of leadership studies*. 2 (3). University of Phoenix USA. 2008

Lucas, J.W., 2003. Status processes and the institutionalization of women as leaders. *American Sociological Review*, 68(3). ProQuest, 2003:464.

Lunenburg, F., C., 2012. Power and Leadership: An Influence Process. *International journal of Management, Business and Administration*. 15(1). Sam Houston State University, USA. 2012 page 7.

- Maak, J., & Pless, N.M., 2006. Responsible leadership in a stakeholder society: A relational perspective. *Journal of business ethics*. Springer. 2006.
- MacDonald, R., 2005 The entrepreneur and the Project Manager: Mutual Skills Defined. *Journal of Contemporary Management*, 2. 2005: 180-185
- Mafini, C., 2015. Investigating antecedent factors to job performance: Contemporary evidence from government supply management professionals. *Axta Commercii*: 15(1), Article no. 287, 2015:11.
- Malie, S., 2011. Challenges faced by executive women in financial services companies and their coping mechanisms. UCT Graduate School of Business, University of Cape Town, SA. 2011:84.
- Maphosa, B., 2010. The challenges facing women in the water sector profession. *Africanus*, 40(2). Unisa Press. 2010:41
- Marazan, K., Sabourin, A., & Simard-Chicago, C., 2013. A community-based leadership development program for first nations women: Revaluing and Honouring women's strengths. *The International indigenous policy journal*, (Italics) 4(2). 2013.
- Maseko, B.M., & Proches, C.N.G., 2013. Leadership styles deployed by women project managers. *Gender & Behaviour*, 11(2). Ife Centre for Psychological Studies/Services, Ile-Ife, Nigeria, 2013:5663-5672.
- McCarty, C., Hukai, K. & Hukai, D., 2005. Building diversity in the pipeline to corporate leadership. *The Journal of Management Development*, (2005) 24;1/2. ProQuest Educational Journals, 2005:155.
- McGregor, D., 1960. *The Human Side of Enterprise*, New York, McGrawHill. 1960:7.
- McPheat, S., 2010. Leadership skills. MTD Training & Ventus Publishing Aps. UK: 10.
- Metcalf, B.D., 2008:97. Women, management and globalization in the Middle East. *Journal of Business Ethics*, Springer. (2008) 83:85-100.



Mogale, L., & Sutherland, M., 2010. Managing virtual teams in multinational companies. *South African journal of labour relations*: 34(2) 2010.

Monzani, L., Bark, A.S.S.H., Van Dick, R., & Peiró, J.M., 2015:749. The synergistic effect of prototypicality and authenticity in the relation between leaders' biological gender and their organization identification. *Journal of Business Ethics* (2015) 132:737-752.

Mouton, J., 2001. *How to succeed in your master's and doctoral studies. A South African guide and resource book*. Van Schaik Publishers, Pretoria, South Africa, 2001:56-57.

Mugweni, R.M., 2014. Female lecturers' promotion to elevated management positions: Emerging trends in higher education institutes. *Journal of Emerging Trends in Educational Research and Policy Studies*, 5(8). Scholarlink Research Institute Journals, 2014:176.

Munirat, Y.O., & Nzelibe, G.C., 2012. Transformational leadership for excellent result: Challenges for women in management and executive positions in Nigeria. *Journal of Economics and International Finance*, 4(3), 2012.

Ndinda, C., & Okeke-Uzodike, U., 2012. Present but absent. Women in business leadership in South Africa. *Journal of International Women's International Studies*, 13(1), 2012.

Ndubueze, K.I., & Akanni, A.A., 2015. Leadership style and organizational citizen behaviour among employees of private companies in Abia State, Nigeria. *Department of Psychology*, Obafeni, Awolowo University, Ile-Ife, Nigeria. 2015:143.

Newman, M.A., Guy, M.E., & Mastracci, S.H., 2009. Beyond cognition: Affective leadership and emotional labour. *Public Administrative Review*. 69(1). *Proquest social science journals*. 2009.

Ngah, H.C., Musa, M.F., Rosli, Z.N., Bakri, M.N.M., Zani, A.M., Ariffin, A., & Nair, G.K.S., 2013. Leadership styles of general managers and Job satisfaction: Antecedent of middle managers in 5-star hotels in Kuala Lumpur, Malasia. *Asian Social Science*, 9(15), 2013.

Nguyen, T.L.H., 2013. Barriers to and facilitators of female Dean's career advancement in higher education: an exploratory study in Vietnam high education (2013) 66:123-138.

Nieman, G., & Bennett, A., 2008. Business Management. 2nd ed. Van Schaik Publishers, Pretoria, South Africa, 2008:100.

Niemeier, D.A., & González, C., 2004. Breaking into the guildmasters' club: What we know about women science and engineering Department Chairs at AAU universities. *NWSA Journal*, 16(1). *ProQuest Social Science Journal*, 2004:163.

Oakley, J.G., 2002. Gender based barriers to senior management positions: Understanding the society of female CEO's. *Journal of Business Ethics*, 27(4). ProQuest Social Science Journals. 2002.

Odetunde, O.J., 2013. Influence of transformational and transactional leaderships and leaders sex on organizational conflict management behavior. *Gender & Behaviour*, 11(1). Ife Center for Psychological Studies/Services, Ile-Ife, Nigeria.

Okorie, V., Emuze, F., Smallwood, J. & Van Wyk, J. 2014. A qualitative review of the health and safety leadership roles of managers in South African construction. *Journal of construction project management and innovation*. 4(2): 950-965. Centre of construction management and leadership development. 2014:962.

Olowu, A.A., 2011. Can mentoring qualities be measured. *Department of Psychology*, Obafemi Awolowo University, Ile-Ife, Nigeria. 2011.

Omisore, B.O., & Nweke, A.N., 2014. The influence of power and politics in organizations (Part 1). *International Journal of Academic Research in Business and Social Science*. Vol. 4(7), 2014:166.

Oshagbemi, T. & Ocholi, S.A., 2013. Influences on leadership behavior: Abonimial logit model. *International journal of social economics*. (40). Emerald group publishing limited, 2013:102-115.

Ottu, I.F.A, & Nkenchor, C. T., 2010 – Gender and leadership style as socio-demographic indicators of job satisfaction in Akwa IBOM state civil service. *Gender & Behaviour*, 8(2), 2010.

Parris, D.L., & Peachey, J.W., 2012. A systematic literature review of servant leadership theory in organizational contexts. *Journal of Business Ethics*, 2013:377.

Payette, D.L., & Libertella, A.F., 2011. Nascent leadership behaviours. *American journal of business education*. 4(6). ProQuest Education Journals, 2011.

Penceliah, Y., 2011. Leadership in a multicultural organizational context- Some perspectives. *Africanus*, 41(2), 2011:46-59. Unisa Press, South Africa.

PMBOK, 2004. A guide to the Project Management Body of Knowledge. PMBOK Third Edition, 2004, Page 12.

Resick, C.J., Martin, G.S., Keating, M.A., Dickson, M.W., Kwan, H.K. & Peng, C. 2011. What ethical leadership means to me: Asian, American and European perspectives. *Journal of business ethics*. Springer. 2011:435-457.

Riedle, D., 2015. Transformational vs. transactional leaders: How different leadership behaviours and communication styles affect levels of employee motivation in the financial industry. Graduate school. Southern Illinois University Edwardsville. ProQuest Publishing, USA. 2015.

Robyn, A. & Du Preez, R. 2013. Intention to quit amongst Generation Y academics in higher education. *South African journal of industrial psychology/SA tydskrif vir bedryfsielkunde*, 39(1), Article no.1106, 2013:14.

Ryan, M.K., & Haslam, S.A., 2005. The glass cliff: Evidence that women are over-represented in precarious leadership positions. *British Journal of Management*, 16, 2005:86.

Sachs, J., & Blackmore, J., 1998. You never show you can't cope: Women in school leadership roles managing their emotions. *Gender & Education*, 10(3), 1998:279.

Sager, K. (2008). "An exploratory study of the relationships between Theory X/Y assumptions and superior communication style". *Management Communication Quarterly*: 288–312.

Samineni, S., & Reddy, K., 2013. Leadership competencies analysis: A study with reference to women managers in Software Industry. *IOSR Journal of Business and Management (IOSR-JBM)* 14(4) (Nov-Dec. 2013) Page 81.

Schuh, S.C., Bark, A.S.H., Van QuaQuefeke, N., Hossiep, R., Frieg, P., & Van Dick, R., 2013. Gender differences in leadership role occupancy: Mediating role of power motivation. *Journal of Business Ethics* (2014) 120: 363-379.

Sczesny, S., Bosack, J., Neff, D., & Schyns, B., 2004. Gender stereotypes and the attribution of leadership traits: A cross cultural comparison. 2004.

Somonye, K.G., 2016:573. The Effects of Power and Politics in Modern Organizations and its Impact on Workers' Productivity. *International Journal of Academic Research in Business and Social Sciences*. Vol. 6(11) 2016:573.

Sperandio, J. & Kagoda, A.M., 2010. Women teachers' aspirations to school leaders in Uganda. *International journal of Educational management*, 24(1). Emerald Group Publishing Limited. 2010:22-23.

Spinelli, R.J., 2006. The applicability of Bass's Model of transformational, transactional and laissez-faire leadership in the hospital administrative environment. *Hospital topics*, ProQuest, 84(2), 2006:17.

Steward, J.M., 2009. Common characteristics of women leaders in higher education administration. Department of Planning, Public Policy and Management, Graduate School of the University of Oregon, USA. Jessi Mica Steward, 2009:103.

Steyn, G.M., & Parsaloi, M.W., 2014. Moving towards gender equality: the case of female head teachers in Kenya. *Gender & Behaviour*, 12(1). Ife Centre for Psychological Studies/Services, Ile-Ife, Nigeria. 2014:5983.

Steyn, R., & Jackson, L., 2014. Gender-based discrimination during appointments, promotions and remuneration: Views of South African managers. *South African Journal of Labour Relations*, 38(2), 2014:48.

Summers, D. C. S., 2009. Quality Management: Creating and sustaining Organizational Effectiveness – Pearson Prentice Hall, New Jersey. 2009.

Taylor, R.G., & Lynham, S.A., 2013. Systemic leadership for socio-political stewardship. *South African Journal of Business Management*, 44(1), 2013.

Tetteh-Opai, A.A., & Omoregie, P.O., 2015. Influence of transactional leadership style on administrative effectiveness in sports organizations in Ghana. Ife *Psychologia*, 23(2). Ife Centre for Psychological Studies/Services, Ile-Ife, Nigeria, 2015:64-70.

Trottier, T., Van Wart, M., & Wang, X., 2008. Examining the nature and significance of leadership in Government organizations. *ProQuest Social Science Journals. Public Administration Review*. 68(2), 2008.

Tshivhase-Phendla, T., 2011. The paradox of Luselo-Luthanga Metaphors: African women defining leadership for social justice. *Journal of educational studies*. Special issue. Social Justice, 2011:79.

Tsoka, G., C., 2010. Perceptions of Barriers to the Advancement Of Women In Management And Leadership Positions In South Africa. *Gender & Behaviour*, 8(2), 2010: South Africa.2979.

Valencia, V., V., 2007. A project manager's personal attributes as predictors for success. Department of the Air Force, Air University. Air Force Institute of Technology. Wright Patterson Air Force Base, Ohio, USA.

Van Rooyen, E.J, & Whittle, C., 2011 Talent Manager as a key imperative for leadership development Department of Public Management, Tshwane University of Technology, Pretoria. 2011.

Voegtlin, C., Patzer, M. & Scherer, A.G., 2012. Responsible leadership in Global business: A new approach to leadership and its multi-level outcomes. *Journal of Business Ethics* (2012) 105: 1-16. Springer Science & Business Media, B.V. 2011.

Wahat, N.W.A., Krauss, S.E. & Othman, J., 2013. Leadership development through workplace learning in Malaysian organizations. *Asian Social Science*, 9(5). Canadian Center of Science and Education. 2013.

Wallgren, L. G., 2013. "Theory Y embedded in Theory X: The limited role of autonomy in decreasing perceived stress among IT consultants". *International Journal of Human Capital and Information Technology Professionals*: 1–17.

White, K., Riordan, S., Özkanli, Ö., & Neale, J., 2010. Cross cultural perspectives of gender and management in universities. *South African Journal of Higher Education*, 24(4). Unisa Press. 2010:656

Winston, B., E., & Patterson, K., 2006. An Integrative Definition of Leadership. School of leadership Studies, Regent University. *International Journal of Leadership Studies*, 1(2), 2006, page 6.

Xirasagar, S., 2008. Transformational, transactional and laissez-faire leadership among physician executives. *Journal of health organization and management*, 22(6). Emerald Group Publishing limited 1477-7266. 2008:599-613.

Yedidia, M.J., & Bickel, J., 2001. Why aren't there women leaders in academic medicine? The views of clinical department chairs. *Academic medicine*, 76(5), 2001:455.

Young, M., & Dulewicz, C., 2008. Similarities and Differences between Leadership and Management: High-Performance Competencies in the British Royal Navy. *British Journal of Management*, Vol. 19, 17-32 (2008).

Yukl, G.A., 2013. Leadership in organizations Eighth Edition. University of Albany, State University of New York. Pearson. 2013:216.

Zubaidi, F.R., Al-Sammerai, N.S.M., & Ahmad, F., 2011. An overview on women's leadership issues in Jordan. *Journal of Politics and Law*, 4(2), 2011.

Zulu, C.B., & Lemmer, E., 2009. Women as department chairs at universities in South Africa and Britain. *Acta Academica*, 41(3), 2009:56.

Zulu, C. B., 2011 Women leaders' construction of leadership and management of the academic department: Unisa Press South Africa. 2011.

**APPENDIX A**

# QUESTIONNAIRE

An Analysis of the leadership qualities of women in Project Management.

This is an academic exercise targeted at non-management personnel currently or previously reporting to a female manager / supervisor. Participating is a voluntary exercise, and you are free to withdraw at any stage if you are uncomfortable. Do not put any form of identification, all data collected is strictly confidential, it will be given to know authority.

## SECTION A. BIOGRAPHY

Please cross the applicable boxes

**1. What is your position in the organisation?**

Technician	Administrator	Supervisor	Multi-function	Other
------------	---------------	------------	----------------	-------

**2. If other please specify in space provided .....**

**3. Gender; please indicate your gender, this is purely for statistical purposes and does not affect the research.**

Male	Technician	Female	Technician
Male	Administrator	Female	Administrator
Male	Supervisor	Female	Supervisor
Male	Multi-function	Female	Multi-function
Male	Other	Female	Other

**4. What is your highest qualification, please select from boxes below and cross applicable**

No matric	Matric	Post-matric certificate	Post-matric diploma	Post matric degree
-----------	--------	-------------------------	---------------------	--------------------

**5. How long have you been working in the organisation/Industry?**

0 - 5 years	6 – 10 years	11 – 15 years	16 – more years
-------------	--------------	---------------	-----------------

**6. Do you have any people reporting directly to you?**

Yes I do	No I don't
----------	------------

**7. Do you report directly to a supervisor or manager?**



Yes I do	No I don't
----------	------------

8. Any information you want to add in regards to the above – put in bullet form below

- .....
- .....
- .....

SECTION B;

Likert scale. Based on the existing theory in literature about women's leadership capabilities, please rank the statements below on the scale 1-5. Rankings stand as 1 to 5 on an increasing scale (1= strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 =strongly agree)

		Strongly	Disagree	Indifferent	Agree	Strongly agree
	<b>DEMOCRATIC</b>	0	0	0	0	0
1	My manager always asks for my ideas about issues	1	2	3	4	5
2	My manager does not take decisions without consulting	1	2	3	4	5
3	My manager consults only when she knows what she wants	1	2	3	4	5
4	In meetings my manager speaks the most about everything	1	2	3	4	5
5	My manager uses consensus for any decisions she makes	1	2	3	4	5
	<b>AGREABLE; MY MANAGER</b>					
6	Makes you to feel at ease even if you've made mistakes	1	2	3	4	5
7	Is very empathetic about other people's feelings and pain	1	2	3	4	5
8	Is very patient with me when I work even if there are delays	1	2	3	4	5

9	Takes time to explain any work that needs to be done properly	1	2	3	4	5
10	Never gets angry when you disagree with what she wants done	1	2	3	4	5
	<b>RELATIONSHIP FOCUSSED</b> <b>MY MANAGER</b>					
11	Likes the idea of people interacting with each other during work time	1	2	3	4	5
12	Likes to be friends and rarely gets angry with anyone no matter	1	2	3	4	5
13	Sacrifices work to create friendship with subordinates if necessary	1	2	3	4	5
14	Believes communication is key to creating friendship with employees	1	2	3	4	5
15	Makes casual visits to our work stations and chats about social life	1	2	3	4	5
	<b>TASK ORIENTATION</b> <b>MY MANAGER</b>					
16	Focuses more on completion of tasks than on relationships	1	2	3	4	5
17	Believes in putting work structures to facilitate task delivery	1	2	3	4	5
18	Always things of task completion before employee welfare and issues	1	2	3	4	5
19	Has clearly defined and set-goals in the daily operational plan	1	2	3	4	5
20	Wants the plans followed and audited regularly to produce results	1	2	3	4	5
	<b>HOLISTIC APPROACH TO LIFE</b> <b>MY MANAGER</b>	0	0	0	0	0
21	Focuses on personnel development to facilitate task performance	1	2	3	4	5
22	Believes collaboration is key to successful project execution	1	2	3	4	5
23	Gets frustrated if there are people drugging the task completion process	1	2	3	4	5
24	Ignores and replaces people who are not cooperative in task implementation	1	2	3	4	5
25	Accommodate those who lag behind in their tasks and helps them perform	1	2	3	4	5
	<b>ASSERTIVENESS</b> <b>MY MANAGER</b>					

26	Openly says her feelings to anyone without mincing her words	1	2	3	4	5
27	Listens to the views of the subordinates and may agree to use them	1	2	3	4	5
28	Always speaks in between before you finish your sentence or thought	1	2	3	4	5
29	Contains her emotions well and never shows anger openly	1	2	3	4	5
30	Records every discussion made for future references in case	1	2	3	4	5

**SECTION C; This is an open ended section, please state (within the define parameters, any information you may want to share, discuss, etc. you are requested to put it in point form to facilitate the capturing of the information**

**A.**

**1. List any [most important] 5 things you like about the style of leadership / management portrayed by your manager that you think may be because she is a woman leader.**

- .....
- .....
- .....
- .....
- .....

**2. List any [most important] 5 things you DONOT like about the style of leadership / management portrayed by your manager that you think may be because she is a woman leader.**

- .....
- .....
- .....
- .....



## APPENDIX B



CITY OF CAPE TOWN  
ISIXEKO SASEKAPA  
STAD KAAPSTAD

### COMMUNITY SERVICES

**Lokiwe Mtwazi**

Executive Director: Community Services

T: 021 400 1211 F: 021 400 1269 M: 084 266 9495

E: [lokiwe.mtwazi@capetown.gov.za](mailto:lokiwe.mtwazi@capetown.gov.za)

**Date:** 02 February 2016

**To:** Ebrahim Lawrence - Superintendent (City Parks)

#### **Research for Master's degree within the City of Cape Town**

Good day Mr. Lawrence

This is to inform you that, I hereby grant you permission to conduct research in the City Parks department as part of you completing your M-Tech Business Administration Project Management Degree at Cape Peninsula University of Technology.

Wishing you all the best with your studies and looking forward to you being an asset to our department.

Sincerely your,

  
Lokiwe Mtwazi  
Executive Director: Community Services