AN INVESTIGATION INTO GENDER DIFFERENCES WITH RESPECT TO ADMINISTRATIVE LEADERSHIP STYLES: CASE OF POLOKWANE MUNICIPALITY

By

MATOME LAZARUS LEGODI

Submitted in accordance with the requirements for the

MASTERS DEGREE IN GENDER STUDIES

INSTITUTE OF GENDER AND YOUTH STUDIES

SCHOOL OF HUMAN AND SOCIAL SCIENCES

at the

UNIVERSITY OF VENDA

SUPERVISOR: PROF. T.D. THOBEJANE

CO-SUPERVISORS: PROF. M.A. MASOGA

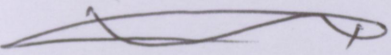
Dr. MOGOROSI

2017

© University of Venda

DECLARATION

I, **Matome Lazarus Legodi,** student number **11593756**; hereby declare that this dissertation for the Masters Degree in Gender Studies, at the University of Venda, hereby submitted by me, has not been previously submitted for a degree at this or any institution, and that this is my own work in design and execution. All reference materials contained herein have been duly acknowledged.



Signature

28-06-2017

Date

UNIVERSITY OF VENDA

© University of Venda

DEDICATION

This research is dedicated to my late grandfather Mankobedi Joseph Legodi and the late Prof DG Thabede.

© University of Venda

ACKNOWLEDGEMENTS

I wish to thank my grandmother - Mmakwena Legodi, my mother - Pheme Legodi and my younger sister - Mankobedi Josephine Legodi for being there for me during my studies. Thank you for encouraging me and supporting me throughout my educational journey.

I wish to thank my supervisory team, Prof DT Thobejane, Prof MA Masoga and Dr. LD Mogorosi for supervising me. I would also like to thank them for guiding and encouraging me throughout this study.

I would like to acknowledge Prof M Makgopa for supporting me socially and for his guidance. "Regolele Noko".

I wish to appreciate encouragement, academic and social support from Mr. ML Ntshangase. You are my brother and friend for life.

I wish to extend my sincere gratitude to all the respondents who participated in this study.

© University of Venda

ABSTRACT

Gender differences and stereotypes in administrative leadership style have been a contested terrain all over the world. In particular female leaders happen to be victims of this scourge. Statistics show that people generally prefer to be led by male leaders. The study seeks to establish the implications of the gender differences in terms of administrative leadership styles and strategic power relations at Polokwane Municipality. The study was conducted amongst women and men who have minimum of three years of leadership experience at Polokwane Municipality. The study employed a qualitative approach. Respondents were identified using purposive sampling. The study found out that respondents network voluntarily and also cultures play a role in shaping one's leadership styles.

Keywords: egalitarianism, feminism, gender oppression, gender, patriarchy

© University of Venda

University of Venda
Creating Future Leaders

Table of Contents

DECLARATION.....i

DEDICATION.....ii

ACKNOWLEDGEMENTS.....iii

ABSTRACT.....iv

Chapter 1 INTRODUCTION AND BACKGROUND.....1

1.1. Introduction.....1

1.2. Background of the study.....1

1.3. Problem statement.....7

1.4. Aim of the study.....8

1.5. Objectives of the study.....8

1.6. Research questions.....8

1.7. Significance of the study.....8

1.8. Definition of concepts.....9

Chapter 2 LITERATURE REVIEW.....12

2.1. Introduction.....12

2.2. Gender in Africa.....12

2.3. Intervention to address gender differences at work.....12

2.4. Leadership in South Africa.....14

2.5. Culture and leadership.....15

2.6. The perception on women and men's leadership style.....16

2.7. Gender differences in leadership.....17

2.8. Leadership styles of men and women.....19

2.9. Gender difference and social influence.....21

2.10. Inequalities/differences (glass cliff).....22

2.11. Special challenges facing black women.....23

2.12. Tokenism.....24

2.13. Gender mainstreaming.....25

2.14. Workplace diversity.....25

2.15. Managing at the workplace.....26

2.16. Feminist theoretical framework.....28

2.16.1. Black Feminism.....29

Chapter 3 RESEARCH METHODOLOGY.....31

3.1. Introduction.....31

3.2. Feminist standpoint research approach.....31

© University of Venda

University of Venda
Creating Future Leaders

3.3. Research design 33
3.4. Location of the study 34
3.5. Study population 35
3.6. Sampling 35
3.7. Data collection method 36
3.7.1. Interview 36
3.8. Data analysis and interpretation 38
3.9. Ethical considerations 40
3.9.1. Informed concerned 40
3.9.2. Confidentiality 41
3.9.3. Anonymity 41
3.9.4. Voluntary participation 42
3.10. Summary 42
Chapter 4 DATA PRESENTATION, INTERPRETATION AND ANALYSIS 43
4.1. Introduction 43
4.2. Demographic profile of the research participants 43
4.3. Emerging Themes and sub theme 44
4.3.1. Theme one: Gender and Networking 44
4.3.2. Theme two: Subordinates Discipline, Gender attitude and Referral 50
4.3.3. Theme three: Culture, culture leadership style and 58
5. OVERVIEW OF THE STUDY, FINDING, RECOMMENDATIONS AND CONCLUSION 63
5.1. Introduction 63
5.2. Finding of the study 63
5.3. Recommendations of the study 64
5.3.1. Future researchers 65
5.4. Limitation of the study 65
5.5. Conclusion 65
6. REFERENCES 67
7. APPENDICES 78
Appendix A: Interview guide 78
Appendix B: Consent letter 83
Table 1: Statistic South Africa 2015 sampling variability for the employed by sex and occupation ...3
Table 2: Demographic Data of Interview Participants 43

© University of Venda

University of Venda
Creating Future Leaders

1.1. Introduction

Gender differences and stereotypes in administrative leadership have been a contested terrain all over the world. In particular female leaders happens to be victims as most people prefer authoritative leadership styles that most advocated by males. Statistics shows that people generally prefer to be led by male leaders as opposed to female leaders. This study therefore establish the implications of gender differences in terms of administrative leadership styles and strategic powers relations. The study was conducted amongst women and men who have minimum of three years of leadership experience at Polokwane Municipality, situated in Limpopo Province, South Africa. The study employed a qualitative approach to collect the data. Respondents were identified using purposive sampling. The study established that some of the good cultural traits can be helpful when they are implemented at leadership level. These include respect for the elders, good listening skills, and reward for good work irrespective of gender, race and religion or creed.

1.2. Background of the study

Studies on gender differences in leadership style continue to be a topical agenda for change and transformation. Traditionally, leadership was regarded as more suitable for males because it involved competition, decision-making and achievement, a terrain which was regarded as male. As a result, before women can gain their status in the workplace they have to express masculine traits or characteristics. An analysis and explanation of processes which generate gender division and inequality in workplaces have always been linked to the campaign to end sex discrimination and inequality in the workplace.

© University of Venda

University of Venda
Creating Future Leaders

The study was conducted at Polokwane Municipality. According to Polokwane Municipality, Intergraded development Plan of 2017/18, Polokwane municipality comprises of a total area of +/- 377578.99 ha and is located in the central part of the Limpopo Province. Polokwane Municipality is located within the Capricorn District in the Limpopo Province and accounts for 3% of the Province's total surface area of ±124 000 km2. In terms of its physical composition Polokwane Municipality is 23% urbanised and 71% still rural. The remaining area (6%) comprises small holdings and institutional, industrial and recreational land. It is the economic hub of Limpopo Province and is strategically located to be the administrative and economic capital of the Province. It is comprises the CBD, industrial area, and range of social services and well established formal urban areas servicing the more affluent residents of Polokwane. Polokwane municipality is made up of Forty-Five (45) wards.

Statistics by the Commission of Employment Equality in the year 2002 shows that currently women hold 12% and men 88% of all top management positions in South Africa. In senior management, women hold 18% and men 82% of the positions (CEE 2002). The CEE 2003 report reveals that women represent only 37% of the total workforce and 21% of all senior management positions and only 14% of top management positions. The 2005 Businesswoman's Association survey concurs with these results as their survey indicated that females only accounted for 14.7% of all executive positions and 7.1% of directors' positions. This demonstrates that while the South African Government has introduced legislation to correct the inequities of the previous dispensation, corporate organizations are not committed to follow the example set by Government and change the status quo (Govender 2005).

In Europe, according to the 2012 Catalyst Census, women hold 16.1 percent of board seats while men hold 83.4 percent. In 2011 and 2012, less than one a 5th of companies had 25% or more woman directors, while a 10th had no woman on their boards. Less than one fourth of

UNIVERSITY OF VENDA

© University of Venda

University of Venda
Creating Future Leaders

companies had three or more woman directors serving together in both 2011 (21, 7%) and 2012 (23, 1%). In 2011 women of colour held 3.0% of all board seats, white women held 13.1% and men held 83.4%. In the European Commission (2013), women account for 46% of people in employment across the European Union 13% and on average they have a higher level of education than their male colleagues- close to 34% of working women have some form of tertiary level education compared to 28% of men. Yet at the top levels of business women remain underrepresented.

	April- June 2015	**July-September 2015**
Men	**0.9**	**0.9**
Manager	6.1	4.7
Professional	5.1	5.5
Technician	3.5	3.1
Clerk	2.6	2.5
Sales and services	2.8	2.8
Skilled agriculture	19.4	18.0
Craft and related trade	6.5	6.2
Plant and machine operation	7.2	7.8
Women	**0.7**	**0.7**
Manger	3.1	3.3
Professional	5.6	5.1
Technician	3.9	4.1
Clerk	4.8	5.4
Sales and services	2.8	2.8
Skilled agriculture	13.8	16.0
Craft and related trade	2.4	2.6
Plant and machine operation	3.0	2.8

Table 1: Statistic South Africa 2015 sampling variability for the employed by sex and occupation

Statistics in April to September 2015 indicate that men are found to be in large numbers at work compared to women. Numbers also indicate that from April to September 2015 men occupied more managerial positions compared to women. Statistics shows that men dominate decision making, risky and agricultural portfolios, while women are more found to dominate

© University of Venda

University of Venda
Creating Future Leaders

portfolios that involves technology and administrative such as clerk. There is no difference between men and women under sales and services portfolios.

According to Lips, (2014), as of January 2012, the average representation of women in the corporate board of Europe's largest listed companies was 13.7%, up from 11.8% in 2010; more than 96% of the presidents of the 600 largest companies were men (European Commission 2012). In the same year, just 20.1% of Fortune 500 companies had 25% or more woman executive officers, up from 19.9% the year before and only 3.8% of these companies had a woman as Chief Executive Officer.

In the Asia-Pacific Region, the number of females represented on corporate boards were even lower than those in Europe that is 8.5% for China, 5.3% for India and 0.9% for Japan (Lips 2014). According to the Chinese culture and the traditional idea that a man is superior to a woman, subordinates show less loyalty to female supervisors who show less benevolent leadership than they do to male supervisors who show less benevolent leadership (Cheng and Lin 2012). Subordinates display poorer job performance when female supervisors appear less benevolent than when male supervisors appear less benevolent.

Moreover, within the leadership literature, there is evidence which suggests that women are appointed to leadership positions under circumstances that differ from those of male leaders. For example, women leaders tend to occupy particular types of leadership positions, being more likely to hold supportive roles in personnel, training, or marketing, rather than performing critical operating or commercial functions (Vinnicombe 2000). Thus, people may favour men for leadership in a context of success, but may favour women in times of crisis because of their leadership style.

If considering a leadership identity is a fundamentally relational endeavour, people's informal network should play a key role in the process of becoming a leader (Ridgeway 2009).

© University of Venda

University of Venda
Creating Future Leaders

Informal networks can shape career trajectories by regulating access to jobs; channelling the flow of information and referrals; creating influence and reputation; supplying emotional support, feedback, political advance, and protection; and increasing the likelihood and speed of promotion (Ridgeway 2009). In other words, the composition of one informal network can open doors to leadership opportunities. Some women refuse to accept certain strategies, such as networking and negotiating for themselves on the grounds that they feel such strategies are good for male leaders (Ridgeway 2009). There is need for leadership programs that will build women' network skills, increase network opportunities, expand the depth and range of developmental relationship and highlight the benefits of networking (Day 2001).

Given that successful leaders are perceived to possess more masculine traits and fewer feminine traits, presumably if a woman in a masculine environment utilizes a feminine style she risks being seen as less successful or less competent (American Psychological Association 2001). Furthermore, utilizing a feminine leadership style may also make her even more visible and exaggerate the differences between her and men even more, thereby leading to increased negative reactions.

Women are increasingly attaining leadership positions, but in most companies upper leadership remains predominantly male and, with very few exceptions, the history of leadership in most organizations has been male dominated (Catalyst 2012). There are at least two reasons why the emergence of a glass cliff should be more likely in a context of male-dominated leadership.

When the context of leadership was predominantly male, the predicted glass cliff effect emerged- the interaction between company performance and the gender of a chosen candidate was significant. When a company with a history of male leadership was successful, participants tended to choose a male candidate over a female candidate. However, when the

© University of Venda

same company with a history of male leadership – in a serious crisis, participants preferred the female candidate over the male candidate. No such glass-cliff effect emerged when the history of leadership was predominantly female. Thus, as predicted, the glass cliff emerged in the history of male leadership condition and disappeared completely in the female history condition (Bruckmuller and Branscombe 2010).

In the United State of America, females constitute a large number among the protected classes. In 1995 women accounted for over 46% of all workers and 48% of all positions in leadership and professional occupations; that meant a dramatic increase from 39% in the 1980s. Even with the large number of females in the country's labour force, employers today often have difficulties in recruiting woman for leadership positions. Women still encounter barriers to landing better paying jobs that have traditionally been performed by men, particularly in rising to positions of top leadership responsibilities. A major employment obstacle for women is a result of the stereotyped thinking that persists within society. Another barrier has been that women in the past were not as likely, as men, to have professional training and preparation for entrance or advancement into leadership positions (Bohlander, Snell and Sherman 2001).

In many institutions, Gender Equality has grown to be part of a bureaucratic practice operating with a model that suggests similarity first and substantial equality second. One of the instantaneous consequences of these approaches is that the purpose and goals of gender equality are neglected and the process of achieving gender equality is placed into the hands of bureaucrats who habitually have diminutive empathy for gender equality goals. In addition, indicators at times do not capture the intricateness of gender relations and thus, can say nothing about the co-dependencies that exist between men and women. The very nature of these indicators feeds into dual notions of gender.

UNIVERSITY OF VENDA
LIBRARY

© University of Venda

University of Venda
Creating Future Leaders

There is a belief that men were more likely than women to possess leadership styles characteristics associated with success. Indeed, of the ninety two descriptors used to identify success, sixty were seen to be characteristic of both leadership and men. These include being emotionally stable, aggressive, (having) leadership ability, being self-reliant, competitive, self-confident, objective, ambitious, well informed and forceful. Women tend to receive positive evaluations when their leadership roles are defined in feminine terms. The attitude within workplaces suggest that workers prefer male leaders to females and that many male leaders still remain unconvinced about the effectiveness of women leaders (Michelle and Haslam 2005).

1.3. Problem statement

As South Africa moves into a new era of democracy, there are challenges which require attention. One of these challenges is to ensure that all previously disadvantaged citizens are afforded equal rights and opportunities. In most African communities, gender roles and leadership style are highly skewed towards masculinity. Since the year 2000.

Polokwane Municipality is the most attractive municipality in Limpopo province because of its booming economy, hence it is inundated with a lot of people from all walks of life, in search of greener pastures in the city. The migration of people from different provincial municipalities to the Polokwane municipality leads to competition from both male and female applicants with different leadership styles. The majority of male and female subordinates still find it difficult to be led by a female. This is because of their intelligence, ambition, assertiveness and networking, women are seen as not being gifted.

© University of Venda

University of Venda
Creating Future Leaders

1.4. Aim of the study

The study seeks to establish the implications of gender differences in terms of administrative leadership styles and strategic power relations at Polokwane Municipality.

1.5. Objectives of the study

The objectives of this study are as follows:

- To explore the gendered dimensions of networking in leadership style in Polokwane municipality.
- To investigate the effectiveness of gender equity laws with regard to the Polokwane municipality.
- To determine the role of culture in leadership styles at Polokwane municipality.

1.6. Research questions

- What are gender differentials pertaining to networking in Polokwane municipality?
- How does gender play a role in implementing discipline in Polokwane municipality?
- How does culture play a role in promoting leadership style at Polokwane municipality?

1.7. Significance of the study

This study offers a clearer analysis of gender leadership styles at the work place. Government institutions and the private sector require a better understanding on the relationship between gender differences and leadership styles. Tertiary institutions, workers and community

© University of Venda

University of Venda
Creating Future Leaders

members who are not schooled in gender issues at work will also benefit from this study. The study will offer the government some form of breakthrough on policy formulation pertaining to gender equity and equality. It will further expose the challenges faced by male and female leaders in leadership positions so that possible solutions can be found to address these challenges. Mouton (2009), stated that the goal or destination of all social inquiry is to produce knowledge that is as close as possible to the truth.

1.8. Definition of concepts

Glass cliff: The "glass cliff" concept refers to women being more likely to rise to positions of organizational leadership in times of crisis than in times of success, and men being more likely to achieve those positions in prosperous times (Bruckmuller and Branscombe 2010). This refers to the phenomenon whereby women are more likely than men to be appointed to leadership positions associated with increased risk of failure and criticism because these positions are more likely to involve management of organizational units that are in crisis (Haslam and Ryan 2014). In the context of this study, a glass cliff means situations whereby women are appointed in leadership position seemingly because the institution is in a crisis. Men usually do not avail themselves for those positions and only come into the picture when the institution is out of crises.

Gender: Gender refers to the constellation of rules and identities that prescribe and proscribe behaviour for persons, in their social roles as men and women. These rules and identities may be deliberate or unintended, explicit or implicit, conscious or unconscious; all societies of the world are gendered (Kevane 2004). According to Tickner (2007) gender is a set of socially constructed characteristics describing what men and women ought to be.

Glass ceiling: The glass ceiling is the 'unseen', yet unbreakable barrier that keeps minorities and women from rising to the upper ranks of the corporate ladder, regardless of their

© University of Venda

qualifications or achievements. A glass-ceiling inequality represents a gender or racial difference that is not explained by other job-relevant characteristics of the employee (Cotter, Joan, Hermsen and Vanneman 2001). In this study, 'glass ceiling' means the mechanisms that are deployed to prevent females from contesting for leadership positions.

Leadership: is defined as "the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish shared objectives". Leadership aims to achieve organisational goals and leaders must recognise the abilities of individuals in the organisation and how these can result in better performance (Holtzhausen 2014). Leadership is the ability to identify professionals and experts in different areas and use their expertise to archive the overall agenda that is in the interest of the institution or nation. A leader's success is measured by their successor's success and production.

Masculinity: This is the behaviour that is characterised by strength, rationality, independence, and being a protector in the public eye, while femininity is associated with weakness, emotionality, relational, needing protection and private (Daddow 2013).

Gender Inequality: This is the direct opposite of gender equality. Kajawo, (2012) defines gender 'inequality' as the disparity between individuals due to gender. In this study, 'gender inequality' is defined as unfair treatment of individuals, unfair access to opportunities and unfair constraints based on their gender.

Gender equality: Men and women enjoying the same opportunities, rights and obligations in all spheres of life; an equal distribution of power, resources and opportunity (Phala 2011). Section 9 of the Bill of Rights (1996) states that, "all people are equal and must be treated equally. No one is allowed to discriminate against another because of their race, gender, sex, pregnancy and marital status, ethnic or social origin, sexual orientation, age, belief, language,

UNIVERSITY OF VENDA LIBRARY

© University of Venda

culture or birth." Gender equity means the promotion of equal opportunity and fair treatment for men and women in the personal, social, cultural, political and economic arenas.

Feminism: Is the belief that women should not be discriminated against because of their gender; recognition of women's human dignity which should be similar to the rights enjoyed by men; the recognition of a woman's right to enjoy the opportunity to have a satisfying life in accordance with her free and deliberate choice (Moller 2004).

© University of Venda

University of Venda
Creating Future Leaders

2.1. Introduction

The purpose of this chapter is to review existing literature on gender differences in leadership style. In particular, the chapter deals with global gender-based promotions, the concept 'gender' and its relationship to work, patriarchy and feminism in the context of power relations as well as promotion criteria in the Polokwane Municipality where this study was conducted.

2.2. Gender in Africa

Traditionally, it was mainly women's responsibility to care for children, while currently, women want to work, get a professional sense of fulfilment from both having children and functioning as a productive worker. According to Lessing (2007), black women are traditionally the workers and carry considerate economic responsibility in their communities. From tribal times, black women have worked hard. Increasingly, employers are now realising that many black women are exceptionally reliable, diligent, productive and loyal. Historically, women have been largely excluded from leadership and managerial roles, which in part reflects differing perceptions of the role of women and men in administrative positions and the gendering of these positions (O'Connor & White, 2009).

2.3. Intervention to address gender differences at work

In 1997 the Southern African Developing Countries (SADC) Heads of State and Government committed themselves to "ensuring the equal representation of women and men in the decision making positions in Member States and SADC structures at all levels, and the achievement of at least thirty percent target of women in political and decision making structures by the year 2005". Only three SADC Member States, namely, South Africa,

© University of Venda

University of Venda
Creating Future Leaders

Mozambique and Tanzania, had reached this target within the set timeframe. SADC Heads of States and Government, at their 2005 Summit held in Gaborone, Botswana raised the target for representation of women in political and decision making positions in all SADC structures and institutions to fifty percent. This is in line with the African Union gender parity principle.

The Gender and Equality (Act No. 39 of 1996), together with other policies such as the Employment Equity (Act No. 55 of 1998) were introduced as a means of addressing the social imbalances created by previous apartheid policies. The South African Constitution Act 108 of 1996, Chapter 9 established the Human Right Commission and The Commission on Gender Equality with the intention of addressing gender inequality. The Act on Equality between Women and Men, and the Gender Equality Act impose a prohibition on direct and indirect discrimination on the basis of gender. Prohibition of discrimination on the basis of gender also applies to gender minorities. These Acts oblige employers, authorities and training providers to promote gender equality.

South Africa is a member of the international community, and since the advent of democracy has ratified, signed or acceded too many treaties, including the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) which it ratified in 1996 without a single reservation (Maluleke 2012).

The African Union Gender Policy states that both women and men have worked for the liberation of the continent, and for the economic emancipation, solidarity and cohesion necessary for integration and unity. Therefore, both groups should participate and benefit equally in development processes. The African Union has developed a Gender Policy that focuses on closing the equality gap between men and women in general and particularly, addresses gender inequalities which have resulted in women's disempowerment and the

© University of Venda

University of Venda
Creating Future Leaders

feminisation of poverty. This is aimed at ensuring a better understanding of the contribution of women in development. This policy provides a framework which will accelerate the realization of gender equality, fairness between men and women, non-discrimination and fundamental rights in Africa.

2.4. Leadership in South Africa

The South African Constitution, although relatively new, compared to other constitutions of the world does not specifically talk about gender roles or women's empowerment. More is said about equality and inequality. Gender roles are infringed in the word 'Equality'. South Africa's definition of goals towards achieving gender equality is guided by a vision of Human Rights which incorporates acceptance of equal and inalienable rights of all women and men. This ideal is a fundamental tenet under the Bill of Rights of 1996 (Act of 1996). This Act propounds that a democratic society should respect the rights of all its citizens, irrespective of race, gender, class, age, disability, etc. (Bill of Rights, Section 9.1 to 9.4). However, this bill does not specifically deal with gender oppression where women are subservient to their male counterparts.

The Commission for Gender Equality is not doing enough in marketing itself or publication based on section 187(2) of the South African Constitution of 1996. Although CGE recommended 50/50 representation in the South African parliament, it has failed to achieve this in its commission profile which consists of twelve members, of which nine are female while three are male. The reality is that the South African parliament practises discrimination, thereby violating Chapter 9 of the Constitution, Section 181(1)(a)(d).

In apartheid South Africa many people were discriminated against unfairly and measures are required to address the inequalities of the past. In the work place in particular, it is necessary to introduce measures to ensure equal opportunities for all those people who were

© University of Venda

University of Venda
Creating Future Leaders

disadvantaged by the discriminatory laws and practices of the past. It is a well-known fact that South African black people, especially woman did not generally enjoy the same benefits and advantages as their white counterparts. In terms of Section 20(3) of the Employment Equity Act, a person may be suitably qualified for a job as a result of any or more of formal qualifications, prior learning, relevant experience or the capacity within a reasonable time and the ability to do the job (Bhorat and Leibbrandt 2001).

Even though both genders played a vital role in the liberation of South Africa and fought against gender injustices, females have been vastly excluded from leadership positions as men enjoy high representation in black in management positions. During apartheid, many black women were discriminated against unfairly and measures are required to address the inequalities of the past. In the workplace, in particular it is necessary to introduce measures to ensure equal opportunities for all those people who were disadvantaged by the discriminatory laws and practices of the past. Studies commissioned by the South African National Advisory Council on Innovation showed that gender discrimination is a problem in various academic fields. SANAC's director, Thiambi Netshiluvhi, in a commentary noted that males tended to doubt the abilities and judgements of women in science, engineering and technology as a result of misperceptions regarding the potential of woman in the these areas (Fin24 2009).

Unfortunately, answers to the vexing questions of whether currently, women in leadership positions gained board directorships in their own right, as extremely competent leaders, or whether they are mere token female appointments in a traditional male dominated culture, remain elusive (Burgerss and Tharenou 2002).

2.5. Culture and leadership

Kuanda (2010) states that culture provides a frame of reference or logic by which leadership behaviour can be understood and can be a guide for the behaviour of employees in work

© University of Venda

organizations. Leadership styles and behaviours are culture bound. Kuanda also states that people living within a particular culture have their conduct regulated through a collection of consensual aspirations (that is, central values) and universal orientations (that is, patterns of behaviour). He stressed that leadership styles and behaviours are culture-bound and that culture provides a frame of reference and guide for the behaviour of employees in work organizations.

Positive cultural characteristics can provide an organisation with the necessary ingredients to innovate. Innovation and culture are intimately linked (West, 2000). Ethics are an important part of being a good leader, but that one may have to look at things differently when one is a leader

2.6. The perception on women and men's leadership style

Women have historically been characterised as sensitive, incapable of objectivity and emotional detachment and immersed in the business of making and maintaining personal relationships. Women are considered easy to exploit and they are said to be submissive, passive, docile, dependent, lack initiative, not able to act, to decide, to think and so on.

Men, on the other hand, whether fairly or unfairly, were traditionally inculcated with qualities that included competitiveness, aggressiveness, risk-taking and commitment in the workplace. These behaviours were labelled 'masculine' qualities and were regarded as favourable for the traditional hierarchy. Socialization processes have resulted in women developing values that are different from the traditional competitive, controlling and aggressive leadership behaviours of men (Njoh 2006).

It is possible to argue that the expansion of higher education in the 1980s and 1990s benefited women more than men in that, in 1995 there were two and half times more women than men

© University of Venda

in leadership positions, as was the situation in 19[illegible]. However, in practice, men still remain in privileged positions (Gordon 2011). Historically, and to date women have been concentrated in lower grades and less secure posts. Traditionally black women were seen as subordinates to men.

According to Auriacombe (2014) leaders must be developed to demonstrate:

- Versatility and adaptability to change,
- Professionalism and exemplary ethical conduct,
- Technical and tactical proficiency,
- Excellent communication skills,
- The ability to build cohesive teams,
- Analytical problem-solving skills,
- The willingness to seize initiative,
- The independence and confidence to operate with minimum guidance and
- The insight and foresight of a visionary.

2.7. Gender differences in leadership

Men tend to be more concerned about money, independence and long term career goals, whereas women tend to be more people-orientated, concerned with security and affective values such as esteem, opportunity to interact with people, and being fair and considerate supervisors (Gray 2004), while men tend to communicate to satisfy their need for control.

UNIVERSITY OF VENDA
LIBRARY

© University of Venda

There are psychological differences between men and women which result in these two groups favouring specific leadership styles and behaviours at work.

Men are stereotypically physically stronger and more aggressive, and as a result, it is more acceptable for them to be assertive in work contexts and always being willing to compete. Females are supposedly more sensitive, socially-skilled and willing to co-operate rather than compete. Female leaders are more likely to emphasise consideration and personal relations, while men are more likely to prefer more task-oriented leadership type behaviours (Haslam and Ryan 2014).

Reid (2004) concludes that the reasons for the low proportion of women in leadership style generally rests, not on individual merit or competence, but on institutionalised (cultural) discrimination against females. He further proved that the leadership styles of South African males and females differ in line with international studies. His study also concluded that the female profile fits the new approach to leadership better than the male profile.

Lee and Horn (2004) established that women tend to communicate with co-workers to satisfy their need for affection, while men tend to communicate to satisfy their need for control. In addition, men have traditionally rated their work performance, individual ability and intelligence to be higher than those of women and attribute their successes to these masculine characteristics more than women do.

Black men and women alike are more vulnerable than whites to being excluded from professional and managerial occupations. Fewer black men have such positions, but those who do have them are in higher-paying, higher-status jobs (Collins, 2009).

© University of Venda

University of Venda
Creating Future Leaders

Van Rooyen (2009) defines 'sex' as the genetic, biological division into male and female, whereas 'gender' is a sociological classification assigning roles and expectations to men and women. 'Gender' encompasses the beliefs and assumptions at individual and societal level that ultimately affect the behaviour and treatment of men and women.

The debate about whether or not men or women have unique leadership styles is an interesting area in leadership research. It is even more interesting for feminist researchers who are inclined to believe that women different leadership styles to men. Perhaps, it might be useful at this point to define leadership style. Glantz (2002) stated that, leadership style in an organization is one of the factors that play a significant role in enhancing or retarding the interest and commitment of the individuals in the organization.

Style has to do with how a person relates to people, tasks and challenges. A person's style is usually a very personal and distinctive feature of his or her personality and character. A style may be democratic or autocratic, centralised or decentralised, empathetic or detached, extroverted or introverted, assertive or passive, engaged or remote. Different styles may work equally well in different situations, and there is often a proper fit between the needs of an organisation and the needed leadership style (May and Rogerson 2000).

Furthermore, male task-oriented styles of leadership are usually viewed as masculine, while women's relationship-style leadership is usually perceived as more feminine. When employees do not meet expectations, women are more likely than men to suffer criticism by finding something praiseworthy to say. There are substantial differences between the values men and women have towards work. It can be concluded that these differences could contribute to the so called 'gender differences'.

© University of Venda

University of Venda
Creating Future Leaders

Historically, leadership has been construed as primarily a masculine enterprise. However, as the number of female leaders has increased this philosophy has been questioned. As organizations become more flat and teamwork becomes the norm, leadership styles that are aggressive, competitive and task-orientated, which are commonly associated with the leadership styles of men are giving way to the female styles that are more relation-orientated, nurturing and caring (Magabane 2009).

Women find participative leadership style more natural than men because they feel more comfortable interacting with people. The interactive leadership styles utilized by women have been beneficial as this style encourages participation, information sharing, enhances the self-worth of others and energizes others (Appelbaum, Audet and Miller 2002). Moreover, women's cooperative and empowering leadership style fosters team building.

Appalbaum, Audet and Miller, (2002) further state that women have good listening skills, well developed interpersonal skills and a soft approach to handling people. Therefore, women usually choose a relationship-orientated leadership style, while men focus on disseminating information and demonstrating competence. Vinnicombe (2000), states that due to their possession a high relationship-orientated leadership style, female leadership styles are described as more transformational. Male leaders on the other hand, tend to be more inclined towards transactional leadership where active management by exception is employed and place more emphasis on power and position authority.

Women also tend to score higher on leadership scales which measure orientation towards production and the attainment of results while men tend to score higher on strategic planning and organization vision. Research on men and women leadership roles found that women leaders delegate less than their male counterparts but their directive, consultative and participative leadership styles are similar (Oshagbemi and Gill 2003).

UNIVERSITY OF VENDA
LIBRARY

© University of Venda

University of Venda
Creating Future Leaders

In order to be effective leaders, women have adopted an androgynous view of leadership roles as this is perceived as the most successful option (Vinnicombe 2000). If a leader possesses both feminine and masculine characteristics, this is a sure recipe to succeed as a leader. Oshagbemi and Gill (2003) state that although the way men and women lead are different, each of their style is effective in their own right. It can therefore be concluded that effective leadership style is not the exclusive domain of either gender and both can learn from each other (Reid 2004).

Academic research on psychological gender differences has shown that while women use communication as a tool to enhance social connections and create relationships, men use language to exert dominance and achieve tangible outcomes. Research has also shown that, in general, women are more social and emotional in their interactions with others, whereas men are more independent and unemotional or detached in their conversations. The most common communicative mistake made by both males and females occurs when talking about and resolving conflict. When attempting to resolve a problem, men follow their natural tendency to offer a solution while women seek empathy and understanding and are naturally inclined to offer unsolicited advice (Gray 1992).

However, it is generally accepted that females develop a feminine style of leadership which is characterised by caring and nurturing, while men adopt a masculine style of leadership which is dominating and task-driven (Zak, Ryckman, and Lenney 2008).

2.9. Gender difference and social influence

In general, the influence exerted by women and girls is likely to be ignored than similar against attempts by men and boys, and in group interactions, contributions by men receive more attention than the similar contributions by women (Altemeyer and Jones 2005). Evidence clearly demonstrates that women are less influential than men, although the gender

© University of Venda

University of Venda
Creating Future Leaders

difference in influence depends on the context of the interaction and the behaviour displayed by the influencing agent. In particular, the gender composition of individuals in an interaction, the influence agent's competence, dominance, communality and the task, all moderate gender differences in social influence. Schooling plays a central role in socialising boys and girls for their eventual contribution in the economy; the cycle of gender differentiation is reproduced and reinforced in the classroom, via the curriculum, as well as via teacher expectations and the roles that male and female teachers perform (Lessing 2007).

The French colonial state reinforced discrimination though a third pillar, the formal education system. Initially, schools were opened to educate boys rather than girls. When schools started admitting girls, separate classes were encouraged, as the Savineau Report testifies on numerous occasions. There then followed a downgrading of the academic content of the girls' education and a move towards what, in Western eyes, was seen as a more feminine curriculum.

2.10. Inequalities/differences (glass cliff)

It has been argued that women are more likely than men to be appointed to leadership positions associated with increased risk of failure and criticism because these positions are more likely to involve leadership of organizational units that are in crisis. Female candidates are likely to be selected ahead of an equally-qualified male candidate when an organization's performance declines rather than improving. Glass-cliff appointments are associated with beliefs that they suit the distinctive leadership abilities of men, provide women with good leadership opportunities and are particularly stressful for women. (Haslam and Ryan 2005). Compared to men, women who assume leadership positions may be differentially exposed to criticism and in greater danger of being apportioned blame for negative outcomes that were initiated well before they assumed their new roles. Indeed, this is seen in Judge's 2003

© University of Venda

University of Venda
Creating Future Leaders

conclusion that the appointment of women to boards in the UK has wreaked havoc on companies' performance.

Women who broke into leadership positions tended to obtain positions that involved dealing with other staff (for example, in areas of personnel and human resource management) rather than with production. Historically, a married woman's chances for promotion have always been extremely low; formal discrimination was practised as a married woman was not considered for permanent position as principal and in competition for many posts, regardless of experience (Tickner 2007).

2.11. Special challenges facing black women

Black women in South Africa are exposed to double discrimination because they are both black and female. If any company pays special attention to its female staff, black women may be the last to benefit. There are many barriers that impede women from moving up the corporate ladder. The old boy's network, women not supporting women, family commitments, lack of training and skills and gender stereotyping are some of the barriers. Leadership has traditionally been construed as a masculine enterprise with special challenges and pitfalls for women.

According to the Public Service Commission (2006), issues affecting women and promotion are different. For women, the possibility of longer working hours, frequent travel and transfers to other parts of the country mean that women often do not apply for promotions. In addition, many women feel undermined, not respected or appreciated by their male colleagues, yet many women prefer having men as their leaders citing women bosses being hard to please, less sympathetic and inflexible. Okoli, (2012) states that "In most societies, especially in developing countries, women and girls are denied access to life transforming

UNIVERSITY OF VENDA
LIBRARY

© University of Venda

opportunity as education and are discriminated against in employment opportunities, job securities and other benefits available to their male counterparts".

2.12. Tokenism

Token women tend to feel isolated, to be contrasted against their male peers, and to experience heightened pressure to perform well, both when they are members of a male-dominated work group and when they are tasked with leading such a group. It has also been found that token men generally do not have the same negative outcomes, in fact, they may benefit from their token status. Token women have negative tokenism experiences, while token men often do not have the same experience at the workplace. Token women are likely to display low self-esteem, while token men display high self-esteem (McDonald 2003).

Workplace Gender Policy as promulgated in South Africa is intended to support equity and equality between women and men through removing all forms of discrimination, and integrating their experiences, ideas, rights, and issues in all spheres of organisational development and practice. This is done through the following objectives: Taking concrete steps that will ensure gender equality is integrated into all aspects of organisational practice in order to unlock the potential of men and women, internally and externally.

The South African Green paper towards gender equality bill (draft) under the Ministry of Women, Children and People with Disabilities seeks to reduce gender-based discrimination in all areas of life, including the home and the workplace; oblige authorities and employers to promote equality between men and women, thereby strengthening the legislative basis for promoting gender equality. It also seeks to reduce gender-based discrimination in all areas of life and to deal with equal treatment at work and place obligation on all organizations (whether for-profit and not for profit organizations) and to promote gender equality.

© University of Venda

Organizations will be obliged to promote equality between men and women and to create the appropriate conditions for that purpose.

The ANC constitution articulates non-sexist policies that have indeed influenced the current Constitution of a free and democratic South Africa. Accordingly, the ANC constitution and the country's Constitution (1996), recognize women as equal citizens, with equal rights and responsibilities.

2.13. Gender mainstreaming

Gender mainstreaming refers to a strategy for promoting gender equality, involving the integration of the gender perspective and the promotion of gender equality in all activities (Haataja, Leinonen and Mustakallio 2013). Gender mainstreaming is a way of ensuring that policy and decision-making takes account of men's and women's different interests and needs. The aim is for policy to make a genuinely sustainable contribution to equality between men and women, rather than unintentionally increasing inequality in some unforeseen way.

Mainstreaming a gender perspective is the process of assessing the implications for women and men, of any planned action, including legislation, policies or programs, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality.

2.14. Workplace diversity

Workplace diversity refers to the variety of differences between people in an organization. That sounds simple, but diversity encompasses race, gender, ethnic group, age, personality,

© University of Venda

cognitive style, tenure, organizational function, education, background and more. Leaders and managers within organizations must incorporate diversity policies into every aspect of the organization's function and purpose (Greenberg, 2013). Appreciating diversity requires investing time and effort. But it can be helped through hiring people from different yards, encouraging people to speak out their differences, being patient and installing mutual support between the people, seeking common grounds and accepting taking risks (Taylor 2001). To create a successful, diverse workforce, managers must understand discrimination and its consequences and managers must recognize their own cultural biases and prejudices (Koonce 2001). Diversity is not about differences among groups, but rather about differences among individuals. Each individual is unique and does not represent or speak for a particular group. Finally, managers must be willing to change the organization if necessary (Koonce 2001)

2.15. Managing at the workplace

Managers who hope to create and manage an effective, harmonious multicultural workforce should remember the importance of the setting goals. This basic tool can be particularly valuable for small business owners who hope to establish a healthy environment for people of different cultural backgrounds. They should communicate in writing, company policies that explicitly forbid prejudice and discriminatory behaviour should be included in employee manuals and mission statement, and other written communications. New employee orientation programmes are also ideal for introducing workers to the company's expectations regarding treatment of fellow workers, whatever their cultural or ethnic background.

Manager should recognize individual differences around which differences in human relationships may be understood. These include such factors as orientation towards authority, acceptance of power inequalities, desire for orderliness and structure, the need to belong to a wider social group, etc. (Goffee, 2009). Actively seek inputs from minority groups and

UNIVERSITY OF VENDA
LIBRARY

© University of Venda

University of Venda
Creating Future Leaders

involve minority groups on important work committees, etc., is beneficial not only because of the contributions that they can make, but also because such overtures confirm that they are valued by the company. There must be an improvement in its supply of diverse workers through aggressive recruiting (Schauber, 2010). An organization's performance appraisal and reward systems should reinforce the importance of elective diversity management (Cox, 2014). Make room for social events in which the company sponsored social events such as picnics, softball games, volleyball leagues, bowling leagues, Christmas parties, etc. can be tremendously useful in getting members of different ethnic and cultural backgrounds together and providing them with opportunities to learn about one another.

Cox (2014) indicated that flexible work environments which he characterized as a positive development for all workers could be particularly beneficial to people from no-traditional cultural backgrounds because their approaches to problems are more likely to be different from past norms. Experts recommend that business owners and managers establish and maintain systems that can continually monitor the organization's policies and practices to ensure that it continues to be a good environment for all employees. Jorgensen (2013) further opines that this should include research into employees needs through periodic attitude surveys.

Senior management plays three key roles in building an inclusive and harmonious workplace. Demonstrate commitment and accountability by identifying relevant performance measures in diversity management and monitoring progress regularly. Assigning of resources (e.g. personnel, budget) to diversity management initiatives Communicate the importance of an inclusive and harmonious workplace to set the tone for the organisation. This can be articulated during management meetings, company events, or informal sessions with employees. Be a role model for behaviour expected of managers and employees by participating actively in initiatives to promote an inclusive and harmonious workplace (e.g.

UNIVERSITY OF VENDA
LIBRARY

© University of Venda

University of Venda
Creating Future Leaders

training, workplace activities, employee network groups, etc.) Living the organisation values and demonstrating inclusive behaviour, http://www.hcs.com.sg (2017/05/13).

2.16. Feminist theoretical framework

This research explored the gendered leadership styles of men and women and was motivated by gender theories which analyse the binaries of race, class and gender. Gender differences have been discussed from different dimensions ranging from the socio-cultural to the religious dimensions.

Feminist theory argues that at the core of the oppression of women lays a patriarchal system that continues to denigrate women. This is a system that is characterised by power, dominance, hierarchy, and competence. Gender theories argue that patriarchy's legal and political structures must be overturned as well as its social and cultural institutions (especially the family, the church, and the academy). One of the goals of feminist research is to reveal the subjugated voices of women with an emphasis on the range of differences among those they study with regard to race, class, and sexual orientation (Hesse-Biber and Leacy 2007). However, despite its variations of use, feminism maintains some common conceptual perception. This perception, in its most simplistic form, is that feminism has something to do with the defence of women's rights. Feminism is thus contributing to the development of a new (critical) consciousness leading to new realities. Feminists have only begun the process of revaluing the female experience, searching for the common threads that connect the diverse experiences of women and searching for the structural determinants of these experiences (McCann and Kim 2013).

As a conflict theory, feminism aims to explain the position of women in society, focusing on the causes of women's oppression and the superiority of men. Feminists' challenge to patriarchy and the notion of being taken for granted bring them into conflict with the status

© University of Venda

University of Venda
Creating Future Leaders

quo where they concentrate on changes that can take in a revolutionary form such as their demands for cultural reforms of issues that negatively impact on women. Feminism is thus, an important school of thought in critical theory because it is interested in the emancipation of women and men from the constraints of society and domination (Biseswar 2011).

Mkuchu, (2004) states that feminism is based on the belief that women and men are equal and should be equally valued as well as have equal rights. Feminism argues that differential valuing of each sex must end so that equality can prevail. The term 'feminist' has been used to serve the needs of a few privileged individuals in our communities. Therefore, feminism should be redefined based on its concerns to correct inequalities existing between women and men and address what constitutes a woman, her history nature and future (Tchichase-Phendla 2009). This study was guided by Black feminism as a theory that elucidates the binaries of race, class and gender, to the world.

2.16.1. Black Feminism

The Black Feminist movement intended to develop theories which could adequately address the way gender and race were interconnected in black females' lives and to do away with racial and sexual discrimination. Black Feminism criticised and opposed African churches' patriarchal approach of excluding females in strategic leadership positions and key decision making processes in their congregations. This movement fought for the recognition of black women in political activities such as organising behind the scene, mobilising, fundraising and leadership possessions since these were reserved for black males during Civil Right Movements especially in the United States of America.

Black Feminism theory encouraged unity between black and female and discouraged attacks of male individuals to further deny equality and justice for women. It also encouraged women to occupy administrative leadership positions which where traditionally dominated by male

© University of Venda

University of Venda

professions such as presidents of higher educational institutions, CEOs in the corporate world, and elected and appointed government positions. Day (2001) states that Black Feminism makes many African women uncomfortable because it challenges black women to confront their own views on sexism and women's oppressions.

Black Feminist theory argues that black women are positioned within structures of power in different ways to white women. Black feminist organizations emerged during the 1970s and faced many difficulties from both white feminist and the Black Nationalist political organizations they were confronting. Black feminists fought against suppression from the larger movements from which many of its members came.

According to the Black Feminist Theory, freedom was equated with manhood and the freedom of blacks with the redemption of black masculinity. Hence, the assumption that racism was more harmful to black men than it is to black women. This assumption illustrates both an acceptance of masculinity defined within the context of patriarchy as well as disregard for a human need for integrity and liberty; a need felt by both men and women.

© University of Venda

3.1. Introduction

This chapter outlines the methods employed in this study. The researcher utilized the grounded theory. Grounded theory is a methodology that seeks to construct theory about issues of importance in people's lives. The researcher employed interviews to acquire information from the participants. This chapter identifies how participants in this study were selected, the ethical considerations, data collection, the interview process, the instrument of the research and a summary.

3.2. Feminist standpoint research approach

This study relied on the feminist standpoint theory of doing research. The standpoint theory encourages the researcher to understand that women have their way of understanding the world. Feminist theory argues that women, as a subordinated group, are in a better position to arrive at an adequate representation of their own social reality than men who are caught up in the project of control. The standpoint methodology sees feminism as being capable of getting a true picture of reality than masculine science. Feminist research and methods are a response to research that claims to be able to find truth about the world through objective and natural means, such as scientific method which claims that researchers can and should be unbiased, (Lyons, 2006). Feminist scholars contested and continue to contest the claim that researchers can only be biased if they use empirical methods of collecting the data (Marshall, 1998).

Feminist standpoint epistemology requires the fusion of knowledge and practice. It is both a theory of knowledge building and method of doing research and an approach to knowledge construction and call to political action. This research explored gender differences and leadership styles of men and women in administrative positions.

© University of Venda

This theory has had the most influence and has been the subject of much debate. It emerged in the 1970s when those who were marginalized and relatively invisible from the vantage point became conscious of their situation with respect to socio-political power and oppression, and began to find a voice (Deem, 2002).

The 'double vision' afforded via the social location of women and other marginalized groups can provide the 'epistemic advantage' of insights into social relations that are unavailable to the non-marginalized. An illustration of the way in which the often undervalued, messy caring work (bearing and raising children, unpaid domestic labour) in which women are traditionally engaged offers productive epistemic starting point for enquiry. Feminist standpoint theory comprises 'approach to research informed both by feminist theories and by a concern to explore the situated positions and experience of women and men and the effects of gender processes on one or both sexes', (Deem, 2002).

This research used the feminist standpoint theory to have understanding on research that is based on feminist issues. Feminist standpoint theory uses a qualitative approach in order to understand gender differences and leadership styles and the meaning that people attach to everyday life. By qualitative research we mean any type of research that produces findings not arrived at by statistical procedures or other means of quantification. The theory explores positions, lived experience, emotions and feelings of women and men and the effects of gender processes as well as about organizational functioning, social movements, and cultural phenomena and interaction between nations, (Strauss and Carbin 2009, Harding 2000). It seeks to understand the participants' values and beliefs and it is concerned with the explanation of reality from the participants' perspective as well as observing their natural surroundings.

UNIVERSITY OF VENDA
LIBRARY

© University of Venda

University of Venda

Feminist research by definition is committed to considering how gender is implicated by the phenomenon of interest (Ranjit, 1998). The main focus of feminist standpoint theory is the experiences of women and the meaning that is attached to those experiences and how men's experiences affect women's lives. It also urges feminist researchers to consider the ways in which gender norms are maintained or disrupted by current institutional practice. Feminist standpoint theory actively tries to reduce the power imbalance between the researcher and respondents. It also aims at challenging the status quo in order to change the social inequality between men and women. In fact, feminist research is regarded as empowering in the sense that it raises consciousness in the area of gender inequality using research techniques to create awareness on gender issues and concerns, and to foster action promoting equality between the sexes.

The standpoint theory seeks to investigate, examine and analyse the social word through interview. It allows more reflexive and interactive unstructured interviews and allowed the subjects to speak for themselves, (Hussain and Asad, 2012).

Feminist standpoint theory emphasizes the importance of 'positionality', that is, the researcher's awareness of his or her own subjective experience in relation to that of his or her participants (Deutsch, 2004). This means that the researcher knows his/ her status when conducting research, whether he/ she is part of the people being researched and shares the same experiences with them, which is being an insider or she doesn't belong to that group of people and knows nothing about their situation, which is being an outsider.

3.3. Research design

A research design is a plan or a strategy which moves the underlying philosophical assumptions to specifying the selected respondents, the data gathering techniques to be used and the data analysis to be done (Maree, 2012). According to Feldman (2012, a research

© University of Venda

University of Venda
Creating Future Leaders

design in a detailed outline of how an investigation will take place in a scientific study. There are two paradigms that determine the direction of a research project from its commencement to the last step of writing the research report. These paradigms are qualitative and quantitative research approaches. The researcher used the qualitative approach due to its suitability in social research, which can be done in the subjects' natural setting (De Vos 2005). Qualitative research is primarily exploratory and is used to gain an understanding of underlying reasons, opinions and motivations (Faldman, 2012).

The researcher chose the qualitative research design because he wanted to get first-hand information from the respondents. He wanted to gain more understanding of the phenomenon under investigation as the approach allows one to ask respondents open-ended questions during the interview process. This approach allows respondents to express themselves, thereby producing knowledge on the phenomenon.

Daddow, (2013) suggests that qualitative research aims to answer questions about the what, how or why of a phenomenon. The main focus in qualitative research design is to understand, explain, explore, discover and clarify situations, feelings, perceptions, attitudes, values, beliefs, and experiences of groups of people. The qualitative research design is flexible, not fixed, and believes in coming at a close proximity to its participants.

3.4. Location of the study

Neuma (2006) defines a location as a place or venue where the researcher will conduct the study. It is a social defined territory in which the events and activities will be conducted and has shifting boundaries. This study was conducted in Polokwane municipality which is situated in the Capricorn district of Limpopo province, South Africa.

© University of Venda

University of Venda
Creating Future Leaders

Polokwane Local Municipality is located within the Capricorn District in the Limpopo province of South Africa. It shares its name with the City of Polokwane (previously Pietersburg). In February 2002, the city was renamed Polokwane, a northern Sesotho word that means 'place of safety'. The Municipality serves as the economic hub of Limpopo and has the highest population density in the Capricorn district. In terms of its physical composition Polokwane Municipality is 23% urbanised and 71% rural. The largest sector of the community within the municipality resides in rural tribal villages, followed by urban settlements, Polokwane Intergraded Development Plan (2017/18).

3.5. Study population

According to Nagy, Biber and Leavey (2007); Magabane (2009), a population refers to the general group from which a targeted few are drawn. According to Thobejane (2015) population is generally the aggregation of elements from which the sample is actually selected. The population of the study consist of nine participants from Polokwane municipality and comprised men and women with at least two years administrative leadership experience. The researcher was provided with a list of twenty three personnel in administrative management position at Polokwane municipality. As guided by grounded theory there were no prescribed number interviews or participants.

3.6. Sampling

According to Devos (2005) a sample can be viewed as a subset of measure drawn from a population. A major reason for sampling is that more accurate information is obtained from a particular group rather than the entire population.

Non-probability sampling is a technique where the probability of each element of the population is not known (Bless, Smith and Kagee 2000). In non-probability the researcher does not know the population size or the members of the population (De Vos 2005). The

© University of Venda

researcher employed a non-probability sampling technique, particularly the purposive sampling method. The office of Human Resource Department at Polokwane municipality identified persons who met the set criteria to participate in the study. Nine participants were interviewed. Participants were selected based on participants' number of years in the portfolio and also availability.

3.7. Data collection method

According to Welman, Kruger and Mitchel (2005) data collection refers to the methods of gathering data from a social interaction with participants, field or study participants, observation and other sources or information. Nagy, Biber and Leavey (2007) explain data collection as referring to the process of actually obtaining the information that will help answer the research question. In grounded data collection studies, data is collected is through social interaction with participants, field studies, participant observation and semi-structured interviews.

3.7.1. Interview

Guided by grounded theory, the researcher used face-to-face interviews as a method of collecting data. Face-to-face interview is defined as a data collection technique based on a series of questions relating to the research topic to be answered by research participants (Bless, Smith, and Kagee 2006). In addition, Creswell, (2009) stipulates that an interview is a formal meeting in which one or more persons, question, consult or evaluate another person. Sapsford and Jupp (2006) state that face to face interviews in a free format are conducted like a natural conversation between two people. They stated that a standard schedule is used for each respondent, in which the questions have the same wording and are asked in the same order.

UNIVERSITY OF VENDA
LIBRARY

© University of Venda

University of Venda
Creating Future Leaders

The researcher explained the purpose of the study and sought the cooperation of the respondents. He gave an indication of how long the interview or series of interview is expected to take. The researcher was honest to the respondents to build up a positive trust.

Face to face interviews were conducted with the sampled key informants at their convenient time and place. The interviews were tape recorded to facilitate easy flow and direction of the conversation. During and after the interview, the researcher jotted down points that which impressed him. The notes helped the researcher to remember and explore the process of the interview. The researcher used a self-report as a method of data collection, to gather reliable information on the problem being investigated.

The construction of the interview guide began with creating several open-ended questions. Hofsteed (2006) states that open ended questions can put respondents at ease so that they are able to express themselves and give them some sense of control. The researcher was actively involved in the interview and avoided reading questions from the scripts and asked for clarifications where necessary.

The overall face to face interviews duration took three hours, twenty two minutes (1st interview-16:14, 2nd interview 20:20, 3rd interview 20:42, 4th interview 17:52, 5th interview 23:43, 6th interview 21:08, 7th interview 23:05, 8th interview 24:06 and 9th interview 27:01).

Themes were formulated and these will allow the researcher to package the responses of the participants. Questions and answers arising from the main interview helped in better understanding the participants so that the researcher could make them feel at home and at ease.

Webb (2002) lists the following advantages of an interview:

© University of Venda

- It provides a richness and depth of data which cannot be matched by most of the other forms of data collection.
- It also provides an opportunity to ascribe a response to a single individual.
- It allows the interviewer to develop a close rapport and a high degree of trust with the respondent which may encourage a freer flow of conversation and more valid results.
- Interview also allows the researcher to ask additional or follow-up questions.
- It allow the researcher and interviewee to interact and to observe the respondents.

Disadvantages of the interview method are:

- Its time-consuming nature.
- The quality of the data is largely dependent on the skill of the interviewer.
- The cost is usually very high.
- Interview bias is a great risk.

3.8. Data analysis and interpretation

Data analysis refers to a process through which a researcher makes sense of data collected. The process makes use of categories in order to detect patterns within the data such as consistency, co-variance of two or more variables. This process allows the researcher to generalise findings from the sample to the population in which the researcher is interested. Bless, Smith, and Kagee (2006), define data analysis as the actual process of analysing raw data as received, follows an agreed-upon plan and process, including the aims and objectives.

The respondents were selected from a list of managers made available by the Polokwane Municipality Human Resources office. The research questions were open-ended and focused on networking, discipline and culture. The researcher analysed and interpreted the data collected from respondents from Polokwane municipality. This allowed the researcher to

© University of Venda

move from a description of events to a clear understanding and making sense of the respondents' experiences. This is because data analysis involves arranging and categorising, evaluating and comparing as well as synthesising and reviewing raw and coded data (Neuman, 2006).

The researcher analysed the information by means of Creswell's (2003) six steps, which are as follows:

Step 1: Organise and prepare the data for analysis;

This involves transcribing interviews, optimally scanning materials, typing up field notes and arranging data into different types depending on the sources of information.

Step 2: Read through all the data;

The obtained general sense of information can reflect or cover all the meaning of the information given by the respondents.

Step 3: Begin detailed analysis with a coding process;

The process of organising the data, segmentation of sentences into categories with a term or step based on the actual language of the respondents.

Step 4: Description involves a detailed rendering of information about people, place in a setting;

The analysis is useful in designing detailed description for case studies and narrative research project.

Step 5: How the description and themes will be presented in the qualitative narrative;

© University of Venda

The researcher should classify his information in categories in order to reduce it into small, manageable sets of thesis.

Step 6: Making interpretation or meaning of data;

The lessons learnt could be the researched individual understanding that the enquiry brings to the study from one's own culture and experience.

The researcher also takes into consideration and respects the ethnicity, culture and gender of the participants when analysing data. The researcher records and observes expressions and gestures of the participants when responding to the questions during data analysis.

The researcher organised and prepared the data for analysis beginning with a detailed analysis which entailed with coding, giving descriptions and rendering of information about people, and place in a setting and making interpretation or meaning of data.

3.9. Ethical considerations

Ethics means conforming to the standard of conduct of a given group of professionals (Babbie and Mouton 2006). Neuman, (2000) defines ethics as a list of principle and guidelines offered by professional organisations to guide research practice and to clarify behaviours that are ethical. According to Nagy and Biber, (2014) a feminist ethics of care is a model that focuses on responsibility and a caring relationship rather than more abstract idea about rights, justice, virtues, or outcomes.

3.9.1. Informed concerned

Participants have the right to know what the research is about, how it will affect them, the risk and benefits of participation and the fact that participants have a right to withdraw from participation if they choose to do so (Bless, Smith, and Kagee 2006). Monatte, DeJong and

© University of Venda

University of Venda
Creating Future Leaders

Sullivan (2008), define 'informed consent' as telling research participants of issues that might reasonably influence the decision to participate.

In this study, the researcher informed the respondents about the study so that they felt free during participating in the study as well as letting them know what the study is all about. This was done to ensure that participants were aware of what they are getting themselves into in order to avoid unnecessary withdrawal.

3.9.2. Confidentiality

Confidentiality means information provided by participants', particularly sensitive and personal information should be protected and not made available to anyone other than the researcher (Bless, Smith, and Kagee 2006).

Individual results of the study shall be kept confidential and no information that interfered with the privacy or confidentiality of the participants during the course of the research. The safety of respondents was not compromised in any way.

3.9.3. Anonymity

Refers to ethical protection to ensure that participants remain nameless; their identities are protected from disclosure and they remain unknown (Neuman 2011).

The researcher used anonymity to protect the details, names or any other identifications of the respondents. Assuring the respondents that their personal details would not be revealed helped them to be comfortable.

UNIVERSITY OF VENDA

© University of Venda

3.9.4. Voluntary participation

University of Venda
Creating Future Leaders

According to Bless, (2006) voluntary participation incorporates the freedom of an individual's action and choice to decide whether or not to participate in research. The participants have the right to know what the research is about, how it will affect them, the risks and the benefits of their participation (De Vos 2005).

The researcher highlighted to respondents that participation was not compulsory but voluntary, hence none of the participants were compelled to participate in the study.

3.10. Summary

The purpose of this chapter was to give a detailed description of the methodology used in this study. The chapter covered the nature of the study research design and methodology, data collection methods, study population, instrument, data analysis and ethical consideration.

© University of Venda

University of Venda
Creating Future Leaders

4.1. Introduction

This chapter presents and analyses the data obtained from respondents in relation to gender differences with respect to administrative leadership styles in Polokwane municipality.

4.2. Demographic profile of the research participants

For the purpose of this study, only the aspect of race, administrative leadership position and gender were considered. The demographic data for the interview participants is presented in Table 2 below.

Race	Position	Department	Gender
Black	Manager	Performance	Male
Colored	Manager (CSTA)	Council support	Male
Black	Acting manager	Legal service	Male
Black	Manager	Assets	Male
Black	Municipal Manager	Office of Municipal manager	Female
Black	Manager	Risk management	Female
Black	Manager	Secretariat	Female
Black	Manager	Housing and Building Regulation	Female
White	Manager	Expenditure	Female

Table 2: Demographic Data of Interview Participants

Nine interviewee participated in the study. 44.44% men (four participants) and 55.56% women (five participated) participated. Out of nine participants, four men (75% blacks and

© University of Venda

25% coloured) and also five women (80% blacks and 20% white) were interviewed. Overall 77.78% black (men and women), 11.11% coloured (man) and 11.11% white (woman) participated in the study.

University of Venda
Creating Future Leaders

4.3. Emerging Themes and sub theme

4.3.1. Theme one: Gender and Networking

Respondents were asked if they normally participate in networking and if so what type of networking platforms did they participate in.

Respondent A responded as follows: *"Yes i do participate in networking initiatives quite often, and this goes beyond the municipality in which I work. Because beyond the municipality, we have got stakeholders who are part of our Integrated Development Programme. So if there are internal engagements we invite them, like for the Integrated Development Plan, but also when they have their own programmes they also invite us. And then we have got provincial sittings. Normally they check performance and other engagements. We also have International Relations who coordinate all municipalities in the district to align our plans and check what the issues are for reporting purposes. We have workshops also. But it is quite difficult to attend all meetings arranged by the department. However, we encourage everyone to attend those meetings that are arranged internally for networking purposes.*

Respondent B: *"We normally attend seminars once in three months and that is where we raise our concerns or ask questions for clarity from other staff members from other municipalities. Since I am in the Finance Department I do not network regularly.*

"Normally I do not attend after hours meeting. But when I attend a meeting or network and notice that a colleague has mentioned good ideas, I do follow up and ask for advice"

© University of Venda

University of Venda
Creating Future Leaders

Respondent C: *"We do have a specific set of stakeholders that we network with. Our whole networking system is already in place. I only go to network at a formal level if I am invited so that such network meetings are administratively justifiable."*

Respondent D: *"Yes I network. Like we have events that I attend on behalf of the Polokwane municipality where we meet with other managers. Because we are a big institution we also interact with other managers from other the Capricorn District Municipality, Cooperative Governance, Human Settlement and Traditional Affairs, as well as from provincial and national Treasury. I attend events on Risk Management South Africa, which I am a member. Most of the meetings and conferences that we attend, you find that we go there just to network, establish contacts and get to know what other people are doing there."*

Respondent F: *"Yes. The network we are talking about could be in the form of Community Forum Structures forums, workshops where people from sister departments and other municipalities attend. While you are there, obviously you talk about challenges and positive things that one can bring to the table"*

Respondent G: *"We network. As the Housing Unit we require other SBEs to fit in to housing. I sometimes use different platforms as a way of networking depending on the topic."*

Respondent H: *"To tell you the truth since, I have been here, I hardly network. I only network at Secretariat Summits and conferences. I hardly do any network in a form of say going out to playing golf."*

Respondent I: *"I sometimes go out and meet people. But that will be just be social, like during lunch where we engage in conversations that are work related.*

Respondents indicated that they use formal platforms to network such as workshops, conferences, seminars and meetings to network. Respondent C stated that he also used social

UNIVERSITY OF VENDA
LIBRARY

© University of Venda

platforms such as going out for drinks and playing golf to network. Most of the participants indicated that they network with colleagues within the municipality and those from outside the municipality. Schneider (2002) calls this the stakeholder model of organizational leadership in which the leader reaches out to many different levels within and outside the boundaries of his or her own organization. This reaching out is not gender specific. Female participants found a participative leadership style more natural than men because they feel more comfortable interacting with people (Appelbaum, Audet and Miller 2002)".

Respondent A responded by saying the following: *"It depends. Some ladies are more active, e.g. in the tourism field where women are doing well. However, males are still dominating networking procedures.*

Respondent C: *"Both genders are active in networking."*

Respondent D: *"I find it easy to network with women because in most cases it is easy to establish rapport and relate. In most cases men are not professional because once you engage with them they will want to propose an intimate relationship with you. Women are reliable, when you ask for assistance in relation to work from them they are quick to respond but men need you to keep on doing follow-ups. Sometimes the men will fail to deliver what they promised you.*

Respondent E: "W*omen use official platforms such as workshops and seminars to network while man prefer to go for social platforms such as playing golf or watching soccer to network."*

Respondent H: "*I do not network. I think that is because I am the only woman in my department. Usually men are the ones networking."*

© University of Venda

University of Venda
Creating Future Leaders

Respondent I: *"Gender is something that one cannot ignore. Personally I see colleagues as human beings without considering their gender and that allows me to network with everyone. I can go out with colleagues, but whether they are males or females does not matter to me."*

Respondents indicated that in most cases males are seen to be more active in networking. Women preferred to network with female colleagues. It is stated that networking is important and practiced by either male and female managers or leaders. Reid (2000) stated that effective leadership style is not the exclusive domain of either gender and both can learn from each other.

These section contain general comments about if respondents find networking effective or not.

Respondent A: *"Normally I do not attend meetings which are scheduled in the evening. But when I attend a meeting or network and I notice that a colleague has mentioned good ideas, I do follow ups and ask for assistance and inputs."*

Respondent B: *"I find networking beneficial because I kind of get clarity from experts."*

Respondent C: *"I go out to network as an ambassador of the municipality and as a result, I find networking very important and beneficial. It helps me to get new ideas and create new friends. I will encourage people to go and network in order to get fresh ideas."*

Respondent D: *"Yes it comes with positive results, especially when you are in an environment where you interact with different people who are doing a similar job. When I meet people it does not end there, we end up exchanging business cards and we take the relationship further. We talk, we exchange emails and when I am stuck and need to know something I will check with people that I met at network meetings to ask, to say how we do something and they help or advise."*

© University of Venda

University of Venda
Creating Future Leaders

Respondent E: *"It is like social networking, it works well if know what you are going to discuss and one can even share with colleagues problem cases in order to get advice. It's like when someone who does not follow politics or development in South Africa they will not be informed and they will not be on the same level with others but if you network you will become more informed. So through networking, one gets the opportunity to rub shoulders with different people. So it is impotent to go around and interact with people."*

Respondent F: *"In most cases networking sessions are positive and contribute to one's career and development. In most cases networking sessions are positive and they contribute to towards improving the way you do your work."*

Respondent G: *"I find networking beneficial because I sometimes need peers and colleagues to give advice and guidance."*

Respondent H: *"Yes I do network most of the time. Like today I was networking with someone from Ekurhuleni whom are my networking partners and I met them through someone whom I met through networking. The Ekurhuleni networkers helped me establish what we call Council support and secretary and who does what because we had a bit of a problem. At the moment they do help because us a lot because I am able to pick up the phone any time and ask for help, or email them. My superiors do not mandate me to go and network."*

Respondent I: *"Those networking sessions are beneficial. The discussions usually revolve around work related so you tend to benefit a lot."*

Networking platforms are said to be useful and beneficial as they are able networkers to share and exchange ideas/views about their cases or issues raised. It is indicated that such platforms

© University of Venda

happen to be the platforms to establish rapport and also help participants to have different views on how to approach matters related to their work.

The respondents were asked if they network as a mandate from their authority or they practice that from their own will. This was aimed to find out if respondents are able to explore alternative ways to be clarified on their own.

Respondent B: *"I network out of my will without any mandate from my authority or Human Resource."*

Respondent D: *"If there are events we go there because we are attracted by what is on the agenda than networking. For example, you go to the Risk Apatite event hoping that you will learn more about risk apatite and sit there and be confused. But after breakfast you network and help each other understand the content of the presentation."*

Respondent G: *"We normally go for events to which we are invited by sister departments, but it has never happened that I am given a mandate to go and network."*

Respondent I: *"It does not happen, like I do not go for networking as a mandate, even if that thing happens it might be at the end of another meeting where you find time e but it does not happen that you go there prepared for networking."*

The respondents stated that they do not practice networking as part of their superiors' mandate. They indicated that they do not even plan to say on the coming event they are going to target a person for networking, but it just happens when they are at different settings or platforms. Networking is characterized by sharing information and employee empowerment, and leadership is usually none hierarchical and none exclusive. Schneider (2002) calls this the stakeholder model of organizational leadership in which the leader reaches out to many different levels within and outside the boundaries of his or her own organization.

© University of Venda

University of Venda
Creating Future Leaders

4.3.2. Theme two: Subordinates Discipline, Gratitude and Referral

Respondents were asked if they were given authority to be able to implement discipline out of their jurisdictions or not. They were also asked if they find their subordinates post-reaction guided by gender or not. The questions were also asked with the aim to find if there were preventive mechanisms to maintain discipline. The Municipal System Act 32 of 2000, Section 67 (1)(h) stipulates that a municipality, in accordance with the Employment Equity Act. 1998, must develop and adopt appropriate systems and procedures to ensure fair, effective, efficient and transparent personnel administration, including disciplinary procedure. On whether there were any preventive mechanism to maintain discipline, here is what the respondents said:

Respondent A: *But isn't that you know that issues related to discipline are not simple like I have to do this, unfortunately with legal processes you have to build a case in order for the case to be sustained. But there are platforms for me to discipline people."*

Respondent C: *"I discipline members of our staff. In terms of our municipal code of conduct there are certain rules that need to be adhered to by staff members. As a person I see them as members of a family away from their family. But then we should keep in mind that they are here to work so that they their families. So we should not get too much in their actions."*

Respondent D: *"Yes every manger has that freedom to discipline their subordinates. It's just that I do not have a bigger portfolio under myself. I always make sure that my subordinates behave in a disciplined manner and if there is a need to discipline them I just go to labour and tell them discipline this person. Though they will always be unions who try to mediate so that the employee does not lose their job."*

Respondent F: *"As a manager, it is one of my responsibilities to ensure that I instil discipline in my subordinates."*

UNIVERSITY OF VENDA
LIBRARY

© University of Venda

Respondent G: *"I have opportunity and freedom to discipline my subordinates. You will find some staff members complain about petty things, sometimes about genuine things. For example, recently I attended a disciplinary hearing. We have a case where we had to task one of the staff members and we arrived at a verdict. And yesterday members of the union and the workers complained and we set a date so that we take it from there."*

Respondent H: *"Yes, we are given authority to discipline. So far there is one, unfortunately we never had serious issues that need their involvement."*

Respondent I: *"I do have that authority, in-fact I have got authority over the whole municipality because I am the Acting Director, Cooperate Services. My responsibilities include transgressions in any unit of the municipality or any department. The responsibility to discipline employees lies with me. Normally we get a report about certain allegations of misconduct that need to be investigated or disciplinary procedures or processes that need to be instituted. There is a procedure that we need to follow, so out of that we activate a process, to say there is a person X or Y who did 1, 2, 3, 4, which is against the policies of the municipality. Now, we ask labour relations guys which one of their functions relates to discipline, so all we do is activate that process and make sure that it is concluded."*

Respondents indicated that they have authority to discipline their subordinates. They stated that they are guided by the municipal code of conduct. The respondents indicated that they work as a collective during disciplinary processes and bodies like unions are also involved. The executive and legislative authority of a municipality is exercised by the council of the municipality and the council takes all the decisions of the municipality subject to section 59.

Questions were asked pertaining to the methods or strategies used to prevent ill disciple.

© University of Venda

Respondent A: *"Yes. The institution established performance management processes that we follow regardless of who is involved. Whereby we follow what needs to be achieved through performance plans. We have written some documents and policies and on how people report. Performance reports are tabled every month so that the director presents to the portfolio so that where there are problems we pick them up early instead of waiting for annual reports. So those who are not performing we are able to identify the reason why they are not performing and if they are not improving then we set disciplinary measures in motion."*

Respondent B: *"I am very strict and I have got an attendance register and if subordinates come late, I sit them down and talk to them. But if they come late I give them warning to say watch out, but if it is a big issue HR must be involved and also the unions."*

"Normally some subordinates are willing to change. We have monthly meetings and I prefer not to wait for the sitting and go to somebody to say look at this and sometimes we have morning meetings to clear the air."

Respondent C: *"Having one -on -one talks with staff helps a lot to understand the reasoning behind the indiscipline. Disciplining a staff member is more of an administrative role and to me it should be the last resort. I mostly talk to them positively to avoid failure."*

"We have SPU meetings every Monday. So that is the problems we share the problems we have and say this is what is supposed to be done or not be done. We highlight all matters and if one transgresses we are able to show them the way."

Responded D: *"In the municipality we have a code of ethics and each and every financial year we sign it to acknowledge that we will be abide by the ethics. And if there is a need we invite someone from Human Resource to come and interpret the ethics for us. So if someone*

© University of Venda

is violating the code of ethics I start by talking to [illegible] their superior to try and understand the root cause of the problem, where we also involve Employment Assistance Program."

Respondent E: *"Though I indicated that I am just acting, in our case we have weekly meetings which where we check the progress and things that still lack behind so that we can push or assist colleagues. For example, we discuss issues of late coming and punctuality, business ethics, professionalism- how to behave in the presence of others and how we should behave, issues of respect and the quality of work that we deliver at the end of the day. If one comes late then we reprimand him or her."*

Respondent F: *"As a prevention measure I do not approach subordinates one-on-one, but we normally have what we call unit meetings whereby we talk about protocols and processes and the importance of adhering to them."*

Respondent G: *"We sit in meetings regularly just to outline the code of conduct so that staff members understand that they are here for work not friendship or family, so it is upon them to work or deliver the mandate of the municipality and the council. When we have issues like discipline we have dedicated Human Resource and the labour relations unit."*

Respondent H: *"My subordinates comply with the code of conduct but there are so many disciplinary cases from other sections. Remember some of my subordinates do not to me. I have two assistant managers, so if one of them is not going to be around, I will alert the office and ask colleagues to take care for their work."*

Respondents indicated that they are guided by the code of conduct and also are able to engage subordinates one on one to prevent ill-discipline. Leaders clarify subordinates' responsibilities and correct them for failing to meet objectives (Antonakis, Avolio and Sivasubramaniam 2003). According to Vroom and Jago (2015), these leaders obtain any

© University of Venda

University of Venda

necessary information from the subordinate, then decide on the solution to the problem themselves.

The researcher asked the respondents if they had a different experience in terms of subordinates, wherein subordinates' reaction is guided by gender during and post discipline. The researcher wanted to find if a subordinate's gender influences one's behaviour and how respondents handle such disciplinary situations.

Respondent A: *"When I deal with discipline I do not look on the matter based on the gender of the subordinates. The thing is that once you treat people fairly then it is fine and where you are not happy you talk to your subordinate and show them where you notice that they are wrong before you can even think of disciplinary measures."*

Respondent B: *"I have only one woman who is difficult, but I find it easy with a woman but normally I do not have a problem with man. There is no much difference."*

Respondent C: *"Luckily we have officials who are male and female in terms of job level and the work they do. When we look at issues of discipline we do not look at issues of gender."*

Respondent D: *"I have never had a challenge. I do not have a challenge when giving lawful instructions to a male subordinate than but I have problems with female subordinates. Female subordinates sometimes take outcomes of the discipline personally and end up accusing you of being jealous."*

Respondent E: *"I have not observed a different reaction from male and females subordinates because I see them as the same. Our constitution states that we should not discriminate on the basis of sexual orientation or gender. I do not subscribe to a situation where if my subordinate is not doing well and I call a meeting for everyone, but I call individuals so that I highlight some points that I want to express."*

UNIVERSITY OF VENDA LIBRARY

© University of Venda

Respondent F: *"Remember it goes with the type of principles that one adheres to. The fact if I want to respect from subordinates I need to be objective in a way that if I talk to a female colleague there should not be any bias. Remember it also helps one to grow professionally and integrity is to do the right things even when no one is watching. I need to be objective as a manager and the way I address my staff must be the same all the time. I am able to handle all matters and we never had a situation escalating to my superiors."*

Respondent G: *"Unfortunately it is difficult for us women considering that men thought it is their world and now women are coming in, invading their space. But if there are codes of conduct to be to be followed everyone must follow regardless of their gender. We are guided by policies there is nothing we can do. If I am the manager, for the fact that I am your superior and there is power invested in me I discipline you. There is always an element of resistance from colleagues especially when you have got to reprimand them if they do not do the right thing."*

Respondent H: *"Man usually they have got an ego neh, you will tell them to do something and they will say yes they will do that. Usually at that point in time when you deal with something with a male person they will never disagree or be harsh or whatever, but at the back of their mind they are back-stabbers. They may rather not to do what you said they should not do or they will sabotage your system. Males are like that, I have been in a similar situation several times. Usually I know, they usually say you must be streetwise. People have lives outside and friends and might not like me. So I always have that kind of thing at the back of my mind, to say if I am talking to a person I always make sure that I say it straight forward. So females are different and when you talk to them they will cry and tell you I am sorry I did it and I will not repeat it or I did not do it. But some females are like males. So in most cases when women cry, they cry because they know they did not do what you accused*

© University of Venda

University of Venda
Creating Future Leaders

them of or they are trying to use tricks. But sometimes they will tell you I did it and I will not repeat it again."

Respondent I: *"Normally at my level the issue of gender, we do not look at gender. We look at an employee. As much as you will have what we call gender sensitivity on how one approach issues. But the general principle is that you look at a person not gender. Because as manager you might have a person who is a male but who is more fragile than a woman who is strong, so obviously we do not look at gender."*

"Subordinates comply. It is an issue of how females react differently males. Men might give you arrogant answer and say it is fine, I will get it out of my chin while women can just cry."

Respondents indicated that they treat all subordinates equally during discipline. Female respondents indicated that some few female subordinates become personal and emotional when disciplinary outcomes do not favour them.

The researcher wanted to find if respondents come across a situation whereby they handle matters and end-up referring cases to their superiors for intervention or consult their superiors before taking the final decision. The researcher asked if the respondents refer cases for disciplinary measures to their superiors.

Respondent B: *"Normally if there is an issue I sort it out myself. Except if there is fraud"*

Respondent C: *"I am always able to deal with disciplinary matters and I never had a situation where I had to refer the case to my senior to address disciplinary matters. If the subordinate remains backward or fail to do their job, colleagues are there to help."*

Respondent D: *"I never had a situation where I must refer the case, but if I reach that stage I will have to see what options are available and referral will also be an option."*

© University of Venda

Respondent G: *"If there is a case that I feel like it is above me I refer. Most of the cases that I refer to my superior are those of my immediate subordinate."*

"In addressing matters after realizing that a subordinate has erred, I call you or write you an email, but even if I call you and you come I write to you for record keeping. Unless, if it is a friendly reprimand"

Respondent H: *"Usually that is what we do, we consult with the person and tell them that now we have to write something for you for disciplinary action or whatever. Sometimes I have realised that there has always been a grievance before. They are lot of things you have to consider, usually I start with EAP to say EAP please intervene, maybe this person has social problems. The problem is there and might affect his or her performance. It might be work or not work problem and that might affect the person, which he or she cannot come to work or perform according to what we expect."*

Respondent I: *"Remember if a disciplinary process has been instituted, the process has already started from their superior. Normally happens is you work in department xyz, you do some transgressions and the like. Sometimes our labour relations will advise that this matter needs an institutional departmental hearing or this one does not warrant a fully-fledged hearing. So you can refer to the departmental hearing whereby the manager or director will take care for that."*

Female respondents are always ready to consult or referrer cases when they feel there is a need for their superior to intervene. According to Vroom and Jago (2015) in joint decision-making, leaders discuss the problems with other members and together they come up with a final decision in which each has had some influence. Males prefer to address cases and make decision. According to Vroom and Jago (2015) autocratic leaders obtain any necessary information from the subordinate then decide on the solution to the problem themselves.

© University of Venda

University of Venda

4.3.3. Theme three: Culture, culture leadership and Cultural and gender leadership preparation

The researcher wanted to find out if culture plays a role in shaping one's leadership styles. He wanted to understand how the culture (family background) of the respondent contributed to the respondents' upbringing from a young age. The researcher asked the respondents if they look back and say 'I am in this position because my culture played a role'.

The question was aimed at finding if culture impacts on one's administrative leadership styles.

Respondent A: *"I grew-up in a multi-cultural environment in SOWETO (South Western Township) where were taught that all persons are equal regardless of the tribe or culture they come from. That helped me to have tolerance and be able to work with persons from different sphere of the world.*

Respondent C: *"I grew up as a single child. My culture also played a vital role in my management style, whereby I give my subordinates space for creativity and initiatives." One thing that impacted my life is that I grew up in a multi-cultural area called Disteneng and that had an impact in shaping me to be a better leader. I have learned a lot from an early age until then forced removals that took place at Distened whereby blacks were taken to Seshego, Indians taken to Savana, Whites taken to Ladanna and we coloured were the last group to be taken to Westerberg and that my upbringing and growing up amongst different cultures and race made me who I am today and gave me the opportunity to work with deferent people regardless of race."*

Respondent E: *"It is true that we are brought under a particular cultural practice, but my cultural upbringing taught me to be respectful irrespective of whether the person is white,*

© University of Venda

pink, yellow or brown. On the other hand, one must be strong., Being respectful does not mean that you must be submissive and one must be able to stand his or her ground and say this is what we want and this is what we want we do not want."

Respondent I: *"Culture taught us how to relate with people, it is very important. Remember your culture is the one that will mould you in terms of values and those are some of the things you grow up with and you take wherever you go. Wherever you go or do they will always be in your mind and you're conscious of not doing certain things because that is not part of your upbringing"*

The respondent indicated that culture taught them to tolerate fellow human beings regardless of their culture, race and gender. Culture taught them to relate with people. Kuanda (2010) states that leadership styles and behaviours are culture bound.

The respondents were asked if culture plays a role in modelling one's leadership styles. The responses are as follows:

Respondent B: *"My culture taught me to be time conscious and to put more effort on everything I do. It taught me different values and morals of life. I went to boarding school from my grade one and I learned to be independent and that helped me to take sober decisions."*

Respondent D: *"Where I grew up we were taught "muthu ndi muthu nga vhathu" (one cannot survive without others). That helps you to treat people for who they are without prejudice I was raised by a single parent like my mother and that helped me to take care of all duties so that, regardless of whatever challenges I can be able to overcome any challenges."*

© University of Venda

University of Venda
Creating Future Leaders

Respondent E: *"My culture taught me principles like respect for each other, respect for human rights, respect for dignity, respect for children, respect for life etc."*

Respondent F: *"Though we come from different cultures or backgrounds the most important thing is that we are all professionals. Regardless of the fact that we went to different schools, here at work we are expected to be professionals. I do not expect someone of different culture to behave differently but to be guided by the same principles."*

Respondent G: *"I was brought up in North West and I am a Tswana, but one can tell that the culture I grew up in played a vital role in helping me to have a good leadership. The reality is that I grew up spending more time with boys and that helped me to develop masculine characters."*

Respondent H: *"My family culture is that once one passes grade twelve they must go to study at an institution of higher learning and I was no exception."*

Respondent I: *"Skills such as listening, conflict management styles, and anger management are the outcomes of cultural traits. I have observed and learned more about leadership and leadership styles from my family culture."*

Respondents stated that regardless of gender, culture taught them to be independent, have values, caring, respect each other, principled and taught them to be responsible and tolerant.

Historically, leadership has been construed as primarily a masculine enterprise, (Magabane, 2009). Here subordinates were asked if culture prepares them to become better leaders. The question focused on schooling.

Respondent A: *"My parents are tertiary graduates and they encouraged me to focus on my studies and they always told me that the best gift they could give me is to give me support on*

UNIVERSITY OF VENDA
LIBRARY

© University of Venda

University of Venda
Creating Future Leaders

my studies. They encouraged me to read by bringing me novels and my father would talk to me about life skills. At a younger age my parents taught me to be responsible."

Respondent B: *"There was no gender discrimination during my up-bringing. My parents encouraged me and my siblings to pursue to our studies at institutions of higher learning. They gave us the necessary support academically, socially and morally. I grew up in a family of six children (four boys and two girls) and all of us got same treatment and women like man were groomed and prepared so that they will work."*

Respondent C: *"I was groomed in family where we were all treated the same, whereby if you want to go to school you go and pass. There was no discrimination based on either one is boy or girl child. In my family everyone was encouraged to go for tertiary education after passing our metric. Though I only had a younger sister when I was already at a tertiary institution."*

Respondent D: *"I was taught to be independent and work harder. My family encouraged me to do better on my studies. Though when I grow up, my parents distinguished between male and female responsibilities. Boys were given responsibilities that are associated with masculinity with the intention of preparing them to become future leaders while girls were given soft responsibilities. I was also encouraged and supported to go to school so that I could be a better leader."*

Respondent E: *"I come from a family of three and the eldest is a girl. All of us were given support to study at institutions of higher learning. Culture prepared us to be better leaders and instilled discipline and respect in us.*

Respondent F: *"The reality is that since democracy women have choice to study fields which that male dominated. Our constitution stipulates that we have the right to participate in any*

© University of Venda

activities without any discrimination. Educated sons are able to tolerate colleagues regardless of their culture."

Respondent G: *"I grew up having male friends. I chose to study 'building survey' at tertiary level, a field that is traditionally male dominated. I was given support by my parents"*

Respondent H: *"My father did not believe that his children should pass grade twelve and continue with their studies at institutions of higher learning. My mother convinced him that I should go and study at tertiary level."*

It is stated that culture played a vital role in shaping respondents and also encouraged them to be empowered with education. Respondent D stated that in their upbringing through culture male and females were tasked different responsibilities.

© University of Venda

University of Venda
Creating Future Leaders

5. OVERVIEW OF THE STUDY, FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1. Introduction

The chapter gives a summary of the major findings, overall conclusions and the recommendations of the research. The aim of the study was mainly to establish the implications of the gender differences in terms of administrative leadership styles and strategic power relations at Polokwane Municipality. The findings are based on data collected through face to face interview with selected managers/administrative leaders from Polokwane municipality. The literature review outlined in the previous chapters, provided a basis for analysing the information obtained through the interviews with the targeted population.

5.2. Finding of the study

The following is a summary of the major findings from the study and presented in line with the objectives of the study.

- Networking plays a crucial role in leadership styles. Networking is found to be a progressive style of leadership were leaders share ideas and advise each the in relation to their area of operation. It was found that males prefer informal platforms of social networking while female leaders preferred to network in formal platforms such as workshops, seminars and meetings. Leaders network voluntarily without any directives from their authorities.

- Leaders in administrative positions are given authority to maintain and implement discipline in Polokwane municipality. Leaders are guided by the Municipal code of conduct when it comes to disciplinary processes and they are able to create one on one platforms to prevent ill-discipline. Subordinates are treated equally at Polokwane

© University of Venda

University of Venda
Creating Future Leaders

municipality. Male leaders' prefer to initiate a disciplinary sitting and arrive at final decision. Female leaders initiate disciplinary sittings and make decisions and sometimes they prefer to refer the cases to their superiors if they feel there is a need.

- It was also found that culture played a role in modelling leadership styles.

5.3. Recommendations of the study

- Administrative leaders should engage in networking platforms at least once in three months. Administrative leaders should engage in networking without gender stereotypes that networking is for certain gender. There should be networking inductions for administrative leaders annually.
- There should be disciplinary strategic planning for administrative leadership which involves EAP and administrative leaders. This platform will also look at gender social aspect attitude approach.
- Primary schools should teach about indigenous and modern leadership styles which focus on non-gender biasness and discipline.
- There should be regular workshops that pay attention on discipline and communication skill.
- Department of Education should develop policies that make it compulsory for primary and high schools to study leadership as a discipline.
- Culture traits which have leadership skills should be encouraged at as an early stage between boys and girls so that they can become better leaders as they grow.
- Workshops should be conducted by the municipalities to educate employees about multicultural tolerance.

© University of Venda

University of Venda
Creating Future Leaders

5.3.1. Future researchers

Future studies could narrow their study to one aspect amongst networking, discipline and culture and possibly focus on fewer respondents in an in-depth study involving leaders, subordinates in order to obtain diverse views on the subject.

5.4. Limitation of the study

The study depended on respondents whom gave information that they think is good for them share with intention of creating a better image about themselves. They did not share the negative part of their character or experiences.

5.5. Conclusion

Gender differences is a crucial aspect to be looked at, especially in administrative leadership styles. This is an area that institutions cannot shape but give support. One's leadership style is shaped by their social upbringing and grooming as well as their academic background.

The study found that male and female leaders engage in networking platforms, though female leaders prefer to engage in formal platforms while male leaders engage in both formal and social networking platforms. Networking has been proven to be an important aspect in leadership style and productive.

Culture has been proven to have played a vital role in shaping one's leadership style. Respondents agreed that culture played important role their leadership styles. Leadership-subordinate communication method, tolerance and passion are perceived to be products of culture.

The study found that respondents had the freedom to implement discipline. Both male and female leaders preferred to have one on one discussions with their subordinates to address ill-discipline. Both male and female leaders were found to use meetings as prevention methods

© University of Venda

as a way of "almost" democratic leadership. They use the Polokwane municipal code of conduct as a guideline to maintain discipline. Female leaders seem to have a partnership leadership style.



© University of Venda

6. REFERENCES

University of Venda
Creating Future Leaders

African Union Gender Policy 2002, Durban. South Africa. https://www.atria.nl/epublications/2002/GenderIssuesinICT.pdf

African Union. Protocol to the African charter on human and peoples' rights of woman in Africa.

Altemeyer, R.A. and Jones, K., 2005, Sexual identity, physical attractiveness and seating position as determinates of influence in discussion groups. *Canadian Journal of Behavioural Science*, 6, 37-375.

ANC Gender Paper, 2012. Policy discussion document.

Antonakis, J. Avolio, B. J. and Sivasubramaniam, N., 2003, *Context and leadership: An examination of the nine-factor full range leadership theory using the Multifactor Leadership Questionnaire*. *Leadership Quarterly*, 14, 261–295.

Appelbaum, S.H. Audet, L., and Miller, J.C., 2002, Gender and leadership? Leadership and gender? A journey through the landscape of theories. *Leadership & Organization Development Journal,* 24(1), 43-44.

Auriacombe, C.J., 2014, *Leadership: Principles, Traits and Skills*. Internal Handbook. Johannesburg: University of Johannesburg.

Avolio, B. J. & Bass, B. M. 2004, Multifactor leadership questionnaire (3rd ed). Palo Alto, CA: Mind Garden.

Babbie, E. and Mouton, J., 2006. *The Practice of Social Research*. Cape Town, South Africa: Oxford University Press.

© University of Venda

University of Venda
Creating Future Leaders

Babbie, E., 2001. *The basic of Social Research Methods* (4th Ed.). UK: Thomson Wadworth.

BBC News 2012, November 14). *EU defends woman-on-boards plans.* Retrived from http://www.bbc.co.uk/news/bisiness-20322317. 03 June 2016.

Beasly, 2005, *Modernist Emancipatory Feminism: Liberal Feminism.* Vol 2: 4. 250-261.

Bhorat, H. and Leibbrandt, M., 2001, "Correlates of Vulnerability in the South African Labour Market", In Bhorat, H. Leibbrandt, Maziya, M., Van de Berg, S. and Woolaard, I.(eds.). *Fighting Poverty, Labour Markets and Inequalities in South Africa,* University of Cape Town Press, Cape Town, 74-106.

Biseswar, L., 2011. The role of educated/intellectual women in Ethiopia in the process of change and transformation towards gender equality 1974-2005. PhD thesis, Dep. of Sociology. University of South Africa

Bless, C. Smith, C. and Kagee, A., 2000, *Fundamental of Social Research Methods: An African Perspective (3rd Ed.)*. Cape Town, South Africa: Juta and Company publishers.

Bless, C., Smith, C. and Kagee, A., 2006, *Fundamental of Social Research Methods: An African Perspective (4th Ed.)*. Cape Town, South Africa: Juta (Pty) Ltd.

Boehnke, K., Bontis, N. Distefano, J., and Distefano, A. 2003. Transformational Leadership: An Examination of Cross-national Differences and Similarities. Leadership and Organization Development Journal, 24(1/2), 5-17.

Bohlander, G., Snell, S. and Sherman, A., 2001, *Managing Human Resources 12ed.* USA. South-Western College Publishing.

© University of Venda

University of Venda
Creating Future Leaders

Bruckmuller1, S. and Branscombe, N.R., 2010, *The glass cliff: When and why women are selected as leaders in crisis contexts.* The British Psychological Society. Vol 49. 7. 433–451

Burgess, Z. and Tharenou, P., 2002, *Women Board Directors: Characteristics of the Few.* Journal of Business Ethics. Kluwer Academic Publishers. 49.

Catalyst Census, 2012, Fortune 500 Women Board Directors. Give more details. If source is online give Url address and the date of access.

Cheng and Lin., 2012, *The effects of gender differences in supervisors' emotional expression and leadership style on leadership effectiveness*. Vol. 6 (9). 5-16.

Collins, P.H. *Black Feminist Thought*. New York. Routledge.

Commission for employment equity, 2014. Annual Report 2014-2015. Transformation makes business sense.

Cotter, D.A., Hermsen J. M, Ovadia S. and Vanneman R., 2001, *The Glass Ceiling Effect.* Social Forces, 80(2): 655-682.

Cozens, J.F. and Mowbray, D., 2001, *Leadership and the quality of care. Quality in health care*. University of Northumbria

Cox, T., 2014. Creating the multicultural organization. Jossey Bass Publishers. San Fransisco.

Cresswell, J.W., 2003, Research Design: *Qualitative and Quantitative Approach*. California: Sage Publications.

Creswell, J. 2009, Research design: qualitative and quantitative approach. London. SAGE.

© University of Venda

University of Venda
Creating Future Leaders

Cuadrado, I., Garcaia-Ael, C. And Molero, F., 2015. Personality and Social Psychology Gender-typing of leadership: Evaluations of real and ideal managers. University of Almaria, Spain. *Scandinavian Journal of Psychology*. 2015, 56.

Daddow, O., 2013, *International relations theory*. The essentials. Oliver Daddow. SAGE Puplications Ltd. London

Day, D.V. 2001, *Leadership development: A review in context.* Leadership Quarterly, 11(4): 581-613.

De Vos, A.S., 2005, *Research at grassroots for the Social and Human Services Profession.* Pretoria: Van Schaik Publishers.

Deem, L. 2002, 'Women Migrants and Rural-Urban Linkages in South-Western Nigeria" in Hussain, C. and Asad, B. 2012, *The Leadership Experience in Africa*. Sweden: GOTAB, 1995, p.270.

Deutsch, M. 2004, '*Gender Awareness in Migration Theory: Synthesizing Actor and Structure in Southern Africa'*, Development and Change, Vol.26, pp.771-91.

Eagly, A.H., 2007, *Female leadership advantage and disadvantage resolutions the contradictions.* North Western University. Blackwell publishing.

Feldman, M. 2012. Strategies for interpreting qualitative data. Thousand Oaks, CA: SAGE.

Fin24.2009. woman forge ahead despite bias. (Online) Available on from: 03.08.2014.

Glantz, J. 2002, *Finding Your Leadership Style*. A Guide for Educators; Association for Supervision and Curriculum Development. London: SAGE Publications.

Goffee, R. (2009) "Cultural Diversity", The Complete MBA Companion, Pitman Publishing.

© University of Venda

University of Venda
Creating Future Leaders

Gordon, L., 2001, *Mormonism in Transition. A history of the latter day.*

Govendor, V., 2005, Linking the advancement of women to senior management positions and gender barriers. Master thesis. School of Business Leadership. University of South Africa.

Gray, D. E., 2004, *Doing Research in the Real World.* London: SAGE Publications.

Greenberg, J., 2013, Diversity in the workplace. Benefits, challenges and solution.www.creer.uh.2017-05-12

Haataja. M.L., Leinonen, E. and Mustakallio, S., 2013, Gender mainstreaming in development. London: SAGE Publications.

Haslam, S. A. and Ryan, M. K. 2005, *The glass cliff: Exploring the dynamics surrounding women's appointment to precarious leadership positions*. Academy of Management Review.

Haslam, S. A. and Ryan, M. K. 2014, *Think crisis - think female: Using the Glass Cliff to reconsider the think manager – think male stereotype.* Manuscript under review: University of Exeter.

Hesse-Biber, S. and Leavy, G.C. 2007, *Working women in America: Split dreams.* New York: Oxford University Press.

Hofstee, E., 2013. Constructing a Good Dissertation: A Practical Guide to finishing a Masters, MBA or a PHD of Schedule. Johannesburg. South Africa: EPE.

Holtzhausen, N., 2014, Administration Publica. Association of Southern African Schools and Departments of Public Administration and Management. Vol 22. Issue 3, 22-59.

Howard, D. 1986, Woman and Therapy: Themes in psychotherapy with Woman in Male-Dominated professions, The Haworth Press, 5(2/3), 31-37

© University of Venda

http://www.fin24.com/articles/default/displyarticle.aspx?Articled=2551314 (Accessed 5 February 2014).

http://www.hcs.com.sg (Accessed 2017/05/13).

Hussain, C. and Asad, B. 2012, Black Feminist Thought: knowledge, consciousness, and the politics of empowerment. New York. Routledge.

Jorgensen, B. (1993) "Diversity: Managing a Multicultural Workforce", Electronic Business Buyer, September.

Judge, E., 2003, *Women on board: Help or hindrance?* The Times, p. 21.

Kajawo, C.T., 2012, *An assessment of the influence of religion on gender equality and women empowerment: The case of Mulanje District in Malawi. Pretoria:* University of South Africa.

Kevane, M., 2004, *Excerpted from Women and Development in Africa: How Gender Works.* Lynne. Rienner Publishers.

Koonce, R. 2001. "Redefining diversity: It's not just the right thing to do; it also makes good business sense." Training and Development (December).

Kreil, I.G., 2008, 'Developmental leadership behaviour and affective commitment: an explorative study', PhD, Dep. of Human Resource Development, University of South Africa.

Kuada, J., 2010, *Culture and leadership in Africa: A conceptual model and research agenda.* Department of Business Studies, Aalborg, Denmark. Vol. 1 (1) 11-19.

Lee, J. and Horn, T.H., 2004, *Business student's perceptions of women in management: The case in Singapore.* Management Education and Development, 24 (4), 415-429.

© University of Venda

UNIVERSITY OF VENDA LIBRARY

University of Venda
Creating Future Leaders

Lessing, K.L., 2007, Under or overestimation of self? Person variables and self-assessment accuracy in work settings. *Journal of Social Behaviour and Personality, 10* (1), 123-134.

Lips, H.M., 2014, *Gender the basics*. Briting Library cataloguing in Publication Dada.

Magabane, P.M.K., 2009, An *Investigation of Alcohol abuse among teenage learners.* Unpublished Masters Thesis, Department of Education. University of Limpopo.

Maluleke. M.J., 2012, *Culture, tradition, custom, law and gender equality*. PER. Vol. 15. Issue, 5.

May, J. and Rogerson, C., 2000, "*The Spatial Context*", In May, J. (ed.), Poverty and Inequality in South Africa; Meeting the Challenge, David Phillip, Cape Town, 207-228.

McCann, C.R., and Kim, S.K., 2013, *Feminist theory reader local and global perspectives*. Routledge. London.

Michelle K. R. and Haslam S.A., 2007, *The Glass Cliff: Evidence that Women are Over-Represented in Precarious Leadership Positions.* British Journal of Management, Vol. 16, 81–90 (2005).

Miles, M. B. and Huberman, A. M., 2004, *Qualitative data analysis. A resource book of new methods.* Beverly Hills: Sage Publications.

Mkuchu, S. G. V., 2004, *Gender roles in textbooks as a function of hidden curriculum in Tanzania primary schools.* Phd. Department of Comparative education. University of South Africa

Moller, O. S., 2004, *Reflections about Feminism and Multiculturalism.* Politica 1, 9-26 (Hebrew).

© University of Venda

University of Venda
Creating Future Leaders

Monette, D., DeJong, T. and Sullivan, C. 2008. *Applied Social Research: A Tool for the Human Sciences. (7th Ed).* USA: Thomson Wadsworth publishers.

Mouton, J., 2009. *Understanding Social Research. Pretoria.* Van Schaik Publishers.

Nagy, F., Biber, G. K. and Leavey L.K., 2007, Gender differences in leadership styles and management skills', *Women in Management Review*, 16(5): 244-256.

Neuman, W., 2011, *Social Research Methods: Qualitative and Quantitative Approaches (6th Ed).* U.S.A. Person Education Company.

Njoh, J., 2006, Tradition, Culture and Developmenting Africa. Historical Lessons for Modern Development Planning Heritage, culture and identity. University of South Florida, USA.

O'Connor, P. & White, K. (2009, April). Universities-Change or Continuity? Collegial/Managerialist? Gendered? Paper presented to the 6th Gender Equality in Higher Education Conference, Stockholm.

Okoli, J.N. 2012, *Gender Mainstreaming: A Strategy for Promoting Gender Equality in Science and Technology Education.* Phd theses, Dep of Sociology, University of South Africa. Unpublished theses.

Oshagbemi, J and Gill, G, 2003, *Megacommunities: How leaders of government, business and non-profits can tackle today's global challenges together.* New York: Palgrave Macmillan.

Phala, S. P., 2011, Women leadership in Local Government: An assessment of support by key stakeholders, Masters Theses, School of Business Leadership. University of South Africa.

© University of Venda

Powell, G.N., 2 011, *Organizational Dynamics: The gender and leadership wars.* 40.1—9

University of Venda
Creating Future Leaders

Programme and projects. Guide for authorities and project actors.

Reid, K., 2004, Self-perception of leadership behaviours in the workplace. Master thesis, Dept. of Industrial and Organisational Psychology, University of South Africa.

Republic of South Africa (2006) Gender Mainstreaming Initiative in the Public Service.

Ridgeway, C.L., 2009, *Framed before we know it: How gender shapes social relations.* Gender & Society, 23: 145-160.

SADC gender policy mandated. 2012.

SADC. Secretariat. 2009. Framework for achieving gender parity in political and decision making positions by 2015.

Sapsford, R. and Jupp, V., 2006. *Data Collection and Analysis*. 2nd ed. British Library. Sage publications.

Schauber, C. 2010, "Effecting Extension Organizational Change toward Cultural Diversity: A Conceptual Framework", Journal of Extension, Vol. 39. No.3.

Schermerhorn, J.R., Jr. 2008, Management, Danvers, John Wiley & Sons, Inc., MA.

Schneider, M. 2002, A stakeholder model of organizational leadership. Organization Science, 13, 209-220.

STATSSA. Statistical release p0211. Quarterly Labour Force Survey Quarter 3: 2015.

Taylor, C. 2001, Creating the multicultural organisation. Jossey Bass publishers. San Francisco.

© University of Venda

University of Venda
Creating Future Leaders

Tchichase-Phendla, T., 2009, Nendila. African woman define leadership for social justice. Nendila. Newsletter of the University of Venda. October/September 2010.

The Constitution of the Republic of South Africa Act 108 of 1996. Capetown and Pretoria: Government Printer.

Tickner, J.A., 2007, *'Feminist Perspective in International Relations'*, in Daddow, O. International Relations Theory. The essentials. London.Sage. University Press.

USA Department of Labour: www.dol.gov.

Van Eeden, R., Cilliers, F. and Van Deventer, V., 2015, *Leadership styles and associated personality traits: Support for the conceptualisation of transactional and transformational leadership.* Pretoria: UNISA Press.

Van Rooyen, J. 2009, In Allen, S. ed. *The CALE leadership handbook.* Pinegowrie: Centre for Applied Leadership Excellence.

Vinnicombe, S., 2000, '*The position of women in management in Europe'*. In M. Davidson and R. Burke (eds) Women in management: Current research issues, 2. Sage, London.

Vinnicombe, S., 2002, *Locks and keys to the boardroom*. Women in Management Review, 18, 325.

Vroom, V.H. and Jago, A.G., 2015, '*Leadership and Decision Making'*, Decision Sciences Institute from Decision Sciences, Vol. 5, 323-324.

Webb, L., 2002, *The use of first person in academic writing, Objectivity, language and gatekeeping.* Published in Journal of Advanced nursing.

© University of Venda

Welman, Kruger and Mitchel. 2005, *Research Methodology*. 3rd Ed. Cape Town. Oxford University. Southern Africa.

West, M., 2000, *Rozwijanie kreatywności w organizacji*, PWN, Warszawa.

Zak, A.M., Gold, J.A., Ryckman, R. M. and Lenney, E., 2008, *Assessments of trust in intimate relationships and the self-perception process*. Journal of Social Psychology, 138 (2), 22.

Zena B. and Tharenou, P., *Women Board Directors: Characteristics of the Few*.

© University of Venda

University of Venda
Creating Future Leaders

Appendix A: Interview guide

Gender:.....

Culture:.....

Race:.....

Position:.....

Number of years in leadership position:.....

Date of the interview:.....

UNIVERSITY OF VENDA
LIBRARY

1 QUESTIONS ON NETWORKING

What is your take on networking?

.....

.....

.....

.....

Do you participate in networking? If yes/no why or why not?

.....

.....

© University of Venda

University of Venda
Creating Future Leaders

.....

.....

Do you think networking plays a positive in production?

.....

.....

.....

.....

Do you network voluntarily or through your superiors' mandate?

.....

.....

.....

.....

Which gender do you find easy to network with?

.....

.....

.....

.....

Do you think some decisions are taken during networking sessions and just to be implemented in the office without the inputs of those who were not part of the session?

.....

.....

© University of Venda

University of Venda
Creating Future Leaders

.....

.....

2 QUESTIONS ON CULTURE

Do you play a role in implementing discipline?

.....

.....

.....

.....

What strategies do you use to maintain discipline to your subordinates?

.....

.....

.....

.....

What kind of response do you receive from your male and female subordinates?

.....

.....

.....

.....

What are Polokwane municipality policies on discipline?

.....

.....

UNIVERSITY OF VENDA
LIBRARY

© University of Venda

University of Venda
Creating Future Leaders

.....

.....

How do you prevent ill-discipline in your area of operation?

.....

.....

.....

.....

How do you ensure and maintain discipline among your subordinates?

.....

.....

.....

.....

Are you permitted to make final decisions in terms of discipline implementation or you always have to consult with your superiors?

.....

.....

.....

.....

What kind of measures do you take as a way of maintaining discipline?

.....

.....

© University of Venda

.....

.....

3 QUESTIONS ON CULTURE

Does culture have impact on people's leadership styles?

.....

.....

.....

.....

How does your culture play a role in shaping your leadership styles?

.....

.....

.....

.....

Do you find your culture preparing males than females to become better leaders?

.....

.....

.....

.....

Is your culture flexible in shaping one's leadership styles?

.....

.....

© University of Venda

Appendix B: Consent letter

My name is **Matome Lazarus Legodi**. I am a student at the University of Venda registered for the Mastes Degree in Gender Studies. My research topic is **"An investigation into gender differences with respect to administrative leadership styles: Case of Polokwane Municipality."** I am inviting you to participate in this study. Any information that you will provide will be treated in confidence and therefore will not be divulged to anyone without your consent. Note that participation is voluntary. You are also free to pull out anytime should you feel uncomfortable during the interview processes.

Signature of the researcher…….. Date……..

I …… have read and understood the contents of and terms of this invitation to participate in the study. I hereby declare that I am voluntarily participating in this research.

Respondent signature…… Date……..

© University of Venda